College of the Canyons Academic Senate

May 21, 2020
3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Meeting can be join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96957782470 or by calling into the meeting at +1-669-900-6833 or +1-346-248-7799, Meeting ID#: 96957782470

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. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature
3. Approval of the Agenda
4. Committee Appointments (pg. 3)
   - Appointment of Gary Quire to serve as CE liaison 2020-2022
5. Approval of the Consent Calendar

Academic Senate meeting, May 7, 2020 Summary (pg. 4-10)	Curriculum Committee Summary, May 14, 2020
Senate Executive Committee Summary, May 12, 2020 (pg. 11- 13)	Program Viability Committee Summary, May 7, 2020 (pg. 14-17)
CASL/Program Review Summary, March 11, 2020 (pg. 18-20)	CASL/Program Review Summary, April 1, 2020 (pg.21-23)
Construction Management & Technology Ad-Hoc Committee for Department Chair Summary & Recommendation (2020-2022) (pg. 24)	Faculty PD committee Summary, May 18, 2020 (pg. 25-26)
Spring 2020 Election Results for School Adjunct Senator, At-Large Curriculum & Dept. Chair (pg.28-31)	Faculty PD committee recommendation to remove 21 day deadline (pg. 27)
Distance Education (DE) Handbook	Ratification to the Constitution and Bylaws Voting Results (results available May 20th) (pg. 32)
Modified Language for Attendance Flags for Canyons Connects for Summer/Fall (pg. 34-37)	Recommendation from Ed Tech for the Extension of the Refresh Course (pg. 33)
	BP 4240 Academic Renewal corrections (pg. 38-42)

B. Reports (7 minutes allocated for each report)

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

1. Academic Senate Presidents Report, Rebecca Eikey

C. Action Items

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

1. Provisional DLA, Lisa Hooper (pg. 43-44)
2. Program Viability Recommendations:
   a. Three Year Status Report for the Department of Computer Applications and Web Technologies, Garrett Rieck (pg. 45-50)
   b. Program Revitalization for Recreation Management, Garrett Rieck (pg. 51-69)
   c. Program Modification for Construction (pg. 54-67)/Manufacturing, Garrett Rieck (pg. 70-80)

D. Discussion

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

1. Adjunct Climate Survey, Aaron Silverman

E. Committee Report

MQ&E Committee Written Report, Aivee Ortega

- The Minimum Qualifications and Equivalency (MQE) Committee has been moderately quiet this year. The discipline equivalencies are now in the 5-year review and department chairs have been notified if they wish to continue equivalencies for their respective discipline. The updated equivalency list will be sent to Academic Senate for review by the start of the fall term. The committee welcomes Alisha Kaminsky as co-chair of the committee and Aivee Ortega will continue on as co-chair for one year.

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

Existing Policies:
BP 4030 & AP 4030 Academic Freedom (Back in Committee per CPC)
BP 4240 Academic Renewal
BP 4233 & AP 4233 Attendance
BP 4300 & AP 4300 Field Trip and Excursions-*Update to title only*
BP 534 Field Trips and Excursions-Repeal
BP 7120 & AP 7120 Recruitment and Selection
Student Conduct (Phase 2 - BPs 5529 Student Conduct, BP 5530 Disciplinary Action & 5531 Due Process – Student Disciplinary Action)
BP 6700 & AP 6700 – Civic Center and Other Facility Use
BP 7250 & AP 7250 Administrative Retreat Rights
New Policies:
BP 3535 & AP 3535 Camera Policy *(new policy)*
BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use *(new policy)*
BP & AP 4231 Digital Badging *(new policy)*
BP 5517 & AP 5517 Student Clubs, Organizations, Extracurricular Activities & Travel *(new policy)*
BP & AP Covering Substitute Teachers *(new policy)*
BP & AP Freedom of Speech, Harassment (*new Policy*) • BP 528 Student Rights to Expressive Activities • BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups • BP 808 Non Student Speakers

H. Announcements

- o Next Academic Senate Meetings Sept. 3, Sept. 17, Oct. 1
    - o Academic Senate Special Celebration Meeting, May 28, 2020
- o 2020 Faculty Leadership Institute, June 18th – June 20th, Virtual Meeting
- o 2020 Curriculum Institute, June 8, 2020 to July 11, 2020, Virtual Meeting

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 Senate Office at academicsenateinfo@canyons.edu College of the Canyons.

Committee Appointments

Hiring Committee

First Name	Last Name	Full Time Faculty or Adjunct
Liz	Shaker	Full-Time Faculty

Ad Hoc Committee to discuss the Department Chair for Construction

First Name	Last Name	Full Time Faculty or Adjunct
Rebecca	Eikey	Full-Time Faculty
Nicole	Faudree	Full-Time Faculty
Eric	Arnold	Full-Time Faculty
David	Andrus	Full-Time Faculty
Tim	Baber	Full-Time Faculty
Regina	Blasberg	Full-Time Faculty

Academic Senate Summary for May 7, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	A
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	A	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present (all present via Zoom)	A= Absent	
Business Senator	Gary Collis	X			

Non-voting Members (all present via zoom)	
Joe Gerda	X
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest (all present via zoom)					
Ambika Silva	X	James Glapa-Grossklag	X	Michelle LaBrie	X
Andrew Jones Cathcart	X	Jennifer Smolos	X	Miriam Golbert	X
Andy McCutcheon	X	Joy Shoemate	X	Nicole Faudree	X
Anthony Michaelidis	X	Julie Johnson	X	Omar Torres	X
Ashley Murphy	X	Kathy Bakhit	X	Patti Haley	X
Brittany Huerta	X	Katie Coleman	X	Paul Wickline	X
Chloe McGinley	X	Kelly Burke	X	Rebecca Andrew	X
Dilek Sanver-Wang	X	Kelly Cude	X	Robert Wonser	X
Dr. Diane Fiero	X	Leslie Carr	X	Sara Breshears	X
Dustin Silva	X	Lisa Malley	X	Shannon Doronio	X
Edel Alonso	X	Maral Markirian	X	Siane Holland	X
Gary Quire	X	Michael McCaffrey	X	Tammera Rice	X
				Velia Jimenez	X

A. Routine Matters
1. Call to order: 3:02 pm

Note: Hand raising feature was turned on in Zoom and chat message feature was turn off due the accessibility issue and concerns with following the Brown Act.

2. Public Comment: none
3. Approval of the Agenda
   - Motion to approve the agenda by Aaron Silverman, seconded by David Brill. Carly Pearl Abstained. Phil Marcellin, Ron Karlin & Regina Blasberg were absent. All other present voting members approved by roll call. Motion Approved.
4. Committee Appointments: (pg. 3)
   - It was clarified that the Ad-Hoc Emeriti/Tenure Faculty Celebration Committee was created as a way to honor faculty who will be receiving Emeriti status but also to celebrate the faculty who will be receiving Tenure. In partnership with COCFA a Special Celebration Academic Senate meeting will be scheduled for May 28, 2020.
5. Approval of the Consent Calendar
   - There was a question regarding the spring 2020 Senate Elections Results. For the At-Large senators for the Curriculum Committee it was clarified that only two of the three At-Large positions have been filled. Dustin Silva will meet with the Elections committee to determine when the call for the nomination for the remaining position will begin. There are also two school representative positions missing for SBS and KPE. There are several elections taking place and other elections that will be scheduled to start soon, listed on page 37.
   - Motion to approve the consent calendar by Erica Seubert, seconded by Jennifer Paris. Unanimous by roll call. Approved.

Academic Senate meeting, April 23, 2020 Summary (pg. 4-9)	Curriculum Committee Summary, April 30, 2020
Academic Senate Special meeting, April 27, 2020 Summary (pg. 10-13)	Senate Executive Committee Summary, April 20, 2020 (pg. 14-17)
Adjunct Faculty MQ&E fall 2019, part 2 (pg. 18-26)	Faculty Professional Development Committee Summary, April 27, 2020 (pg. 27-30)
Spring 2020 Senate Election Results for School Senator & At-Large (pg. 31-37)	

B. Action Items

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

1. Online Certification Training Requirement Summer 2020, Julianne Johnson, Robert Wonser, James Glapa-Grossklag, Joy Shoemate, Andrew Jones-Cathcart
   - Recommendation from Ed Tech, CETL, Online Education, regarding the requirements for faculty to teach online or hybrid course for SU20 (pg. 38-39)
   - It was clarified that the summer recommendation for training is separate than the one for fall.
   - **Online Certification Training Refresh Requirement**: Academic Senate approved a refresh requirement that arose from the last accreditation visit. There is a requirement for faculty who have been certified instructors take a refresh training every 3 years. The first cohort was 2019-2020. Ed Tech is recommending this first cohort who are to complete the refresh training by June 30, 2020 be given an extension to the end of December 2020. Since this particular recommendation was not specifically on the agenda. There was **no action** taken on this recommendation. It is expected that this recommendation will be on a future Senate agenda.
   - **Online Certification Training Requirement Summer 2020:** The Ed Tech, CETL and IOI instructors recommend extension of the Spring 2020 Emergency Qualifications (passed March 13, 2020) be used for Summer 2020. It may be disruptive to change training requirements now for those who

are scheduled to teach in the summer. For summer the recommendation is to keep in place the temporary emergency reduced training requirements that were approved on March 13th.

- **Motion** to approve to extend the March 13th temporary emergency online certification requirements from spring 2020 to summer 2020 by Jennifer Paris, seconded by Wendy Brill. Roll call Vote: Unanimous. Approved.

2. Online Certification Training Requirement Fall 2020, Julianne Johnson, Robert Wonser, James Glapa-Grossklag , Joy Shoemate, Andrew Jones-Cathcart

- Recommendation from Ed Tech, CETL, Online Education, regarding the requirements for faculty to teach online or hybrid course for FA20 (pg. 38-39).
- **Online Certification Training Requirement Fall 2020:** There is a recommendation that in order for faculty to teach for fall, they either do the entire training approved by the Academic Senate in 2017 or they can take a continued modified reduced training, but more than usual, for the fall 2020. This is presented as **Option #3: Provisional Certification.**
- There was a reminder that both the Department of Education and the Accreditation body require that the instructors maintain instructor to student and student to student interaction. Interaction needs to be initiated by the instructor and that the instruction needs to safe guard data and authenticate the student.
- Option #3 would include the full training Component #1 (CANVAS) training, Component #2 (Section 508), Component #3 (IOI) or Provisional Certification which includes Component #1, #2 and an additional 4 hours of training, demonstration of skills in a sandbox course paired with an online mentor. Component #1 and #2 are those training requirements that were passed on March 13th and are part of the permanent 2017 requirements to teach online. The intent for a mentor is for a faculty member to continue to receive support. The 4 hours of additional training is self-paced and online. This would total 7-9 hours of FLEX credit (component #1, #2, and 4 hours additional training) and was designed with consideration given to the number of FLEX hours per the AFT contract. The training would need to be completed prior to fall 2020 semester.
- **Online Certification Training Requirement Winter/Spring 2021**: The full training regimen will be back in place for faculty who are planning to teach pass winter 2021. There are accreditation concerns in that if the training waiver from spring is extended until next spring would be too long.
- **List of Faculty who have Completed the Training:** The purpose of the Date of Certification (DOC) list is a status check to confirm that these instructors are online certified and to help with building of the class schedule. The DOC list is sent by Rian Medline in HR.
- **Guidance Memo:** There was a reminder that there was a Guidance Memo issued from the State Chancellor's Office that faculty can earn FLEX credit for the current year and have it count for the following year. This accommodates those who have exhausted their FLEX hours.
- **Exceptions to Training:** There was a request to allow for exceptions to be made by the Academic Senate President and the CIO for Option #3. This was included as the recommendation from Ed Tech in consideration of faculty who teach in hard to convert courses, as opposed to individuals who didn't meet training requirements.
  - The updated Ed Tech recommendation which includes the new language on "exceptions" will be included as part of this action item.
- **Motion** to accept the updated version of Option #3 by Wendy Brill, seconded by Garrett Rieck. Roll call Vote: Unanimous. Approved.

  Option 3 - Provisional Certification - Faculty teaching in a distance education format during Fall 2020 must be fully online instructor certified or have completed the provisional Fall 2020 certification. If faculty choose not to complete the full 36 hour IOI course, they need to be

Canvas Certified and complete the Section 508 training. They would also need to complete a self-paced training course (total 4 hours) designed by Online Education in collaboration with CETL that highlights major best practices and major regulatory requirements. Participants will demonstrate skills in a sandbox course paired with a qualified online mentor during summer. Examples of course objectives/modules include *Course Design, Building Community, Communication.* This training shall be completed one week prior to the start of the Fall semester, 2020. The training completed under option 3 shall not be considered an equivalency to any portion of IOI.   This provisional certification shall expire December 31, 2020 so these faculty have an opportunity to consider taking the full course. Faculty who may later elect to become fully certified would have to take the entire 36 hour IOI course. *Restore full training requirements by January 1, 2021 pre-emergency standards. Exceptions may be approve by mutual agreement of the Academic Senate President and Chief Instructional Officer, or designees.*

Ed Tech Recommendation of Option #3, with highlighted additions

- A group will be formed with Dr. Diane Fiero, James Glapa-Grossklag, David Andrus, Joe Gerda, Omar Torres and Rebecca Eikey to further discuss the exception clause.

3. Revisions to the Constitution & By-Laws, Rebecca Eikey (pg. 40-66)
   - After some follow up with both HR and CSEA there is a proposal to change the position title from "Secretary" to "Clerk." This will ensure there is clear delineation in terms of the roles and responsibilities between the Administrative Assistant of the Academic Senate and what the faculty Senate officer would be. The changes outlined in the constitution replace the word "Secretary" with "Clerk." This change is also noted in the Bylaws. In addition, language was added to clarify that these officers would not be directing the work of the Administrative Assistant but rather the Academic Senate president would provide that direction. This same language was mirrored in the duties and responsibilities of the "Treasurer" position. A note was also added stating that *"These positions would not infringe, encroach or supersede any permanent district positions."*
   - Motion to approve the changes to both the Constitution & Bylaws by Wendy Brill, seconded by Erica Seubert.
   - Roll call Vote:
     - Andrus, David- Abstained
     - Blasberg, Regina- Absent
     - Brill, David- AYE
     - Brill-Wynkoop, Wendy- AYE
     - Burgdorfer, Jason – AYE
     - Collis, Gary – AYE
     - Corbett, Mary – AYE
     - Eikey Rebecca- *Only votes if it changes the outcome*
     - Garrett Rieck- AYE
     - Hooper, Lisa- Abstained
     - Karlin, Ron – Absent
     - Llaguno, Marco- AYE
     - Marcellin, Philip – Absent
     - Matsumoto, Sab- Abstained
     - Paris, Jennifer - AYE
     - Pearl, Carly – AYE
     - Rieck, Garrett- AYE
     - Riviera, Benjamin – AYE
     - Erica Seubert- AYE
     - Shepherd, Rebecca – Abstained
     - Silverman, Aaron – AYE
     - Small, Jessica – AYE
     - Torgeson, Erika - AYE
   - The motion passed with 15 votes in favor, 4 abstentions and 3 absent.

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

1. [Faculty Handbook for Distance Education](#), Rebecca Eikey
   a. [Recommend continued use of Orientation Letter](#) for SU & FA 20 or any online class.
      - The Faculty Handbook is a collection of already existing faculty resources that could be shared in one document. This is not meant to supersede resources that are already in place. Rather to put resources into one document. This document helps to summarize what Distance Education is, lists our commonly understood best practices such as the use of the Orientation letter. It was clarified that there is no new content, the information in the Handbook are already established practices, policies and procedures in existence at College of the Canyons. The Senate thanked the president and DE staff for putting together the handbook. This handbook will return as an action item on the next agenda.

2. Provisional DLA Addendum, Lisa Hooper
   - This item is a follow up on the status of the Distance Learning Addendum and what the plans are for the provisional DLA. There will be some discussion in the Curriculum Committee on this matter.
   - **Differences between a blanket addendum, permanent DLA & provisional DLA**:
     o **Emergency Blanket Addendum**: For summer and fall, recognizing that some courses cannot be taught at a distance, there was a request to be more deliberate with the schedule building and plan to offer courses that can be taught at a distance or 100% online. The Blanket DLA is in effect until the end of December 2020. If the pandemic crisis extends to the spring 2020 semester there will no longer be a blanket addendum attached to a course, it may have either a permanent or provisional DLA.
     o A permanent or provisional DLA needs to be offered for courses that are intended to be offered as Distance Education after December 2020. There are some courses that may not be possible to teach with Distance Education. Once it is safe to return to campus there may be some courses that will be granted some ability to be taught in person.
     o **Permanent DLA**: These DLA's are in two forms either a 100% online or Hybrid. There are some courses that currently have approved Hybrid DLA's but there is nothing that can prevent anyone from requesting a permanent 100% online DLA to a course. A permanent DLA may be listed on Curriculum's consent calendar. To convert from Hybrid DLA to the 100% online DLA faculty would need to complete the DLA template such as an example of a discussion board prompt and a unique assignment to Curriculum. For other courses that are lecture only, requesting a permanent 100% DLA could be a viable option.
     o **Provisional DLA**: This option would only be enacted in the event of an emergency that does not allow for face to face instruction. This could be throughout the district or for a particular facility location. These DLA's could be used beyond the COVID-19 pandemic. The language in the DLA emphasizes the need for regular and effective contact (instructor-to-student and student-to-student). The authentication of students also needs to take place by having students log in through CANVAS. CANVAS would be the main platform which would house course content and students could then migrate to other learning platforms. This aligns with our permanent DLAs. Once the emergency is over courses would resume back to face-to-face. If the provisional DLA is left in place they can be enacted during a future emergency.
     o It was clarified that correspondence instruction such as mailing packets and having students return them should not take place. Correspondence education is not distance education.
     o There was a suggestion to change the word "will" to "may" when referring to the sentence, "This course *MAY* use the following software/digital platform." There was a

suggestion to have language that is broader to accommodate those hard to covert courses.

   o There was a suggestion that perhaps when a course is going through its 5-year revision, when the permanent DLA is being update, this could be an opportunity to ensure that the provisional DLA is also update to ensure its currency. If there is no blanket DLA in place in the future, in the event of an emergency, would every course now be required to have a permanent or provisional DLA?

D. Committee Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
   1. Civic Engagement Committee Written Report, Patty Robinson-(pg. 67-76)
      • Special thanks to Patti for all the work that Civic Engagement has been doing.

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
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BP 4233 & AP 4233 Attendance
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BP 534 Field Trips and Excursions-Repeal
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BP 6700 & AP 6700 – Civic Center and Other Facility Use
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New Policies:
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BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use *(new policy)*
BP & AP 4231 Digital Badging *(new policy)*
BP 5517 & AP 5517 Student Clubs, Organizations, Extracurricular Activities & Travel *(new policy)*
BP & AP Covering Substitute Teachers *(new policy)*
BP & AP Freedom of Speech, Harassment (*new Policy*)   • BP 528 Student Rights to Expressive Activities   • BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups   • BP 808 Non Student Speakers

H. Announcements

- o Next Academic Senate Meetings May 21 (SP20) & Sept. 3, Sept. 17, Oct. 1 (FA20)
    - o Special Celebration Meeting has been added for May 28th to honor Emeriti & Tenure Faculty.
- o [2020 Faculty Leadership Institute, June 18th – June 20th](#), Marriott Newport Beach
- o [2020 Curriculum Institute, June 8, 2020 to July 11, 2020](#), Riverside Convention Center
- o Academic Senate Elections for Department Chairs. Adjunct Senators and Adjunct Representative for Curriculum Committee Members to be held from Monday, May 11th to Friday May 15th.

I. Adjournment: 5:05 pm.

COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

May 12, 2020
2:30 p.m. to 3:30 p.m. via Zoom

SUMMARY

Attendees: Claudia Acosta*, Michelle LaBrie, Teresa Ciardi*, Saidah Behhood, Wendy Brill, Lisa Hooper*, Garrett Rieck*, Gary Quire*, Rebecca Eikey*, Marilyn Jimenez, Aivee Ortega*, Edel Alonso, Miriam Golbert*, Dustin Silva*, Lisa Mott, Ana Palmer, Brittany Huerta, Patti Haley, Nicole Faudree*, David Andrus*, Anthony _____

*voting members per the Academic Senate Bylaws.

Note*:* Reminder that this meeting is open to all. Those who are invited to attend the meeting are those who are chairing key Senate sub-committees. Those committees are related to the collegial consultation processes such as College Planning Team and PACB

A. **Routine Matters**
  1. Call to order: 2:32pm
  2. Public Comment:
     - **Canyons Connects:** Michell LaBrie shared a public comment relating to the Canyons Connects. Progress surveys are send out between weeks 3 and 5. There is also a survey sent out for weeks 9-11. The language that was approved by Academic Senate last spring was very generic. The language has been recently changed in order to accommodate the unique circumstances of students moving to remote learning. The current language was not accurate and did not provide the resources needed. Progress surveys will be launched for summer. The current language is not adequate but the modified language maybe is too much because it address the server disruption. The language that was approved by Senate was meant for face to face courses. The language was updated with the help of the Counseling department. Language was incorporated that included the pass/no pass grading options and direct links to the Counseling department. There was a suggestion change the following language to *"The move to continued distance education may be affecting your academic performance."* Will the current withdrawal options still be available for summer and fall?
     - This item was moved to be part of the discussion item, "Preparing for Academic Year 2020-21."

  3. Approval of the Agenda:
     - Motion to approve the agenda, with the understanding that the public comment item will continued to be discussed as part of the discussion item, by Nicole Faudree, seconded by David Andrus. Unanimous by roll call. Approved.
B. **Reports**

1. Academic Senate President Report, Rebecca Eikey
   - Rebecca will be part of the virtual commencement ceremony and filmed a speech as part of recognizing the valedictorias. The office of Institutional Research provided data relating to the graduating class. This year has had one of the most diverse groups of students. There are more student graduating with two degrees than there was as a total of graduates for the year 2010. The number of students graduating with one degree is 10% of all the graduates that has ever been seen in over the past 20 years. Currently, LatinX students make up 45% of the graduating class. There are 80 students who have a 4.0 and who are valedictorians. Many of the honor students are majoring in the following programs Psychology, Communications, Business Administration and Nursing for transfer. An Academic Senate Special Celebration meeting is scheduled for May 28th in which both emeriti and tenured faculty will be recognized.

C. Action: none

D. Discussion
1. Preparing for Academic Year 2020-21, Rebecca Eikey
   - This discussion is to help determine options that will be available for students and how the college prepare for the next academic year.
   - **Pass/No Pass Grading Option:** There is an executive order for the excused withdrawal and the pass/no pass grading option for the spring semester. The extension for this option was extended locally for summer and fall. For the summer term a student can still ask for an EW. This information can be found on the Student Services website. There are three "W" options which includes the standard withdrawal, the "EW" and the remove the "W" from the transcript option. Students can request a withdrawal option after they fill out the COVID-19 form. There was an email sent by Jasmine Ruys which indicates that for spring 2020 grades the withdrawal options are good until spring 2021. In terms of summer grades it has not been determined if these same grading options will be available for students.
   - **Canyons Connects (Discussion continued):** In order to help determine what communication to provide to students and what will be needed for summer and fall as far as "P/NP" and "W" grading options an Ad-hoc group will need to be formed. This ad-hoc group can include Michelle, members from the Canyons Connects team, counseling faculty, Jasmine and one or two Senate leaders. This Ad-hoc group will also help clarify what type of actions Senate needs to take.
   - There was a question regarding if students can know what their grade will be before they make their decision to do a P/NP? It was clarified that any request made by a student for a P/NP is not automatically submitted to Admission but instead filtered through a Counselor. A P/NP is not an option to all students as there can be various underlying issues with these options. If a student is no satisfied with the grade they are receiving in a class, they can request an "EW." There is also the expansion for repeatability where the executive orders lifted he limit on repeatability for students who are affective by the pandemic.
   - In terms of faculty teaching synchronously or asynchronously will this be on the fall class scheduled? If a faculty member choses to teach asynchronously then class meeting dates/times will be removed from the schedule. There are concerns that students are taking 5 classes online when will office hours be allowed? An FAQ will be sent out to all faculty. For classes that were already scheduled to be online they would continue to be listed as 100% online. The orientation

letter would also communicate to students if a course is going to be synchronous or asynchronous. Faculty would be qualified to each using the provisional requirements for summer.

- **Provisional DLA's:** Faculty need to decide for fall semester if they are going to teach online. The provisional DLA will only be enacted in an emergency situation. Courses should remain face to face and then be pulled to become 100% online and have a provisional DLA applied. If faculty want to teach synchronously and then want to offer synchronous testing times that needs to be clear in the schedule. It was clarified that in the provisional DLA the synchronous meeting times will also include assessments. There is concern that if faculty have already chosen to teach all of their courses online and then suddenly they are now told to teach face to face via zoom they may want to switch back to 100% online.
- **Privacy Issue Concern with zoom recordings:** There are concerns with recording students and then posting those class meetings. In the state of California permission must be received first before someone can be recorded. Some faculty also do not like for students to record their lectures. It should be explicit and noted on the Orientation letter that classroom meetings could be recorded. There could also be issues with FERPA. A disclaimer could also be added to the syllabus.
- An Ad-hoc group will be formed to help identify privacy issues from Academic Affairs standpoint.

E. Adjournment: 3:30 pm

Program Viability Committee Summary

May 7, 2020, 9:00 a.m. to 10:30 a.m. – Zoom Conference Call

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services Counseling), Jason Burgdorfer (MSHP), Joe Gerda (VPAA),

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Don Carlson (Dean, Business), Brittany Applen (ASL/Communication Studies), Leora Gabay (Adjunct Faculty, Physical Education), Tim Baber (Welding), Eric Arnold (Construction (Management & Construction Technology), Justin Wallace (Manager, Tech Assist. TAP Grant), Jesse Vera (Student Services III (A&R), Kathy Bakhit (Ed. Admin.), Silvie Faust (Student Services Specialist III/Case Mngr.), Chuck Lyon (Dean, PE/Kines & Athletics), Maral Markarian (Adjunct Faculty, CAWT)

I. **Routine Matters**
    1. Call to order: 9:09 am
    2. Approval of the Agenda
        - Motion to approve the agenda by Lisa Hooper, seconded by Albert Loiza. Unanimous. Approved.

II. **Discussion**
    1. Program Revitalization: Recreation Management – Brittany Applen and Leora Gabay
        - This program is looking to create its own department and go through a revitalization process and identify the resources it would need as there may be ropes, rock walls or other equipment needed to run the courses.
        - **Advisory Board:** An advisory board meeting has been set up. The Advisory board has representation from:
            o Industry (private sector): Mike Sulsen with Valley Trails Santa Clarita. Mike Sulsen has committed to allow the college to use their facilities with ropes as well as internships and job opportunities.
            o Non-the profit sector: Tejon Conservancy offers internships and scholarships using the Tejon Ranch facilities.
            o Work is being done in partnership with both the Park Commissioner and Lance O'Keefe the Recreation & Community Services Manager for the City of Santa Clarita. A letter of support has been received from the manager at the City of Santa Clarita which also offers internships, scholarships and job placement opportunities.
            o Former department chair for Outdoor Recreation and current Coordinator for the Recreation Management program at CSUN has submitted a support letter.
        - **Internships:** There currently is no internships available in Recreation Management. Once the program is switched from being a program to being a department it will go through Curriculum committee.
        - **Current Program at CSUN**: Currently this program is in line with what CSUN offers however, due having never been identified as a Career Education program in the past the move to having a Recreation Assistant top code provides an opportunity for students to work outside of the program. They are interested in forming the pathways and the various connections with local community colleges. Brittany has received documentation on the four different pathways CSUN is working on.
        - **Resources this program currently has, those it needs and the funding source:** The program is

currently a program as students are registering for classes. Leora Gabay has been hired through Kinesiology and is currently teaching. Courses for Outdoor Management already exist in eLumen. Currently there is no outside costs and it is not clear when these courses will be offered outside. Equity is a big issue when it comes to Recreation, if people do not have the right gear they cannot go outside and recreate. Resources are available through Valley Trails and students can find those resources. This allows for no out of pocket costs as other peoples facilities are being used. The owner Howard at [Top Out Climbing](#) is interested in student climbing clubs so that students can have their own climbing wall. The hope is to have resources available for students in the future. For example, if a student wants to go backpacking they can be provided with a backpack, sleeping bag and a tent. All other tools are low-costs. Students should be in a course where they can participate in a simple hike or field trip.

- **Concerns with having its own Recreation Management Department:** There are concerns with having this program be its own department. There was previously a department chair for Recreation Management but the program did not thrive.
- There is concern with having Loera teach Recreation Management courses as she was hired to teach Kinesiology. Leora is a full-time faculty member in Kinesiology. It was clarified that Leora Gabay is teaching all the online Recreation Management classes but she will not be moving to Recreation Management.
- The idea to add a non-coaching faculty member was to have better representation on Senate sub-committees.
- There is no transfer model curriculum and an articulation agreement needs to be done with CSUN. There is also not a lot of graduate students. All courses with ADT have a CID. Many of the Recreation management courses taken at COC are taken as elective and not a part of a Recreation Management major.
- In terms of LMI the pay rate is low. Many of the programs at CSUN include hospitality and Tourism. The FTS has been static. It was clarified that students who begin working with only an AA will start at a lower wage. After students pursue and obtain a higher degree and obtain more years of experience they can earn more in Recreation Management.
- There was an idea to set up Recreation Management courses in a cohort format where students could complete their classes in two years. This would be similar to how Sign Language courses are being offered. More LMI data will be reviewed to look at jobs and wages that are associated with upper degree requirements. Courses could be categorized under CTE and still fall within the Recreation Management department.
- **Department Chairs and Program Coordinators:** There is compensation for Department Chairs and Program Coordinators. Anyone in these positions would be champion for the program and be a unified voice. This program had started as a program and after the Department Chari left it was moved into Kinesiology.
- **Perking's Funding:** Currently the status of SWF funding is unknown. In term of Perkins, it cannot purchase backpacks or helmets, gloves etc. As these are considered a cost to taking a class. The Pell grant will cover some of these costs for students. There is concern with regards to the relationship with Hospitality and to not make this program its own department. The one area that will be hardest hit with the current crisis is with the Hospitality industry. It is not clear what the Hospitality industry will look like for the state in the near future. It was also clarified that Recreation Management can also be separate from the Hospitality Industry.
- **Current existing Recreation Management Programs in Southern California:** These programs can be found in Long Beach, East Bay, San Jose and SAC state.
- **Program Revitalization:** There is concern with the creation a new department but the committee is supportive of a Program Revitalization. It was clarified that once a program coordinator

positions is approved the position is presented to the district. The recommendation will move to Academic Senate once it is approved in PV.

- Motion to support Program Revitalization and having Brittany serve as Program Coordinator for the Recreation Management department by Chris Bolts, seconded by Albert Loaiza. Unanimous. Approved.

2. Program Modification: Manufacturing and Construction Tech – Eric Arnold, Tim Baber, and Harriet Happel
    - **Background:** There is a discussion regarding how programs could be modified to prepare students in these sectors. Hauss a CNC, Five Axes Manufacturing Company in Oxnard has complained to all CCC's in the region that they are not preparing students well enough for their workforce. The education could start in the local high schools and then matriculate to CCC's and prepare students for the workforce. An outside firm was hired called the National Association of Advance Technology Centers which was created out of the American Association of Community Colleges for the 21st Century to help create a report. An environmental scan was done of both the SCV area, Hart District and the region. This data is in the ACT report. The Chancellor's office and Legislature also has a 1.5 million grant to develop this work. This is a three year grant that will be rated with SWF, Perkins and NSF funding.
    - **Presentation:** An **Advance Technology Center** presentation was shared by Harriet Happel which included information on the Advance Technology Center, responding to the gaps, managing the supply/demand gap, managing the skills gap, jobs in demand, managing the skills gap through competency based education and industry recognized credentials, emerging technology gaps, responding to the need for physical space with B&B Manufacturing, responding to industry 4.0, the need for technicians, aligning the metrics, current advance technology programs at COC and human resource needs.
    - **Curriculum Development:** Eric Arnold will be leading the charge with Curriculum development. Eric Arnold as program chair is very supportive of the NCCER and Tim Baber is very supportive of the MNSC. These are two primary associations that the programs would be associated with. Many courses will be kept and additional courses will be added. Many students after taking various courses still need more basic level training before entering the workforce. There will be modifications to the certificate and degree offerings. There's disconnect with Manufacturing as many only understand the CNC and CACT programs. This will allow for the program to be developed in a robust manner. Manufacturing 112 and 113 does get students started but many of the lower level courses to help students obtain a work are not offered. The manufacturing program can be re-developed to break the pathway with high schools and work side by side with both the CNC and CACT programs.
    - **Securing Funding:** A 3 year lab rent expense which will include two classrooms and various full-time faculty will need to be secured. There is concern with spending grant funds in that if the funding is not spent it is lost. If it is spent what will happened once the grant expires? How will the district continue to support this program after the grant runs out? Welding has always thrived but there is not much of a Manufacturing program at COC. There is request to see the financial breakdown as the funding needs are substantial. The B&B lab space will be free for the next 3 years and this will include all the maintenance costs of the machines.
    - As a stipulation of this grant faculty positions will need to be set in place, such a Director, 1 full-time faculty member and 1 full-time lab tech. The hiring of the full-time faculty member will need to come through staffing. There will be credit disciplines that will be looking to replace people and there is concern that the faculty member hired may move into a new position due to the security of the funding. This will pose a challenge and puts PV and Staffing Committee in a difficult position.

- These are the highest demand sectors for the region. There are core economic sectors for the state of California. There may be federal stimulus developed to encourage more manufacturing. The Department of Defense has not slowed down in their contracts.
- **Beneficial to Veterans:** Many Veterans students cannot take CNC and manufacturing programs due to not being approved by COC for the VA program. Many veterans have technical skills and this would be great value to all Veterans.
- The overall committee is in support of this program as it can greatly benefit students. A rubric will be filled out and submitted to Academic Senate. There was a recommendation to include evidence of commitments from local business, the shared space commitment and the need for some consumable tools. The contract is being negotiated with B&B and is in the final phase. Harriet will share the final contract. Meetings with Northrup and the Advisory Boards are being documented. A survey will also be executed soon. An Industry and Business Leadership team will also be formed as this will help gather more industry buying and collaboration. Work will also be done with other local community colleges such as Antelope Valley and Ventura College as the Chancellor's Offices has stated this can help with sharing apportionment. The longer end goal is for the development of a regionally collaborative site for the region which is the Advance Technological Center. There is concern that if these program are not further developed it can severely impact the local economy as many business may go out of state. This helps to secure employment for the future generations and the overall community.
- Motion to support a program modification recommendation for the Manufacturing and Construction Tech program, including adding additional supportive documentation to the CANVAS shell by Nicole Faudree, seconded by Lisa Hooper. Unanimous. Approved.

III.   Reports
1. Year Two Status Report: Technical Theatre (time permitting) – Chris Boltz

IV.   **Adjournment:** 10:45 am.

CASL-PR COMMITTEE SUMMARY

March 11, 2020 **1:30 pm – 2:50 pm** **Bonelli Hall 330**

Voting Members					
CASL Chair SLO Coordinator	Jeff Baker	X	Learning Resources	Ron Karlin	X
CASL Chair SLO Coordinator	Nicole Faudree	X	Counseling	Tony Law	X
PR Chair	Jason Burgdorfer	X	K&PE	Justin Lundin	A
ePortfolio Coordinator	Brittany Applen	A	SBS	Anne Marenco	X
ePortfolio Coordinator	Alexa Dimakos	X	SB	Gary Quire	A
MSHP	Kelly Burke	X	MSHP	Dilek Sanver-Wang	A
Senate, MSHP	Rebecca Eikey	A	SBS	Cindy Stephens	A
K&PE	Howard Fisher	A	MSHP	Tara Williams	A

Non-voting members		
AVP of Academic Affairs	Omar Torres	A
AVP of IE and IPE	Daylene Meuschke	A
Dean of Humanities/SBS	Andy McCutcheon	A
Dean of VAPA	Jennifer Smolos	A

X=Present   A=Absent

Topics:

1. **CASL/PR- Consent Item: Minutes from November 27, 2019 & February 26, 2020**
   unanimously approved.

2. **PR – peer review or committee presentation**
   The term "peer review" has different meaning, whereas terms such as "feedback," "support" or "colleague feedback" might be terms that are more acceptable.

   Making the peer review voluntary would help with the possibility of the PR peer review being viewed as intimidating. If it was mandated by the Academic Senate then it would also be a work-load issue for individual reviewers. If the PR Committee instead, or in addition to, peer reviewers would host PR presentations, then "peer review" could be renamed to "Committee PR review/ presentation/support of academic departments PR." The type of support would depend on whether the review would be part of a department's completed PR or feedback and support during the program's process of completing PR.   A Committee Review, would provide a place for department chairs to receive training, feedback or support during the completion of the PR.

   Questions regarding the review process:

   1) How to handle the review load, couple like departments, only address certain issues?
   2) Would all programs across all years of PR have to do have peer review and/or committee presentations during all three years?

3. **PR –** recommendation for budget module training including screen shots with explanation could be done by the Fiscal Services or Budget Department.

4. **CASL –** ACC&U travel report out

   Alexa Dimakos reported take-aways from eportfolio sessions at the ACC&U conference:

   - Colleges are creating infrastructure in order for the e-Portfolios to be centralized.
   - A culture shift from grades being the sole representative of a student work to thinking more broadly and encompassing portfolio work; this shift would have to be across disciplines and departments, and it would have to be done with a mindful and thoughtful approach. This approach can be very discipline specific but nevertheless useful across disciplines.
   - Creating a centralized place where students can get help. The dream is to have that space for students, and thoughtfully bring it to our campus. This could lift the pressure from the faculty.
   - Representatives from schools saying that this process took at least 5 years. There had been challenges and draw-backs.

   Templates are helpful, if the heavy lifting of template design is dealt with separately, it might make it easier for people to implement ePortfolios. The implementation could be added to the deans' agenda.

   Approaching ePortfolios with interdisciplinary representation through a separate ePortoflio/student engagement committee and running it through CETL would help root ePortfolio work in pedagogy and teaching and learning as well as assessment. This approach would help departments such as Biology to understand how implementing an e-Portfolio could fit into a class so it is a self-reflective thought process. There is value in approaching ePortofolios by inquiring what kind of training, collaboration is needed. Bonelli 241 could be a a place to meet and have office hours regarding ePortfolios, or using an informal space in the cafeteria to help engage students.

   Issues with IT part of the implementation have made pushing templates to the students in canvas a challenge. Work load makes it difficult to work with the product when there are IT issues.
   Brittany and Alexa are working almost daily on the implementation of the PebblePad platform. They are working with Melissa from Pebble Pad on how to do the training in 2 hours rather than 6. March 20th 2020 training session is currently is tabled.

5. **CASL – Do we want an assessment day?**

   There is past work and recent needs that make an assessment day beneficial.

   It needs to be driven through our Professional Development Committee.

The event could address questions regarding if and when loop closing could happen.

The data coaches could address the data disaggregation issues.

Half a day on a Friday could be dedicated to different sessions and the other half of the day would be designated for scoring assessments and break-out sessions.

Prior to the event, creating infographics, online booklets, for the assessment work-flow would help. These would be a couple of pages to address assessment and SLO issues, mapping, accreditation updates regarding assessment standards, troubleshooting assessment scoring issues.

CASL-PR COMMITTEE SUMMARY

April 1, 2020　　　　**1:30 pm – 2:50 pm**　　　　**Bonelli Hall 330**

Voting Members					
CASL Chair SLO Coordinator	Jeff Baker	X	Learning Resources	Ron Karlin	X
CASL Chair SLO Coordinator	Nicole Faudree	X	Counseling	Tony Law	X
PR Chair	Jason Burgdorfer	X	K&PE	Justin Lundin	X
ePortfolio Coordinator	Brittany Applen	A	SBS	Anne Marenco	X
ePortfolio Coordinator	Alexa Dimakos	X	SB	Gary Quire	X
MSHP	Kelly Burke	X	MSHP	Dilek Sanver-Wang	A
Senate, MSHP	Rebecca Eikey	A	SBS	Cindy Stephens	A
K&PE	Howard Fisher	X	MSHP	Tara Williams	X

Non-voting members		
AVP of Academic Affairs	Omar Torres	A
AVP of IE and IPE	Daylene Meuschke	X
Dean of Humanities/SBS	Andy McCutcheon	A
Dean of VAPA	Jennifer Smolos	A

X=Present　A=Absent

Topics:

6. **CASL/PR- Consent Item:** Minutes from March 11, 2020. Minutes were unanimously approved.

7. **PR –** peer review or committee presentation

   Related to the budget process and how we work as a committee as well as how departments could improve their program review.

   Prior to making the recommendation discussion on topics:

   - How will it work?
   - Who gets selected?
   - What is process for Peer Review? The Peer review process has been on the back burner, and it is not tried out.

   If improvement at the department/program level is the goal of peer review/or committee presentation, then that can occur either at the peer review or through presentation to the committee.

   If the PR's goal is to collect trends that we are seeing across varied academic departments, then we either have committee presentations or we have reporting out from the peer review.

   Coaching, peer review and committee presentations may be of value instead of choosing one way to approach it.

Committee presentations may provide different perspectives and facilitate collaboration across campus. Providing a formal way to figure out how to approach PR is beneficial to chairs, especially new ones. An ongoing opportunity would provide tools for assistance throughout the program review cycles/ years.

Pending recommendations by the Curriculum Committee and Academic Senate, if a department's curriculum revision includes a majority of their courses, the department's presentation to the PR Committee would precede the curriculum revision timeline, to help the departments review their SLOs, courses, their budget requests, long term planning for degrees and certificates. This presentation would be regardless of the year in which the department is in their Program Review.

Jason Burgdorfer will coordinate with Rebecca Eikey and Lisa Hopper regarding the recommendations. Nicole Faudree volunteers to present on her program/department, if the Academic Senate makes the recommendation.

Presentations for 60 or so academic programs could possibly fit within the academic year, but guidance and identifying committee members who can help presenters address various issues is needed. Multiple reviewers via peer reviewers process can help create a safe space and ease some of the workload for the presenters/chairs.

Appreciative inquiry, as it is currently applied through IEPI, and not having just the chair, but several members of the department there for that presentation, as well as the peer reviewer could help.

Jason Burgdorfer will coordinate with Curriculum Committee on the course revision process and timeline prior to recommendation to Academic Senate.

We can start the peer review immediately, and see what unfolds.

8. **PR –** preparing budget module training including screen shots with explanation.
9. **PR –** PAC-B summary – on Monday, April 13th we will start reviewing budget forced requests.
10. **CASL –** to assess or not assess this semester? For courses and ISLOs.
    - If the faculty or coordinator feels comfortable and they're ready to assess, and they think it would not disproportionately impact their data, they should have the flexibility to assess. Some departments, such as Paralegal, transitioned to online learning and have decided that they are able to assess this semester.

- Some thought it could be interesting to collect the assessment data this semester and it would give you a lot to talk about in loop closing. Changes in SLO performance rates may highlight the challenges and allow you to make comparisons.
- Flexibility is important for the faculty, and if this continues for longer, they could decide to re-assess in the Fall.
- For courses that are not going to be offered as frequently, this would be a missed opportunity for assessment until they are offered again and assessed in future.

ISLO loop closing meetings have been scheduled at the end of the Spring semester. Should we pursue the ISLO assessments for the Spring semester? Coordinators will reach out to faculty with the Community Engagement and Quantitative Literacy to find out if they are ok with doing the assessments this semester.

11. **CASL –** Continue open labs after spring break. Jeff, Nicole, and Evis will continue offering assistance to faculty through Zoom facilitated open labs.
12. **CASL –** Planning for Assessment Day fall FLEX week.
   Thursday is claimed tentatively as a Day of Assessment for Fall FLEX.
   Ideas for the Day of Assessment were discussed.

The Ad Hoc Committee
for the Department Chair of Construction Management & Technologies

Date: May 13, 2020
Time: 11:00am to 12:00pm, via Zoom

Summary

Present: Rebecca Eikey, Academic Senate President (voting member), Joe Gerda, CIO (voting member), Don Carlson, School Dean of Applied Technology (voting member), Nicole Faudree, COCFA President (voting member), Eric Arnold, current Department Chair of Construction Management & Technologies (voting member), David Andrus, Academic Senate President-Elect (voting member representing one full-time faculty member outside the affected Division), Regina Blasberg (advisory member), Tim Baber (advisory member).

- Per Section 8a of the Procedures for Department Chair Elections approved by Academic Senate on March 22, 2012, an Ad Hoc committee was convened to discuss the open position of Department Chair of Construction Management & Technologies.

- The committee discussed how to best support the programs in Construction Management & Technologies. Tim Baber and Eric Arnold explained the $1.5 Million grant to support the development of an Advanced Technical Center that would support manufacturing and possibly construction technologies. As the former chair of when the department was Construction Management, Regina Blasberg has the ability to serve as the Department Chair for the next two year term (2020-22), effective the first day after the last day of instruction of spring 2020 semester.

- Motion: Recommend Regina Blasberg to serve as the Department Chair of Construction Management & Technologies – made by David Andrus; seconded by Eric Arnold.

- Unanimous vote by committee.

Faculty Development Committee Minutes
May 18, 2020
11:00 am @ ZOOM
Chair(s): Teresa Ciardi
Administrative Director: Leslie Carr
Members: Annie Aboulian, Brittany Applen, Sarah Breshears, Sandy Carroll, Gary Collis, Brandon Hilst,   Ted Iacenda, Adam Kaminsky, Susan Ling, Tammy Mahan, Wendy Ruiz, & CASL Committee Members,   Jessica Small

1. Announcements and/or time critical additions to agenda from any committee representative and/or the Administrative Director
    Should the 21-day deadline be lifted temporarily because faculty are working to transition to a remote work environment and need additional time to submit FLEX applications? The committee agreed to recommend to the Academic Senate that the 21 day deadline be removed/waived for ALL FLEX proposals for the Spring 2020 term and through the end of this fiscal year, for any and all Faculty Professional Development.

2. Review Faculty Professional Development Proposals & Reports – last set for this term ☺
    The committee denied the proposal because the individual received a stipend from the other college at which he works, and faculty may not receive double compensation (stipend and FLEX credit) for an activity.

3. Fall 2020 FLEX Week Conference Planning – where are we in the process?
    Teresa will work on the Fall 2020 FLEX Conference schedule in the next 1-2 weeks and email the committee with a draft of the schedule. The next Academic Senate meeting is May 21, 2020. The draft Fall 2020 FLEX Conference schedule will be sent to the Academic Senate President upon completion.

4. Discussion Items

    a. MOU regarding FLEX
        - The MOU is very specific regarding which Professional Development Activities may be carried over to the next academic year, for full-time faculty. Faculty should review their respective union MOU for specific language related to Faculty Professional Development.
        - Start date for online training/carry over hours: March 1, 2020 for full-time faculty

Announcements
- *Thank you for serving on this committee, for all of the work you have done to serve our fellow faculty, for your ideas and thoughtfulness, and for your participation as a team.*
- *Have a safe and meaningful summer. I will miss you and look forward to seeing you Fall 2020.*
- **1st meeting for Fall 2020, August 31, 11:00am (probably via Zoom)**

Faculty Professional Development Committee Representation

Current as of May 2020

Schools/Services	Representatives
Professional Development Director	Leslie Carr
Chair(s)	1. Teresa Ciardi (School of Mathematics, Science, Engineering)
School of Applied Technologies	*VACANT*
School of Business	Gary Collis
School of Humanities	Annie Aboulian Brittany Applen
School of Kinesiology/Physical Education	Chris Cota (Fall) Ted Iacenda (Spring)
School of Learning Resources	Sarah Breshears
School of Mathematics, Science, & Health Professions	Sandy Carroll Brandon Hilst Teresa Ciardi
School of Social & Behavioral Sciences	Wendy Ruiz (Early Childhood Education) Adam Kaminsky Tammy Mahan (Psychology)
School of Student Services	Susan Ling (Counseling)
School of Visual & Performing Arts	*VACANT*
Full-time Faculty a Large Representatives	*VACANT*
Adjunct Faculty	*VACANT*
ASG Representative	*VACANT*

FPDC Recommendation:

Request emergency Academic Senate approval to allow any Faculty Professional Development listed in the COVID Crisis COCFA MOU* have the 21 day deadline removed. While the COCFA MOU concerns only the full time faculty, the FPDC recommends waiving the 21 day requirement for all faculty for all FLEX proposals for the spring 2020 term and through the end of this fiscal year. Everyone was agreed that there are probably a lot of faculty (both full-time and part-time) that have not even thought about submitting FLEX proposals

Academic Senate approved policies in 2018 that require that faculty submit a proposal for FLEX no later than 21 days after the FLEX activity has occurred. Per the COCFA MOU faculty may document all of the hours of Faculty Professional Development that has been happening these past 2 months, which are listed in the MOU Paragraph 9. It may be the case that many hours occurred in the first weeks which would be outside of the 21 day deadline, and that Faculty have not had a moment to submit these hours.

* Paragraph 9 of the MOU:

"The District will compensate faculty for attending documented training required to move courses to remote instruction modalities including, but not limited to:

1. Extra Dept. planning meetings
2. Canvas
3. 508 training
4. Zoom
5. Respondus
6. Publisher webinars or direct training (Pearson, McGraw-Hill, others)
7. Labster
8. Adobe Pro
9. Task Force Meetings
10. Office 365
11. Proctorio
12. Developing training modules for faculty
13. Creation and development of shared Canvas modules-lab activities, questions, etc.

Compensation will take the form of Flex credit should faculty still require hours to meet their Flex obligation. If faculty have met their Flex obligation for the 2019-20 academic year, the District will grant Flex credit toward the 2020-21 academic year. If a unit member retires at the end of the of the spring 2020 semester, the additional training required to move courses to remote instruction modalities, performed above the required FLEX hours, will be paid at the overload rate."

School Senator Positions

Academic Senate Adjunct Senator

One-year term to be held from 7/1/20 – 6/30/21

*Note: If the Academic Senate Constitution is ratified on May 20th Adjunct Senator Terms will extend to two-year terms.

Faculty Name	Nominee
Adjunct Senator	**Carly Perl**
Adjunct Senator	**Aaron Silverman**
Adjunct Senator	**Lauren Rome**

Curriculum Committee

2 year term to be held from 7/1/20 – 6/30/22

School/Division Representatives (Full-time faculty)	Nominations
Applied Technologies	Holly Hitt-Zuniga
Business	Lori Young
Kinesiology/PE/Athletics	**Diana Stanich**
Learning Resources	Erin Barnthouse
MSHP	Mary Bates
Personal and Professional Learning	Garrett Rieck
School of Humanities	Tricia George
Student Services	Julie Hovden
Social and Behavioral Sciences	**Anne Marenco**
Visual Arts & Performing Arts	Chris Boltz
Three At-Large Representatives (Full-time faculty)	
At-Large	Susan Ling
At-Large	Jeremy Patrich
At-Large	**Sab Matsumoto**
One Adjunct Representative (Adjunct faculty)	
Adjunct Representative	**Carly Perl**

Department Chairs

2 year term to be held 7/1/20-6/30/22.

	2020 Departments and Chairs
School of Applied Technologies	*Architecture and Interior Design, Jason Oliver, Chair
	*Automotive Technology, Gary Sornborger, Chair
	*Construction Management & Technologies – **Regina Blasberg, Chair**
	*Engineering Technologies – Regina Blasberg**,** Chair
	*Manufacturing Technology – Tim Baber, Chair
	*Telecommunications & Electronic Systems – Lee Hilliard, Chair
	*Welding – Tim Baber, Chair
School of Business	*Business - Ali Naddafpour, Chair
	*Computer Applications & Web Tech (CAWT) – Melanie Lipman, Chair
	*Culinary Arts/Wine Studies - Cindy Schwanke, Chair
	*Economics - Guillermo Cruz, Chair
	*Hotel & Restaurant Management – Kevin Anthony, Chair
	*Paralegal Studies – Nicole Faudree, Chair
	*Real Estate – Kevin Anthony, Chair
	*CWEE – Nicole Faduree, Chair
School of Humanities	*American Sign Language – Brittany Applen, Chair
	*Cinema – Gary Peterson, Chair
	*English – Alene Terzian-Zeitounian, Chair
	*English as a Second Language – Heather Maclean, Chair
	*Humanities Program - Adam Kaiserman, Chair
	*Modern Languages – Claudia Acosta, Chair
	*Philosophy – Andrew Jones-Cathcart, Chair
School of Kinesiology	*Kinesiology/Physical Education –**Howard Fisher, Chair**
School of Mathematics, Sciences, & Health Professions	*Administration of Justice – Larry Alvarez, Chair
	*Biological Sciences – Miriam Golbert, Chair
	*Chemistry –Consuelo Beecher, Chair
	*Computer Science – Benjamin Riviera, Chair
	* Earth & Space Sciences, **Jason Burgdorfer, Chair**

	*Emergency Medical Technician/Health Sciences – Patti Haley, Chair
	*Engineering and Physics – David Martinez, Chair
	*Fire Technology- Keith Kawamoto, Chair
	*Mathematics – Charlie Johnson, Chair
	*Medical Laboratory Tech (MLT) - Hencelyn Chu, Chair
	*Nursing – **Heather Dotter, Chair**
Social & Behavioral Sciences	*Anthropology – Lisa Malley, Chair
	*Communication Studies – Tammera Stokes Rice, Chair
	*Early Childhood Education – Jennifer Paris, Chair
	*History – Sherrill Pennington**,** Chair
	*Political Science – David Andrus, Chair
	*Psychology – Deanna Riviera, Chair
	*Sociology – Katie Coleman, Chair
Visual & Performing Arts	*Art – Michael McCaffery, Chair
	*Dance – Diane Stanich, Chair
	*Graphic & Multimedia Design – Shannon Doronio, Chair
	*Media Entertainment Art – Jon Amador, Chair
	*Music – Bernardo Feldman, Chair
	*Photography – Wendy Brill-Wynkoop, Chair
	*Theatre – Christopher Boltz, Chair
Enrollment Services, Counseling, &Student Services	*Counseling –Erika Torgeson, Chair

All Elections Have Concluded!

Adjunct Senators: Voting available from 5/11 – 5/20
Three positions where voters will be able to vote for up to three of the candidates.
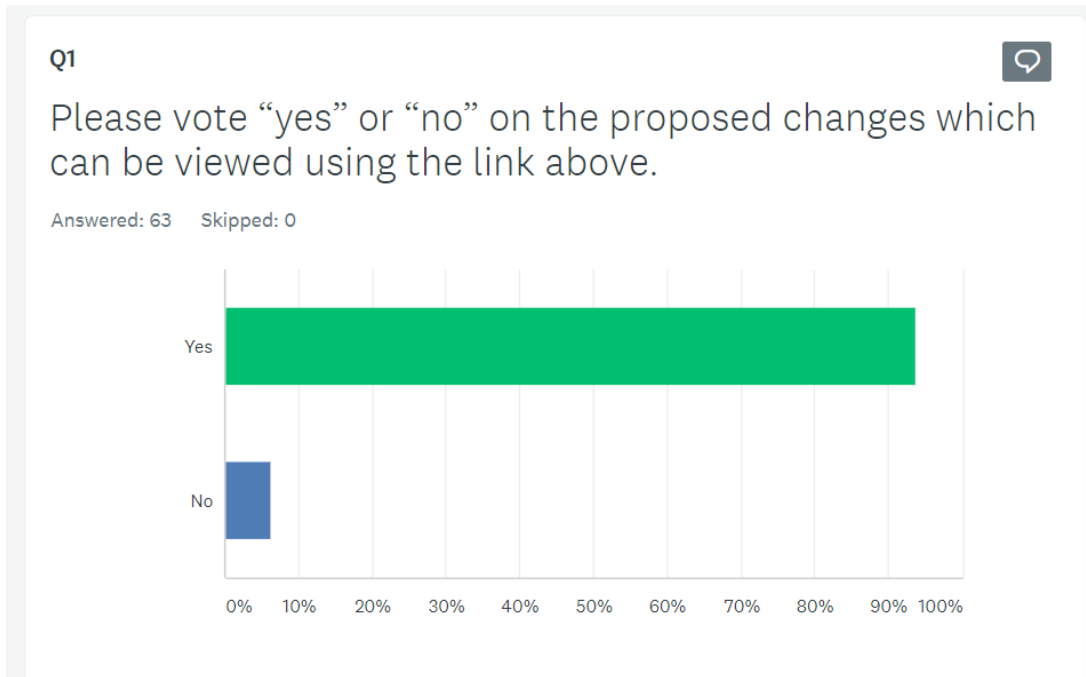Voters: Adjunct faculty

Adjunct Rep. for Curriculum: Voting available from 5/11 – 5/20
One position.
Voters: Adjunct faculty

Ratification to the Constitution and Bylaws Voting Results

Academic Senate Election for Proposed Constitution Changes: Spring 2020

Q1

Please vote "yes" or "no" on the proposed changes which can be viewed using the link above.

Answered: 63   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	93.65%	59
No	6.35%	4
TOTAL		63

Refresh - Ed Tech Recommendation:

In 2017, an accreditation recommendation encouraged COC to develop a mechanism where we would regularly evaluate online instructors. The Academic Senate passed a resolution for instructors to complete refresh training every 3 years. Proposal to extend time period by 6 months (from 6/30/20 to 12/31/20) for the *current* cohort to complete the Refresh training. *Six month extension for current cohort recommended.*

Type: *Flag*

Title: *Attendance Concern*

Subject:[Canyons Connects] - Your participation is missed in *Introduction to Microbiology.*

Message:
Dear Student Name,

This message is being sent to you from Canyons Connects on behalf of your instructor.

Personalized notes from your instructor:

We recognize that 2020 has presented many challenges for students, academically; your instructor has noted you have been absent from class. We want to help you through this term—whether that is continuing in the course, selecting a differing

grading option or withdrawing. You're not alone; we are still available to help you
succeed in your course and achieve your educational goals.

If you would like to continue in the course, all resources are still available through Zoom or emails including:

- **The Learning Center** is available with tutoring in various subjects,
  www.canyons.edu/academics/tlc/index.php

- **The Health & Wellness Center** is available via phone (661) 362-3259, visit the website,
  https://www.canyons.edu/studentservices/health/index.php and email
  www.studenthealth@canyons.edu You can to meet virtually with a Mental Health
  Counselor to assist you.

- **Financial Aid:** For any questions related to financial aid, please email them:
  www.finaid@canyons.edu

Pass/No Pass Option A pass or no pass option enables a student to use a Pass grade to be used in their major coursework BUT there could be limitations for transfer. There are many considerations a student must weigh before choosing this option and there are deadline dates that apply to this option. Access Counseling Services and/or meet virtually with a Counselor https://www.canyons.edu/studentservices/counseling/continuing/index.php.

If you cannot continue in the course:

Withdrawal Options

For students who wish to drop from a course, you may be able to choose a Student Withdrawal or Excused Withdraw (EW). A student can withdraw themselves from a course using My Canyons resulting in a W on your transcript in the course. If this is not done by the course deadline*, then an FW (Failed to Withdraw) grade may be assigned as the final grade in the course. There are many considerations a student must weigh before choosing this option. Access Counseling Services and/or meet virtually with a Counselor https://www.canyons.edu/studentservices/counseling/continuing/index.php.

Incomplete (I) Grade

An Incomplete MAY be an option if you cannot complete your course this term. An Incomplete is a contract between you and the faculty member; you will need to work with the instructor to independently complete the course. If an Incomplete is arranged, the student has limited time period to complete the course. Pleasecontact your instructor to determine if an Incomplete is appropriate for your circumstances.

You are welcomed and encouraged to consult with Counseling Faculty and staff if you have any questions regarding your educational plan. Access Counseling Services and/or meet virtually with a Counselor to select the best option given your unique circumstances https://www.canyons.edu/studentservices/counseling/continuing/index.php.

Sent on behalf of,

Instructor's name

*Consult your instructor for deadline dates

ORIGINAL LANGUAGE APPROVED BY ACADEMIC SENATE

Type: Flag

Title: Attendance Concern

Subject:[Canyons Connects] - Your participation is missed in Introduction to ▮▮▮▮▮▮▮▮▮.

Message:

Dear ▮▮▮▮▮, This message is being sent to you from Canyons Connects on behalf of your instructor. Class isn't the same without you!

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮You can be successful in your academic studies and attending/participating in class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. **So, please check in with your instructor**. It's not too late for you to change your attendance habits.

Sent on behalf of,

▮▮▮▮▮▮▮

MODIFIED LANGUAGE FOR COVID 19

Type: *Flag*

Title: *Attendance Concern*

Subject:[Canyons Connects] - Your participation is missed in Introduction to   .

Message:

Dear Student Name,

This message is being sent to you from Canyons Connects on behalf of your instructor.

We recognize that this semester has presented many challenges for students and your instructor has noted you have been absent from class. The move to remote instructional delivery may be affecting your academic performance and grades.
We want to help you through this semester—whether that is continuing in the course, selecting a differing grading option or withdrawing. You have options.

Pass/No Pass Option A pass or no pass option enables a student to use a Pass grade to be used in their major coursework BUT there could be limitations for transfer. There are many considerations a student must weigh before choosing this option. Access Counseling Services and/or meet virtually with a Counselor
https://www.canyons.edu/studentservices/counseling/continuing/index.php.

Withdrawal Options
For students who wish to drop from a course, you can choose a Student Withdrawal and Excused Withdraw (EW). *Both options provide the student with a refund*. A student can withdraw themselves from a course using My Canyons resulting in a W on your transcript in the course. If this is not done by the course deadline*, then an FW (Failed to Withdraw) grade could be assigned as the final grade in the course.
Students who withdraw from the course will have the option of repeating the course. There are many considerations a student must weigh before choosing this option.
Access Counseling Services and/or meet virtually with a Counselor
https://www.canyons.edu/studentservices/counseling/continuing/index.php.

Incomplete (I) Grade
An Incomplete MAY be an option if you cannot complete your course this semester.An Incomplete is a contract between you and the faculty member; you will need to work with the instructor to independently complete the course. If an Incomplete is arranged, the student has one year to complete the course (until the end of spring

2021). Please contact your instructor to determine if an Incomplete is appropriate for your circumstances.

You are welcomed and encouraged to consult with Counseling Faculty and staff if you have any questions regarding your educational plan. Access Counseling Services and/or meet virtually with a Counselor
https://www.canyons.edu/studentservices/counseling/continuing/index.php.

Sent on behalf of,

*Consult your instructor for deadline dates

CORRECTION FOR BP 4240

There is a correction made for this policy on the number of quarter units. See bolded areas.

The ratio of semester units to quarter units is 2/3. For example, 24 semester units would equate to 36 quarter units. There are three places in the policy that are changed:

1. In the second paragraph change from "45 quarter units" to "36 quarter units"
2. Under definitions, first paragraph after the indention of the definitions change from "45 quarter units" to "36 quarter units"
3. In area 4240.1 A –include what the quarter units would be needed to complete. These values are:
   at least a 3.0 in their last 12 semester units (or 18 quarter units), or
   at least a 2.5 in their last 18 semester units (or 27 quarter units), or
   at least a 2.0 in their last 24 semester units (or 36 quarter units)

BP 4240 ———Academic Renewal

Reference:

Title 5, Sections 55046

The Santa Clarita Community College District recognizes that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. To accurately reflect a student's current success, the District has instituted academic renewal.

Academic Renewal is defined as the process by which a student's previously recorded substandard credit coursework is disregarded from the student's Santa Clarita Community College District cumulative grade point average. If all of the ~~the~~ following conditions are met in BP 4240.1, the student will be eligible for academic renewal and the Santa Clarita Community College District may disregard from all consideration associated with the computation of a student's cumulative grade point average all grades of "D", "F", "FW" and "NP (No Pass)" earned in up to a maximum of ~~two (2) semesters of~~30 24 semester units ~~coursework~~ or ~~three 45~~36(3) quarter units of coursework [RJ1]taken at the Santa Clarita Community College District.

Substandard and Non-Substandard Grade ~~Regardless of the number of academic renewal petitions submitted by the student, the District may award academic renewal to a qualifying student a maximum of two times, and may only disregard a maximum total of 24 semester units or 45 quarter units of substandard grades. BP 4240.1 outlines the conditions in which a student may qualify for academic renewal.~~

~~The District may award academic renewal to a qualifying student a maximum of two times, but may only disregard a maximum total of 24 semester units or 45 quarter units of coursework regardless of the number of petitions submitted or granted.~~

Definitions:

> For the purposes of course repetition, academic renewal, and all other grade-related issues, substandard grades shall be defined as meaning coursework for which the student has earned a D, F, FW, NC and/or NP.

> For the purposes of course repetition, academic renewal, and all other grade related issues, non-substandard grades shall be defined as coursework for which the student has earned an A, B, C, CR or P.

Regardless of the number of academic renewal petitions submitted by the student, the District may award academic renewal to a qualifying student a maximum of two times, and may only

disregard a maximum total of 24 semester units **or 45̶36 quarter units** of substandard grades. BP 4240.1 outlines the conditions in which a student may qualify for academic renewal.

Academic renewal cannot be used to set aside units or coursework which has been used to meet graduation requirements by a student who has previously graduated.

- ~~These conditions are:~~

~~If all of the following conditions are met, a student will be eligible for academic renewal:~~

- ~~The coursework to be disregarded is substandard. The term (semester/quarter intercession) grade point average in which the disregarded courses occur is less than a 2.0.~~

4240.1   If all of the following conditions are met, a student will be eligible for academic renewal:

- ~~A minimum of 24 semester units have been completed at a college in the Santa Clarita Community College District, subsequent to the coursework to be disregarded AND all subsequent coursework must be completed with a minimum 2.0 grade point average. Students may select up to a maximum of 30 semester units or 45 quarter units of coursework taken within the SCCCD for which grades of D, F, or FW were earned to be disregarded from the student's GPA calculation[A2].~~

- ~~○~~A. A demonstration of ~~Evidence of~~ recent academic ability ~~will~~must be determined by one of the following:
  Students must have achieved a minimum grade point average (GPA) of
  at least a 3.0 in their last 12 semester units (**or 18 quarter units**), or
  at least a 2.5 in their last 18 semester units (**or 27 quarter units)**, or
  at least a 2.0 in their last 24 semester units (**or 36 quarter units),**
  completed at a college in the Santa Clarita Community College District or any regionally accredited college or university.

- ~~○~~B. At least ~~3 (three)~~ 2 (two) calendar years have elapsed ~~since~~ from the ~~most recent coursework to be disregarded.~~ time the substandard grade to be disregarded was completed.

- ~~○ Academic renewal cannot be used to set aside a semester containing units or coursework which has been used to meet graduation requirements by a student who has previously graduated.~~

4240.2   ~~Even t~~Though academic renewal is granted, all coursework will remain legible[OA3] on the student's permanent record (transcript), ensuring a true and

complete academic history. The student's permanent record will be annotated, however, so that it is readily evident to all users of the records that the "D", "F", "FW" and/or "NP" units ~~are to be~~ have been disregarded. This notation will be made at the time that the appropriate college office has received notification of academic renewal approval.

4240.3   Only units and grade points from courses with "D", "F", "FW" and/or "NP" grades earned during such a semester shall be disregarded. Courses completed with a grade of "Pass" or "C" and above will continue to be used toward cumulative unit and grade point average considerations and will meet any degree major, general education, and/or transfer requirements.

4240.4   If a student qualifies for academic renewal based on college coursework completed at another regionally accredited college or university, the student must first request official transcripts to be sent directly to College of the Canyons Admissions Office prior to submitting an academic renewal request.

4240.5~~.4~~   If another accredited college has acted to remove previous coursework from consideration in computing the grade point average such action shall be honored in terms of its policy. ~~be counted toward the two allow instances of academic renewal permitted by this policy.~~ [OA4]~~However, such units/semesters disregarded shall be deducted from the two semester maximum of coursework eligible to be disregarded in the Santa Clarita Community College District.~~

4240.6   Academic standing for the semester will be adjusted upon an approved academic renewal. It is important the student meet with a counselor to discuss how academic renewal will affect the student's academic standing

424~~0.7~~0.7~~0.5~~   Academic renewal actions are irreversible. Students should meet with a counselor before taking such an action.

4240.8   Academic Renewal is not accepted for the purposes of qualifications within financial aid, honors, Veterans, or other such programs. It is the responsibility of the student to meet with the program of interest to determine how academic renewal may affect the student's eligibility

4240.9   If the student is otherwise eligible for graduation, academic renewal may not be used to raise the grade point average in order to qualify for graduation with honors.

4240.10   This policy is adopted for use in the Santa Clarita Community College District. Other institutions may have adopted different policies. The transfer status of such action depends upon the policy of the college to which a student transfers.

Approved 01/22/14

Revised by the Academic Senate 04/02/2020

Corrections submitted 5/18/2020

PROVISIONAL DISTANCE LEARNING ADDENDUM

COURSE(S):

_____

These courses may be offered via <u>distance education</u>, when needed, during college/facility closure <u>emergencies,</u> through mutual agreement.   This addendum applies to sections/hours scheduled face-to-face.

STUDENT AUTHENTICATION

EDE (emergency distance education) will use Canvas. The syllabus, grades, and other course materials will be housed in Canvas.

RIGOR

EDE sections will cover the course content in the course outline of record (COR). EDE sections will meet the learning objectives and student learning outcomes in the COR.

SYNCHRONOUS MEETING TIMES

Any required synchronous meeting times will ONLY take place within section meeting times published in the class schedule.

REGULAR AND EFFECTIVE CONTACT

In DE sections, regular and effective contact between students and instructor, and between students, must be maintained. How will classes meet this requirement?

INSTRUCTOR CONTACT - check all that apply
☐ online conferences (e.g. Zoom or other web conferencing platform lecture, office hours, etc.)
☐ instructor-created content (e.g. Canvas pages, videos, slides, handouts)
☐ regular announcements (e.g. weekly Canvas announcements)
☐ meaningful assignment feedback (e.g. Canvas rubrics and/or SpeedGrader comments)
☐ online discussion with instructor participation (e.g. Canvas discussion with instructor replies and/or SpeedGrader comments)
☐ easily accessed instructor contact information with expected response time
☐ other (describe)_____

STUDENT-TO-STUDENT CONTACT - check all that apply
☐ online discussion
☐ online conferences with student participation (e.g. online conferencing breakout groups)
☐ peer review
☐ collaborative group assignments
☐ other (describe) _____

LEARNING MODALITIES

In the distance education environment, presentations and learning materials must be electronic.
How will classes meet this requirement? Check all that apply.
☐ Synchronous web conferencing lectures or demonstrations
☐ readings
☐ video
☐ slides or multimedia
☐ audio
☐ other (describe) _____

ASSESSMENT

In the distance education environment, assessment must be electronic. Authentic assessment is encouraged. How will classes meet this requirement? Check all that apply.

☐ quizzes and/or exams
☐ online discussions
☐ projects or labs
☐ writing assignments
☐ presentations
☐ student performance or creative work
☐ other (describe) _____

ACCESSIBILITY

All required course materials must be accessible to students with disabilities. How will classes meet this requirement? Check all that apply.

☐ Online conferencing sessions will be recorded with transcripts or live-captioned if needed
☐ accessible versions of textbooks and publisher materials will be made available as needed
☐ required video will be captioned
☐ required audio will include transcripts
☐ required documents (Canvas pages, slides, Word docs, etc.) will be accessible

_____

My signature below indicates that I have reviewed this form for completeness and support this addendum.

_____   _____
Department Chair/Coordinator   Date

_____   _____
Division/School Dean   Date

RESOURCES

- **Accessibility**. OEI offers self-paced online courses that explain **accessibility** in Canvas, PowerPoint, Microsoft Word, and Video. Students generally consult with staff for accommodations, including accessible versions of textbooks (Section 504 compliance).

- **Course Design**. For a comprehensive quality review, see the CVC/OEI Course Design Rubric. The OEI also offers a Course Review Prep Form with links to explanations starting on page 2.

- **College of the Canyons**: COC Online Education, Center for Excellence in Teaching

- **Equity.** Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities (YouTube video recording.

Year Three Status Report - CAWT

Name of Pilot Program:

A.S. Degree in Web Development

A.S. Degree in Web Publishing & Design

Certificate of Achievement in Web Development

Certificate of Achievement in Web Publishing & Design

Name of Persons Submitting this Proposal:

Alan Strozer, Professor

Department of Computer Applications and Web Technologies (CAWT)

Date of Proposal Submission:

Fall 2019

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

A.S. Degree

Credit Certificate of Achievement

Program Description:

Please provide a short overview of the program, its purpose, and goals:

The web degree and certificate curricula were proposed as vocational programs aimed at providing students with the opportunity to acquire training necessary to meet the demand for skilled personnel to develop and maintain websites for private corporations, non-profit or government organizations, and individuals. The programs are interdisciplinary and draw from courses taught primarily in CAWT, but also from those taught in Computer Science, Graphic and Multimedia Design, and Computer Networking.

The need for individuals who possess web development skills has grown exponentially in recent years due to convergence of technology on the Internet and the prominent role websites play in the daily activities of businesses and other organizations. A major goal of the pilot programs is to equip students with the tools necessary to meet the growing demand for skilled workers in the Web Development field and to secure related employment in the local community and outlying areas.

The Certificate of Achievement programs are intended to serve students who may already possess an undergraduate degree or who seek additional skills related to career change or job advancement. The A.S. degree may more adequately suit students who wish to pursue further formal academic studies with the broad educational background required to transfer to a four-year school in a related field, such as Computer Science or Management Information Systems.

The only difference between the A.S. degree and the Certificate of Achievement programs is that students pursuing an A.S. degree must satisfy the mandatory general education requirements; otherwise, the curricula for an A.S. degree and the corresponding Certificate of Achievement are identical.

Status Update

1. **Describe the success for the program to date. What evidence supports this? (Success could be in the form of development of curriculum or formation of advisory committee or hiring of staff/faculty. There may be other ways to describe success specific to the program to date.)**

   The A.S. degree and Certificate of Achievement programs were not officially approved by the State until early in 2018 – after the Spring 2018 Schedule of Classes and spring faculty appointments were finalized. Consequently, the first opportunity to officially offer the programs and acquire qualified instructors was not possible until the Fall 2018 semester. The programs, therefore, have been fully operational only over the last year. Despite this, at least two students have already earned the AS Degree in Web Development.

   In the fall of 2018, the CAWT Department hired an adjunct instructor to teach sections of two core courses fundamental to all of the Web Development programs. This single hire, however, did not permit CAWT to meet the demand for the core Web Development courses and, consequently, a second adjunct was hired for the Fall 2019 term to teach an additional section. In addition, a second section of the relatively new introductory course in WordPress (CAWT 076) was added to the schedule in the face of growing demand. This course has proven to be very successful and it is expected that two sections of CAWT 076 will be scheduled every semester for the foreseeable future. Furthermore, a third adjunct has been employed to teach a newly-developed course in web prototyping (CAWT 174) so that students now receive instruction in responsive web design, user experience (UX) and user interface (UI) concepts utilizing Adobe XD instead of Photoshop, which is currently considered antiquated for such applications.

   Two sections of a short-term Photoshop course (CAWT 074) – also a core component of the degree and certificate curricula – continue to be very popular and fill every semester. This course, however, is no longer adequate in its present form to maintain alignment with newer techniques associated with rapid changes in the field of front-end Web Development. Further development of this course is, therefore, imminent and will likely lead to a new, full-semester replacement in the very near future.

   As cited above, at least two students have been granted the AS Degree in Web Development during the short time the program has been offered, 2018-2019 (Please see *Appendix 4*, CAWT Program Awards - Institutional Research). Moreover, the CAWT Department is aware of a third student who has completed all requirements for the AS degree, but has not yet filed a petition for the diploma. Several students who have completed or are in the process of completing the established Certificate of Specialization in Website Development are also currently active in the pilot programs (see appendix data below) and some have expressed interest in pursuing one of the degree programs. The Certificate of Specialization offering functions as a stepping stone to the larger, more comprehensive degree programs and, thus, helps to feed them. Although, the current Certificate of Specialization is somewhat redundant with aspects of the pilot curricula, it is being maintained during this period of transition until the pilot program viability process is concluded. If the pilots transition successfully into permanent vocational programs, it is likely that the current Certificate of Specialization will be discontinued.

2. **Describe the challenges for the program in its second year.**

Perhaps, the largest challenge during the provisional period (and thereafter) will be to procure sufficient staffing to offer all of the featured core and elective courses within a one-to-two-year period. It is hoped that if and when the provisional programs become permanent, the CAWT Department will be permitted to hire a full-time, qualified instructor, thus enabling the expansion of course offerings in the field of Web Development. In addition, a major goal of the Department is to offer the entire Web Development curriculum online. It is expected that this goal will be realized some time in late 2020 or early 2021. Similarly, the CAWT Department hopes to offer the entire Web Publishing & Design program online as well, but this will depend largely on coordination with other departments (e.g., GMD, Computer Science), which currently contribute courses to the curriculum.

An additional, ongoing challenge will be to assure that the pilot curricula, including course content and outlines, remain current, given the increasingly rapid rate at which web technology is advancing. Of particular related concern is that use of textbooks in the field is becoming progressively unviable due to constant accelerated development and transformation of the subject matter. Textbooks cannot be published fast enough to accommodate abrupt or continuous changes in techniques and technology – particularly software, which is increasingly updated by virtue of instant, automatic subscription updates, rendering book instructions, examples, information, and exercises suddenly obsolete. New methods of conveying information to students will need to be developed with much less reliance on printed textbooks. To this end, our instructors are increasingly producing their own instructional videos, which can be disseminated over Canvas or posted on other online media repositories, such as 3C Media Solutions.

3. **How has the program grown over the third year?**

Given that the new programs have only actually been fully in effect for one year, we are pleased with the growth and continued interest demonstrated by students. The degree and certificate curricula are robust and the hiring of three new Web Development adjunct instructors this past year has allowed us to expand the number of sections offered.

As seen in Appendices 1-3 below (provided by Admissions & Records), 35 students are currently actively engaged in pursuing the Web Development or Web Publishing & Design degrees or certificates. Additionally, six students are actively pursuing the Certificate of Specialization in Website Development, which as previously mentioned, feeds the larger web programs. Several students are very close to completing the degree requirements and should earn their diplomas next year.

4. **FOR CTE Programs: What feedback from CTE Advisory Committees has been received to date with respect to the program?**

During the last CTE Advisory Committee for which notes are available (03/20/19), members expressed unanimous support for continuation of the new Web Development programs and there was consensus that the programs be granted permanent status based on the number of active students engaged and on the growing need for skilled web architects or content providers as technology, as well as other aspects of daily life, increasingly converge on the Web. Below is an excerpt from the Advisory Committee notes in which members address viability of the pilot programs.

CAWT Web Development and Design Degree and Certificate: Alan gives an update on the viability process. When a need for a degree program is demonstrated, the state needs to approve and there is a probation period to see if course is successful. We are in the second year of probation and the last viability committee meeting should be held in September. Alan would like continued support and provided information from Educational Services showing active students in the department. There are thirty six active participants and thirteen students in the degree program. The tables shows that there are seventeen active students pursuing a Web Development certificate and eight students are pursuing a Web Development AS degree. There are five active students in the Web Publishing Degree program and two active students in the certificate program. Alan believes the program is on the right path. Harriet asked if an unduplicated headcount has been done and Alan said no. Harriet asked that he go back and ask Institutional Research for the data of an unduplicated headcount to get an accurate number of students. It is preferred that students go for a degree and a certificate. The more completions the program has, the more incentive funding is received. All agree that the program should continue on as a permanent program.

Please attach appendices of supporting data and information here:

ACTIVE STUDENTS IN PROGRAMS (Data provided by Admissions & Records)

APPX 1: Web Development AS Degree and Certificate of Achievement Programs

	STUDENT ID	STU ACAD PROGRAMS	ACAD_PROGRAMS ACPG TITLE	PROG STATUS
1	437250	3032.WEBS.AS	Web Development	A
2	430038	3032.WEBS.AS	Web Development	A
3	404026	3032.WEBS.AS	Web Development	A
4	404026	3033.WEBS.C	Web Development	A
5	293963	3032.WEBS.AS	Web Development	A
6	337466	3032.WEBS.AS	Web Development	A
7	213354	3033.WEBS.C	Web Development	A
8	413361	3032.WEBS.AS	Web Development	A
9	242331	3032.WEBS.AS	Web Development	A
10	415117	3032.WEBS.AS	Web Development	A
11	418944	3032.WEBS.AS	Web Development	A
12	431137	3032.WEBS.AS	Web Development	A

13	383950	3032.WEBS.AS	Web Development	A
14	443183	3033.WEBS.C	Web Development	A
15	418901	3032.WEBS.AS	Web Development	A
16	434820	3032.WEBS.AS	Web Development	A
17	326511	3032.WEBS.AS	Web Development	A
18	276054	3032.WEBS.AS	Web Development	A
19	385216	3032.WEBS.AS	Web Development	A
20	383415	3032.WEBS.AS	Web Development	A
21	414142	3032.WEBS.AS	Web Development	A

APPX 2: Web Publishing & Design AS Degree and Certificate of Achievement

	STUDENT ID	STU ACAD PROGRAMS	ACAD_PROGRAMS ACPG TITLE	PROG STATUS
1	8700	3036.WEBP.AS	Web Publishing and Design	A
2	430038	3036.WEBP.AS	Web Publishing and Design	A
3	404026	3036.WEBP.AS	Web Publishing and Design	A
4	404026	3037.WEBP.C	Web Publishing and Design	A
5	293963	3036.WEBP.AS	Web Publishing and Design	A
6	337466	3036.WEBP.AS	Web Publishing and Design	A
7	337466	3037.WEBP.C	Web Publishing and Design	A
8	193972	3036.WEBP.AS	Web Publishing and Design	A
9	380098	3036.WEBP.AS	Web Publishing and Design	A
10	383950	3036.WEBP.AS	Web Publishing and Design	A
11	383950	3037.WEBP.C	Web Publishing and Design	A
12	440520	3036.WEBP.AS	Web Publishing and Design	A
13	350961	3037.WEBP.C	Web Publishing and Design	A
14	430841	3037.WEBP.C	Web Publishing and Design	A

APPX 3: Certificate of Specialization in Website Development (NOTE: Several of these students are also active in the pilots, above, or have expressed interest in pursuing the new programs).

	STUDENT ID	STU ACAD PROGRAMS	ACAD_PROGRAMS ACPG TITLE	PROG STATUS
1	430865	8004.WEBS.C	Website Development	A
2	174353	8004.WEBS.C	Website Development	A
3	193972	8004.WEBS.C	Website Development	A
4	253487	8004.WEBS.C	Website Development	A
5	383950	8004.WEBS.C	Website Development	A
6	385216	8004.WEBS.C	Website Development	A

APPX 4: CAWT Program Awards (Data provided by Office of Institutional Research)

		Award Detail								
Dept	Program Title	Awardtype	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
		Certificate of Specialization	3	5	4	2	1	2		
CAWT	Administrative Assistant	AA/AS Degree	7	6	5	5	5	9	5	6
		Certificate of Achievement	6	5	2	4	6	7	6	6
	Computer Applications	AA/AS Degree	4	4	7	5	7	12	7	6
		Certificate of Achievement	3	3	4	4	9	10	5	5
		Certificate of Specialization	1							
	Computer Information Tech	Certificate of Specialization		1	3	2		1	1	2
	Digital Office	Certificate of Specialization								47
	Medical Office Admin Assistant	Certificate of Specialization				12	5	10	7	8
	Noncredit Digital Office	Certificate of Competency						16	48	
	Website Development	AA/AS Degree								2
		Certificate of Specialization	8	3	1	5	2			5

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Recreation Management
Proposal Submitted by: Brittany Applen and Leora Gabay
Committee Meeting Date(s):   May 7, 2020

Committee Members Present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services Counseling), Jason Burgdorfer (MSHP), Joe Gerda (VPAA),

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

Type of Proposal: (Initiation, Substantial Modification, Discontinuance)
Revitalization

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	An Associate in Arts degree in Recreational Management involves classes and field experiences which assist the student to prepare for work in the recreation and leisure industry. Recreational managers are responsible for planning and assisting in a variety of programs and overseeing the daily operations of recreational facilities for public agencies (federal, state, county or municipal), private non-profit agencies and business. The diverse curriculum exposes students to a wide range of possibilities for work and career within the recreation and leisure industry. Course work includes courses on recreation and contemporary society, outdoor recreation, therapeutic recreation for special populations, and planning programs and events.
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	There is a growing need for qualified workers in the field of Recreation. This program will be revitalized and provide internships and pathways to employment as well as transfer for further education.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The program meets the standards to become a CTE program. No Perkins funding is available at this time, but identifying as a CE class is critical and will provide support for students as they progress through the program and find internships.
3. What does the labor market study indicate? (CTE Only)	Data shows continued growth of industry and an undersupply of qualified workers in 2018. While the hourly rate for entry level positions is low, further education and years of experience will offer students with lucrative careers in this field.

4. Are there local universities with this program for students to transfer to? (Transfer Only)	Yes, California State University, Northridge
5. Replication of programs in surrounding community college districts	A similar structure to our current degree is found at Sierra College, Cuesta College, Fresno City College and American River College.
6. Enrollment trends in program disciplines (past and present)	The enrollment is low with an average of 14 – 16 FTEs. We hope to grow this number through the revitalization of the program.
7. Projected demand for this program in the future	There is a growth in the industry that indicates program growth will benefit students and the community.
8. Any other data from program review in support of proposal	The courses are full every semester, and often there are waitlists. Growing the program and offering additional sections as well as new courses in outdoor recreation will support these students as they graduate and transfer or begin working in the field.
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	
11. Term to term persistence of students within the program (Program Modification Only)	
12. Success rates of students passing state and national licensing exams (Program Modification Only)	
Program and Curriculum Design	
13. Program Outline of Required Courses	REC 100, REC 101, REC 102, REC 104
14. What courses are existing?	REC 100, REC 101, REC 102, REC 103, REC 104, REC 105
15. What courses need to be created?	Several courses related to Outdoor Recreation will be created:

	Intro to Outdoor Education in the Backcountry, Backpacking Climbing, Hiking, Mountain Biking, Wilderness Survival. A CWE class would also be added after revising the course curriculum and requirements.
16. Frequency of existing course offering	REC 103 has not been offered since Spring 2017. REC 105 has not been offered since Spring 2018. REC 100, 101, 102, 104 are offered once per year, with 2 sections of 100 this spring.
17. Proposed offering frequency of new program courses	We will have to see what happens with the current pandemic, but the hope would be to start by offering these classes once yearly. And perhaps during the summer or winter sessions.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	At this time, students can complete the program in 2 years. But may not be able to take the recommended electives in Recreation Management due to the lack of consistent offerings.
19. Ability of program to meet standards of outside agencies/licensing boards	Not currently affiliated with outside agencies or licensing boards. Future discussions for this may happen once we have revitalized the program.
20. How will new courses and program articulate to institutions of higher education?	New courses will be electives. There are 100 level classes of the same nature at CSUN. Will work with counseling to see if agreements are possible.
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The response for changes to the program have been supported by CSU, the City of Santa Clarita, as well as non-profit and for-profit organizations.
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	The program already exists and will continue to grow. New courses will be submitted to the Curriculum Committee in the fall and will be offered when the campus re-opens.
23. Which school houses or will house this program?	School of Kinesiology
24. Which department houses or will house this program?	Department of Kinesiology
25. Will AP 4023 (Merging/Splitting Departments) be needed?	No. This will remain a program within Kinesiology.

26. Which current faculty will be responsible for this program?	Brittany Applen will be the program coordinator. Leora Gabay plans to continue to teach a few online sections.
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes.
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Brittany Applen will receive reassign time to grow the program and teach several of the sections.
29. What additional staffing resources will be needed to support this program?	None at this time. As the program grows adjunct faculty will be interviewed and hired to teach courses.
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Yes. Current courses are online and there are plans to offer on-campus options once the campus is open again. For outdoor education electives we will use other facilities in the community as well as natural recreation areas.
31. What is the funding source for this program?	No additional funding needed at this time.
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	The program aligns with the mission of the College as it prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	This program aligns with the Mission as stated above. This program also aligns with the values of the college. **Teaching and Learning**: Offering classes more regularly as well as the new course offerings will provide incredible opportunities for teaching a learning. **Respect for All People:** Respect for all people and the natural environment are at the core of this program. **Partnership with the Community**: The program has established partnerships in the community and will continue to seek new partners as it grows. **Excellence:** In supporting this program revitalization, opportunities for new courses will be created and professional development opportunities

	related to Recreation will be part of the growth of the faculty of this program. **Creativity and Innovation:** Supporting this program show the creativity and innovation of the College. While revitalization of the current program is the first step, moving forward and creating new courses, internships, and potential new certificates shows the innovation that can occur in the community college setting in regard to Recreation Management.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	There is an equity gap with regard to students from marginalized, under-represented communities and opportunities for recreational experiences. This program aims to create opportunities for student access to recreation, removing barriers and providing interested students, regardless of financial, social, emotional or physical challenges, with opportunities to learn more about recreation management and outdoor education.

Program Viewability Committee Recommendation

_____*Garrett Rieck*_____
Committee Chair's Signature

_____ Initiate   _____ Not Initiate

_____ Modify   _____ Not Modify

__X__ Revitalize   _____ Not Discontinue

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

There is concern with the creation of a new department but the committee is supportive of Program Revitalization for Recreation Management. Motion to support Program Revitalization and have Brittany Applen serve as Program Coordinator for the Recreation Management department by Chris Bolts, seconded by Albert Loaiza. Unanimous. Approved.

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Construction Technology
Proposal Submitted by Eric Arnold, Program Chair
Committee Meeting Date(s): 5-7-2020

Committee Members Present: : Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services Counseling), Jason Burgdorfer (MSHP), Joe Gerda (VPAA),

Type of Program: Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: Substantial Modification

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	**Program Description, Purpose, and Goals** Santa Clarita Community College District will create an Advanced Technology Center (ATC) to serve the workforce and economic development needs of advanced technologies in the Santa Clarita Valley and northern Los Angeles County by offering • Integrated Advanced Manufacturing/Computerized Machining (CNC) • Welding/Material Joining • Robotic Welding • Integrated Personal Fabrication • Construction Trades Technologies All of these programs of study are considered by CISA to be essential infrastructure sectors that are vital to the economic and national security stability for both California and the nation. Of key importance in this first phase is aligning the curriculum with industry recognized certifications and providing solutions for hard-to-convert modalities that reflect the demand for on-line learning and virtualization in a Covid-19 environment while at the same time providing for the critical "practicum hands on skill attainment" and assessments to demonstrate student readiness to enter the workforce. One of our key partners in this effort is Klein Systems, the California distributor for Amatrol products and programs.

	Amatrol offers a full range of learning systems both in a traditional equipment lab setting as well as in a virtual lab. This appropriation would allow College of the Canyons to acquire the complete learning system for Advanced Manufacturing Skills, including virtual labs, and the associated trainers to provide education and industry-recognized certifications. Industry-recognized certifications will be issued from the Manufacturing Skill Standards Council (MSSC), National Institute for Metalworking Skills (NIMS), Smart Automation Certification Alliance (SACA), FANUC Robotics Operator, and the National Center for Construction Education and Research (NCCER). These certifications will complement those existing certifications COC has with the American Welding Society (AWS), Lincoln Electric Education Partner (LEEP), Fabrication and Manufacturing Association (FMA), and the Manufacturing Institute (NAM).
Program Need and Justification	
36. Relevance of the discipline and program to Transfer and/or CTE	Construction Technologies continues to grow in relevancy in Career Education due to the growing supply gap of entry level technicians into the employment pipelines for the construction craft trades. The courses developed will offer options for students interested in Construction related careers or as an alternative path to the traditional four-year college degree after high school. CTE courses are generally more hands on than traditional academic coursework, and can help improve skills such as teamwork, problem solving, and communication in students. Many construction professionals progress into becoming an entrepreneur as a sole contractor.
37. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The advisory board has been very supportive in growing this program and aligning the program with industry recognized certifications that can stack towards completion of either a certificate or degree. Additionally, the Hart District advisory board is also very supportive of the curriculum modification to be more comprehensive for their students in the high school pathway as they matriculate into COC. In addition, an environmental scan was conducted by the National Coalition of Advance Technology Centers (an affiliated council of the American Association of Community Colleges) in partnership with the William S. Hart Union High School District and the Santa Clarita Valley Economic

	Development Corporation in May of 2019 that recommended a substantial modification of the Construction Technology curriculum.
38. What does the labor market study indicate? (CTE Only)	Of the 13 occupations (SOC codes) analyzed for the Energy, Construction, and Utilities sector by the Centers of Excellence, there is a labor market demand of 3,023 annual job openings, a program supply of 234 awards, which creates a sector supply gap of 2,789 awards. All Energy, Construction, and Utilities middle-skill jobs in the South Central Coast Region have a significant supply gap.
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	Ventura Community College and Cuesta Community College (SCCRC Region). Neither programs offer industry certifications.
41. Enrollment trends in program disciplines (past and present)	We have been offering these courses for four semesters and are to the point of having waitlists each semester. As of Fall 2019, we had 62 students enrolled in the program. This proposal will provide a more comprehensive offering of courses aligned with industry certification for workforce readiness. Moreover, the modification of curriculum will be conducive to improving the K14+ pathway for construction technology.
42. Projected demand for this program in the future	Given the employment pipeline supply gap (see number 3 response), the demand for this program is projected to increase significantly. This gap is projected to grow with the anticipated retirement of 30% of the workforce in the next 5 years. In addition, the AB288 pathway will begin at Castaic High School in Fall 2020. As the environmental scan provided by our work with the National Association of Advanced Technology Centers (NCATC) demonstrates, the College has a significant opportunity for growth in the advanced technology and construction sectors by expanding the curricular focus beyond basic operator skills to technician skills. Preparing students for the jobs that result in this "technical" educational skill attainment are middle-skill level and often provide wages exceeding a living wage. As the NCATC report

	illustrates, "the need in this region is for employees with skills higher than those of a technician but less than an engineer."
43. Any other data from program review in support of proposal	Spring 2019: - The labor market demand is significant. - There is almost a crisis point in being able to find the labor needed for the demand. There is a mandate from the state to address this. - Employers that are on the advisory board want to support more internships and would like to see pre-apprenticeship programs. Industry recognized credentials would be a great first step. - The advisory board strongly supports the K14 pathway. Fall 2019: - The pathway has to strong and make sense to the student as to how completion leads to employment. - There is a serious shortage in the employment pipeline. - Students need more options for vocational pathways. - Need a stronger pathway that will lead to securing a Contractor's license. - Fully support the Advanced Technology Center.
44. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	As of Fall 2019 there were 62 students enrolled in the Construction Technology major. Spring semester had waitlists for the sections offered. There is a growing demand for this major. With the additional funding from the state for the Advanced Technology Center at COC, of which Construction is a target program, we are targeting a 70% enrollment increase by Spring 2023 as well as a completion rate that will demonstrate at least one (1) industry recognized certificate. Additionally, the AB288 pathway for Construction Technologies at Castaic High School will begin in Fall 2020
45. Frequency of course offerings or any reductions in offerings (Program Modification Only)	New and modified courses will be sequenced to ensure a high impact on student completion rates. This includes offering courses under fall and spring semesters using either 5-week, 8-week, or full semester length formats.
46. Term to term persistence of students within the program (Program Modification Only)	Term to term persistence is currently 88%.

47. Success rates of students passing state and national licensing exams (Program Modification Only)	The current curriculum does not prepare students for any local and/or national licensing or certification exams. Under the recent funding from the Chancellor's Office for the ATC grant, the new and revised curriculum will be developed to prepare students for industry certifications with MSSC (Manufacturing Skill Standards Council) and NCCER (National Center for Construction Education and Research).

Program and Curriculum Design

48. Program Outline of Required Courses	**Certificate of Achievement: Plumbing** The Plumbing Technology Certificate of Achievement is designed to prepare students for entry-level positions in a plumbing technology related trade. The curriculum incorporates courses in skills application, trades math, print reading, and building codes. The Plumbing Technology Certificate of Achievement stacks upon the Certificate of Specialization. **Student Learning Outcome:** Students will apply basic skills and knowledge required for employment in a plumbing technology related trade. **Program Requirements** Units Required: 18 **CONST-010** Plumbing Technology I | 2 units **CONST-012** Plumbing Technology II | 2 units **CONST-101** Introduction to Construction and Construction Engineering | 2 units **CONST-103** Blueprint Reading for Construction | 3 units **MFGT-090** Measurements and Computations | 3 units **CONST-109** California Building Code | 3 units

CONST-122
Plumbing Systems and the Plumbing Code | 3 units

Certificate of Specialization: Plumbing

The Plumbing Technology Certificate of Specialization introduces students to the basic skills required for an entry-level position in a plumbing technology related trade.

Student Learning Outcome:
Students will apply basic skills required for employment in a plumbing technology related trade.

Program Requirements
Units Required: 4

CONST-010
Plumbing Technology I | 2 units
CONST-012
Plumbing Technology II | 2 units

Certificate of Achievement: Electrical

The Electrical Technology Certificate of Achievement is designed to prepare students for entry-level positions in an electrical technology related trade. The curriculum incorporates courses in skills application, trades math, print reading, and building codes. The Electrical Technology Certificate of Achievement stacks upon the Certificate of Specialization.

Student Learning Outcome:
Students will apply basic skills and knowledge required for employment in an electrical technology related trade.

Program Requirements
Units Required: 18

CONST-020
Electrical Technology I | 2 units

CONST-022
Electrical Technology II | 2 units
CONST-101
Introduction to Construction and Construction Engineering | 2 units
CONST-103
Blueprint Reading for Construction | 3 units
MFGT-090
Measurements and Computations | 3 units
CONST-109
California Building Code | 3 units
CONST-124
California Electrical Code | 3 units

Certificate of Specialization: Electrical

The Electrical Technology Certificate of Specialization introduces students to the basic skills required for an entry-level position in an electrical technology related trade.

Student Learning Outcome:
Students will apply basic skills required for employment in a electrical technology related trade.

Program Requirements
Units Required: 4

CONST-020
Electrical Technology I | 2 units
CONST-022
Electrical Technology II | 2 units

Certificate of Achievement: Carpentry

The Carpentry Technology Certificate of Achievement is designed to prepare students for entry-level positions in a carpentry technology related trade. The curriculum incorporates courses in skills application, trades math, print reading, and building codes. The Carpentry Technology

Certificate of Achievement stacks upon the Certificate of Specialization.

Student Learning Outcome:
Students will apply basic skills and knowledge required for employment in a carpentry technology related trade.

Program Requirements
Units Required: 18

CONST-030
Carpentry Technology I | 2 units
CONST-032
Carpentry Technology II | 2 units
CONST-101
Introduction to Construction and Construction Engineering | 2 units
CONST-103
Blueprint Reading for Construction | 3 units
MFGT-090
Measurements and Computations | 3 units
CONST-109
California Building Code | 3 units
*CONST-122
Plumbing Systems and the Plumbing Code | 3 units
*CONST-124
California Electrical Code | 3 units
*Choose either CONST-122 or CONST-124

Certificate of Specialization: Carpentry

The Carpentry Technology Certificate of Specialization introduces students to the basic skills required for an entry-level position in a carpentry technology related trade.

Student Learning Outcome:
Students will apply basic skills required for employment in a carpentry technology related trade.

Program Requirements
Units Required: 4

CONST-030
Carpentry Technology I | 2 units
CONST-032
Carpentry Technology II | 2 units

The Construction Technology Program offers both an Associate of Science Degree and Certificates of Achievement and Specialization.

(Note: The Associate in Science Degree requires 31 general education units + 29 program units.)

The Construction Technology program is designed to prepare students for entry-level positions in the building construction trades. The Associate in Science and Certificate of Achievement curriculum prepares students with basic skills required to enter a career in Plumbing, Electrical, Carpentry, or related field. The Construction Technology Certificate of Achievement stacks upon the Plumbing, Electrical, and Carpentry Certificates of Achievement.

Student Learning Outcome:
Students will demonstrate proficiency in entry-level skills and knowledge required for employment in a construction technology career field.

Program Requirements
Units Required: 29

CONST-010
Plumbing Technology I | 2 units
CONST-012
Plumbing Technology II | 2 units
CONST-020
Electrical Technology I | 2 units
CONST-022

	Electrical Technology II | 2 units **CONST-030** Carpentry Technology I | 2 units **CONST-032** Carpentry Technology II | 2 units **CONST-101** Introduction to Construction and Construction Engineering | 2 units **CONST-103** Blueprint Reading for Construction | 3 units **MFGT-090** Measurements and Computations | 3 units **CONST-109** California Building Code | 3 units **CONST-122** Plumbing Systems and the Plumbing Code | 3 units **CONST-124** California Electrical Code | 3 units
49. What courses are existing?	**CONST-010** Plumbing Technology I | 2 units **CONST-012** Plumbing Technology II | 2 units **CONST-020** Electrical Technology I | 2 units **CONST-022** Electrical Technology II | 2 units **CONST-030** Carpentry Technology I | 2 units **CONST-032** Carpentry Technology II | 2 units **CONST-101** Introduction to Construction and Construction Engineering | 2 units **CONST-103** Blueprint Reading for Construction | 3 units **MFGT-090** Measurements and Computations | 3 units **CONST-109**

	California Building Code | 3 units **CONST-122** Plumbing Systems and the Plumbing Code | 3 units **CONST-124** California Electrical Code | 3 units
50. What courses need to be created?	The specific courses and related programs developed and revised under this program modification effort will be in alignment with the industry certification for MSSC and NCCER with particular attention to the following modules: Introductory Craft Skills Construction Craft Laborer Level 1 Construction Craft Laborer Level 2 Construction Technology Additional levels of Carpentry, Electrical and Plumbing
51. Frequency of existing course offering	Existing courses are offered each fall and spring semester under an sixteen-week format.
52. Proposed offering frequency of new program courses	New and/or modified courses will be offered to promote an increase in student completion rates within the stackable credentials developed. Courses will be offered during the fall and spring semesters using an 8-week semester format in additional to short term course offerings during winter and summer sessions.
53. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	It is the intent of this program modification to create stackable credential options that can be applied towards the AS Degree in Construction Technology.
54. Ability of program to meet standards of outside agencies/licensing boards	Yes. Through the ATC grant funding, we have the ability to provide professional development for faculty certification and comply with the lab requirements for site accreditation with MSSC and NCCER.
55. How will new courses and program articulate to institutions of higher education?	Dual enrollment Construction courses will be offered at Castaic High School. These courses will allow students to continue pursuing higher level courses and programs at College of the Canyons upon graduation.

56. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Advisory boards and local business are very supportive of the modification. Best practices nationally using the NCCER certification demonstrate probability of increased enrollment, completion and employment

Implementation Plan and Institutional Support

57. Appropriateness of the projected timeframe for implementation of program	Given that the activities associated with the curriculum modification are grant funded, the timeframe is very doable. The funding for the scope of work under the 1.5M is spread over a three-year period. Year one is mostly for the development of the curriculum with year two and year three consisting of offering the course and programs to students.
58. Which school houses or will house this program?	School of Applied Technologies
59. Which department houses or will house this program?	Construction Technologies
60. Will AP 4023 (Merging/Splitting Departments) be needed?	No
61. Which current faculty will be responsible for this program?	Eric Arnold
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?	Yes, the faculty member and adult hourly (lab tech) are very supportive of this program modification. Additionally, both the Dean of Applied Technologies and Career Education support this program. With the recent hire of the Director of Business Partnerships and Workforce Engagement, we will have additional support for expanding industry support for the program, work-based learning, internships and employment.
64. What additional staffing resources will be needed to support this program?	We will need to hire additional adjunct faculty and expand the position of the adult hourly to a full-time Lab Technician. The Lab Technician position expansion is already being discussed.

65. Are there facilities available for this program? If not what is the plan for getting facilities?	Yes, the program is housed at the Canyon Country Campus.
66. What is the funding source for this program?	In addition to the existing institutional budget for the department, there is additional funding through the ATC grant (1.5 million from the State Chancellors Office), Perkins and the Strong Workforce Program.
67. Plan for institutionalization (if grant funded)	The majority of the lab equipment required for the modification was purchased on the CCPT grant (California Career Pathways Trust). Salaries and benefits are already institutionalized.
Alignment of Program	
68. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	The program supports a leading industry sector in the Santa Clarita Valley and the SCCRC region and as such is relevant for education and training for the local workforce for those jobs that require some "post-secondary" but typically not a four-year degree. This program of study allows for immediate entry into the workforce at wages that typically exceed the minimum living wage levels. This program of study also allows for attainment of additional post-secondary certificates and degrees as the student progresses through the field. It is a model for competency-based education and for entrepreneurship. Additionally, completion in this program allows for entry into the Construction Management program.
69. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	Access, engagement and success are at the core of the design of the curriculum and labs to ensure an educational experience that leads to stackable certificates for entry into the workforce and reentry back into the college for continuous learning.
70. How does this program align with access and equity goals for students? How will this program have an impact on diversity	This program aligns with access and equity goals for students in that it is very much focused on technical skill attainment to demonstrate entry level technical competency in the workforce. The barriers to entry are very low and the employment outcomes are very good. The majority of students enrolled in this program are Latinx at 55.6%.

It is anticipated that with the COVID-19 pandemic, all lecture content will be delivered via distance learning. Students in the construction technology |

	programs will be provided the same opportunities as those enrolled in conventional academic courses with respect to access to laptops, and Wi-Fi connectivity.
Program Viability Committee Recommendation __*Garrett Rieck*____ Committee Chair's Signature	_____ Initiate _____ Not Initiate ___X__ Modify _____ Not Modify _____ Discontinue _____ Not Discontinue

Program Viability Narrative

The Program Viability Committee is in support of the Construction Tech program modification as it can greatly benefit students. There was a recommendation to include evidence of commitments from local business, the shared space commitment and the need for some consumable tools. The contract is being negotiated with B&B and is in the final phase. Harriet will share the final contract. Meetings with Northrup and the Advisory Boards are being documented. A survey will also be executed soon. An Industry and Business Leadership team will also be formed as this will help gather more industry buy-in and collaboration. Work will also be done with other local community colleges such as Antelope Valley and Ventura College as the Chancellor's Offices has stated this can help with sharing apportionment. The longer end goal is for the development of a regionally collaborative site for the region which is the Advance Technology Center. There is concern that if these program are not further developed it can severely impact the local economy as many business may go out of state. This program modification will help secure employment for future generations and the overall community.

Motion to support a program modification recommendation for the Manufacturing and Construction Tech program, including adding additional supportive documentation to the Canvas shell by Nicole Faudree, seconded by Lisa Hooper. Unanimous. Approved.

BP/AP 4021 Program Viability Evaluation Rubric

Name of Program: Manufacturing Technology
Proposal Submitted by Tim Baber
Committee Meeting Date(s): 5-7-2020

Committee Members Present: : Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services Counseling), Jason Burgdorfer (MSHP), Joe Gerda (VPAA),

Type of Program: Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

Type of Proposal: Substantial Modification

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	Santa Clarita Community College District will create an Advanced Technology Center (ATC) to serve the workforce and economic development needs of advanced technologies in the Santa Clarita Valley and northern Los Angeles County by offering • Integrated Advanced Manufacturing/Computerized Machining (CNC) • Welding/Material Joining • Robotic Welding • Integrated Personal Fabrication • Construction Trades Technologies All of these programs of study are considered by CISA to be essential infrastructure sectors that are vital to the economic and national security stability for both California and the nation. Of key importance in this first phase is aligning the curriculum with industry recognized certifications and providing solutions for hard-to-convert modalities that reflect the demand for on-line learning and virtualization in a Covid-19 environment while at the same time providing for the critical "practicum hands on skill attainment" and assessments to demonstrate student readiness to enter the workforce. One of our key partners in this effort is Klein Systems, the California distributor for Amatrol products and programs. Amatrol offers a full range of learning systems both in a traditional equipment lab setting as well as in a virtual lab. This appropriation would allow College of the Canyons to acquire the complete learning system for

	Advanced Manufacturing Skills, including virtual labs, and the associated trainers to provide education and industry-recognized certifications. Industry-recognized certifications will be issued from the Manufacturing Skill Standards Council (MSSC), National Institute for Metalworking Skills (NIMS), Smart Automation Certification Alliance (SACA), FANUC Robotics Operator, and the National Center for Construction Education and Research (NCCER). These certifications will complement those existing certifications COC has with the American Welding Society (AWS), Lincoln Electric Education Partner (LEEP), Fabrication and Manufacturing Association (FMA), and the Manufacturing Institute (NAM).
Program Need and Justification	
71. Relevance of the discipline and program to Transfer and/or CTE	The courses developed will offer options for students interested in Manufacturing related careers or an alternative path to the traditional four-year college degree after high school. The technical training and the hands-on skills provided can enhance every student's experience and competitiveness, CTE courses are generally more hands on than traditional academic coursework, and can help improve skills such as teamwork, problem solving, and communication in students. Growing developments in technology and automation may be most evident in manufacturing and service sector jobs, but professional and information industries will also experience changes.
72. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The Manufacturing Advisory Committee has been requesting a more comprehensive curriculum that includes Quality Assurance, Metrology, GD&T, and Blueprint Reading. In addition, an environmental scan was conducted by the National Coalition of Advance Technology Centers (an affiliated council of the American Association of Community Colleges) in partnership with the William S. Hart Union High School District and the Santa Clarita Valley Economic Development Corporation in May of 2019 that recommended a substantial modification of the CNC machining curriculum.
73. What does the labor market study indicate? (CTE Only)	Of the 13 occupations (SOC codes) analyzed for the Advanced Manufacturing sector, there is a labor market demand of 2,391 annual job openings, a program supply of 310 awards, which creates a sector supply gap of 2,081 awards.
74. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A

75. Replication of programs in surrounding community college districts	Antelope Valley College (no industry certifications) Ventura Community College (no industry certifications)
76. Enrollment trends in program disciplines (past and present)	Enrollment trends have been decreasing over the past 5 years. This proposal will provide a more comprehensive offering of courses aligned with industry certification for workforce readiness. Moreover, the modification of curriculum will be conducive to improving the K14+ pathway for manufacturing.
77. Projected demand for this program in the future	Of the 13 occupations (SOC codes) analyzed for the Advanced Manufacturing sector, there is a labor market demand of 2,391 annual job openings, a program supply of 310 awards, which creates a sector supply gap of 2,081 awards. Qualitatively, as demonstrated by advisory board meetings and conversations with larger employers in the region such as Northrop Grumman, this gap is projected to grow with the anticipated retirement of 30% of their workforce in the next 5 years. One case in point, Northrop Grumman just informed us that they are signing a sixty-year (60) contract on one of their planes for the military this quarter demonstrating that the needs in the employment pipeline in this sector are projected to have long-term growth. Additionally, new jobs are being created in the Santa Clarita Valley due to growth in mid-sized manufacturing firms such as B&B Manufacturing, TA Aerospace, and ITT Aerospace Controls. As the environmental scan provided by our work with the National Association of Advanced Technology Centers (NCATC) demonstrates, the College has a significant opportunity for growth in the advanced technology and manufacturing sector by expanding the curricular focus beyond basic operator skills to a focus on skill attainment that includes programing, diagnostics, and entry-level management skills. The jobs that result in this "technical" educational skill attainment are middle-skill level and often provide wages exceeding a living wage. As the NCATC report illustrates, "the need in this region is for employees with skills higher than those of a technician but less than an engineer." In short, the data from the environmental scan illustrates that in the advanced manufacturing sector, there is a labor market demand that, in

	relationship to the program supply of awards, is creating a significant sector supply gap for employment.
78. Any other data from program review in support of proposal	Comments from SP 2019 Advisory Board Minutes: - Any certificate represents value, both for industry recommend and those awarded by the college. - Need to emphasize the milestones during the way - Cross training must be key in the curriculum - Program not robust enough at this point - Not complicated but comprehensive in the skills we are teaching to - Most entry level employees have application knowledge, but not theory knowledge. Must have a balance of theory and application. Cause and effect
79. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	A targeted minimum of 82 students will have completed course work that leads to MSSC Certification and at least one certification to NIMS and/or SACA.
80. Frequency of course offerings or any reductions in offerings (Program Modification Only)	New and modified courses will be sequenced to ensure a high impact on student completion rates. This includes offering courses under fall and spring semesters using either 5-week, 8-week, or full semester length formats.
81. Term to term persistence of students within the program (Program Modification Only)	**FROM FA 2019 PROGRAM REVIEW:** The data used in the analysis compares the past three fiscal years (2015/2016 through 2017/2018). The program student headcount increased 31.5% (89 vs.130) in comparison to the total COC headcount which decreased 5.2% (19,726 versus 18,685) over the same period. The program FTES increased 28.8% (19.9 vs.27.8) due to the increase of 50% (8 vs. 16) in the number of sections offered. The colleges' FTES decreased 8.3% over the same time Instructional load has decreased 31% (248 vs. 171) which may be due in part to the decrease of 27.8% (18 vs. 13) in the average class size. The college average class deceased 11% (26 vs. 23) over the same range of time. The MFGT department offers five different certificate of specialization awards (no AA/AS Degree). The number of Certificates of Specialization Awards decreased 25% (12 vs. 16) which is significantly lower in comparison to the college, which increased 43% (284 vs. 499).

	The average student success rate has increased slightly by 1.8% (75.2% vs. 76.6%). The department is on par with the college's 77% success rate.
82. Success rates of students passing state and national licensing exams (Program Modification Only)	The current curriculum does not prepare students for any local and/or national licensing or certification exams. Under the recent funding from the Chancellor's Office, the new and revised curriculum will be developed to prepare students for industry recognized certifications with MSSC, NIMS, AWS, SACA, and FANUC.

Program and Curriculum Design

83. Program Outline of Required Courses	**Certificate of Specialization: Manufacturing Fundamentals** Certificate Student Learning Outcome: Students will be able to demonstrate proficiency in non-CNC machining and knowledge required for a variety of manufacturing industries. **Program Requirements:** Units Required: 9 MFGT-090 Measurements and Computations MFGT-112 Introduction to Manufacturing Technology MFGT-113 Machining Fundamentals **Certificate of Specialization: Automated Machining** Certificate Student Learning Outcome: Students will be able to accurately perform a variety of CAD/CAM and CNC application and calculations using appropriate equipment. **Program Requirements:** Units Required: 12 MFGT-121 CNC 1: Operation and Manual Programming MFGT-122 CNC 2: Concepts and Programming MFGT-131 CAD/CAM I MFGT-132 CAD/CAM II **Certificate of Specialization: Machining/CNC**

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Certificate Student Learning Outcome:
Students will be able to demonstrate proficiency in the core CNC skills and knowledge required for a variety of manufacturing industries.

Program Requirements:
Units Required: 6
MFGT-121 CNC 1: Operation and Manual Programming
MFGT-122 CNC 2: Concepts and Programming

Certificate of Specialization: Automated Machining
Certificate Student Learning Outcome:
Students will be able to accurately perform a variety of CAD/CAM and CNC application and calculations using appropriate equipment.
Program Requirements:
Units Required: 12
MFGT-121 CNC 1: Operation and Manual Programming
MFGT-122 CNC 2: Concepts and Programming
MFGT-131 CAD/CAM I
MFGT-132 CAD/CAM II

Certificate of Specialization: Manufacturing Technology – CATIA
Certificate Student Learning Outcome:
Students will be able to demonstrate proficiency in the core CATIA skills and knowledge required for a variety of manufacturing industries.
Program Requirements:
Units Required: 6
MFGT-141 CATIA I
MFGT-142 CATIA II

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<td>84. What courses are existing?</td>
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MFGT-090 – Measurements and Computations – 3.0 units
MFGT-112 - Introduction to Manufacturing Technology – 3.0 units
MFGT-113 - Machining Fundamentals - 3.0 units
MFGT-121 - CNC1: Operation and Manual Programming – 3.0 units
MFGT-122 - CNC:2 Concepts and Programming – 3.0 units
MFGT-131 - CAD/CAM I – 3.0 units

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	MFGT-132 - CAD/CAM II – 3.0 units MFGT-141 - CATIA I – 3.0 units MFGT-142 – CATIA II – 3.0 units
85. What courses need to be created?	The specific courses and related programs developed and revised under this program modification effort will be in alignment with industry certification such as MSSC, NIMS, SACA, and FANUC.
86. Frequency of existing course offering	Existing courses are offered each fall and spring semester under an eight-week format.
87. Proposed offering frequency of new program courses	New and/or modified courses will be offered to promote an increase student completion rates within the stackable credentials developed. Courses will be offered during the fall and spring semesters using either 5-week, 8-week, or full semester length formats in additional to short term course offerings during winter and summer sessions.
88. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	It is the intent of this program modification to create stackable credential options that can be applied towards the AS Degree in Manufacturing Technology.
89. Ability of program to meet standards of outside agencies/licensing boards	Yes. Through the ATC grant funding, we have the ability to provide professional development for faculty certification and comply with the lab requirements for site accreditation.
90. How will new courses and program articulate to institutions of higher education?	Dual enrollment Manufacturing and Welding courses will be offered at Castaic High School. These courses will allow students to continue pursuing higher level courses and programs at College of the Canyons upon graduation.
91. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The Manufacturing Advisory Committee has been requesting a more comprehensive curriculum that includes Quality Assurance, Metrology, GD&T, and Blueprint Reading. In addition, an environmental scan was conducted by the National Coalition of Advance Technology Centers (an affiliated council of the American Association of Community Colleges) in partnership with the William S. Hart Union High School District and the Santa Clarita

	Valley Economic Development Corporation in May of 2019 that recommended a substantial modification of the CNC machining curriculum.
Implementation Plan and Institutional Support	
92. Appropriateness of the projected timeframe for implementation of program	Of the 13 occupations (SOC codes) analyzed for the Advanced Manufacturing sector, there is a labor market demand of 2,391 annual job openings, a program supply of 310 awards, which creates a sector supply gap of 2,081 awards. Qualitatively, as demonstrated by advisory board meetings and conversations with larger employers in the region such as Northrop Grumman, this gap is projected to grow with the anticipated retirement of 30% of their workforce in the next 5 years. One case in point, Northrop Grumman just informed us that they are signing a sixty-year (60) contract on one of their planes for the military this quarter demonstrating that the needs in the employment pipeline in this sector are projected to have long-term growth. The funding for the scope of work under the 1.5M is spread over a three-year period. Year one is mostly for the development of the curriculum with year two and year three consisting of offering the course and programs to students.
93. Which school houses or will house this program?	School of Applied Technologies
94. Which department houses or will house this program?	Manufacturing Technology
95. Will AP 4023 (Merging/Splitting Departments) be needed?	No
96. Which current faculty will be responsible for this program?	Tim Baber
97. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes

98. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Yes, faculty have long supported the concept of the ATC and what benefits it can provide students in learning advanced technical skills. The administration supports the concept of the ATC and the benefits it will provide the regional and the local businesses with an ample skilled workforce. Additionally, with the recent hire of the Director of Business Partnerships and Workforce Engagement, we will have additional support for expanding industry support for the program, work-based learning, internships, and employment.
99. What additional staffing resources will be needed to support this program?	One full time Manufacturing Technology instructor One full time Classified Lab Technician
100. Are there facilities available for this program? If not what is the plan for getting facilities?	The college is in final negotiations with B & B Manufacturing in the development of a 4,600 sq. ft. space at their SCV facility. This space will include a lobby, office space, and a 2,000 sq. ft. manufacturing lab. All Manufacturing lab-based courses will be offered at this facility.
101. What is the funding source for this program?	1.5M allocated to College of the Canyons from the California State Chancellors Office specifically for development of an ATC. Additional funds from Perkins and the Strong Workforce Program will be available for funding
102. Plan for institutionalization (if grant funded)	The institutionalization of the ATC will be added the next college Master Plan.
Alignment of Program	
103. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	As part of the ATC plan, it relates to Welding, Robotic Welding, Fabrication and Construction Technologies.
104. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	Access, engagement, and success are at the core of the design of the curriculum and labs to ensure an educational experience that leads to stackable certificates for entry into the workforce and reentry back into the college for continuous learning.
105. How does this program align with access and equity goals for students? How will this program have an impact on diversity	It is anticipated that with the COVID-19 pandemic, all lecture content will be delivered via distance learning. Students in the Manufacturing programs will be provided the same opportunities as those enrolled in conventional academic courses with respect to access to laptops, and Wi-Fi connectivity.

	When looking at the achievement rates across all ethnic categories, there appears to evidence of disproportionate impact. There were 36 certificates awarded over 2016/2017 to 2018/2019. Latino students earned the most certificates (18 or 50%) compared to African American students who earned significantly less (4 or 11%). Using the 80% rule in this example, there is a 22% disproportionate impact. When considering gender, the entire 36 students earning a certificate during the stated period are all male. Strategic marketing of new and/or revised courses and programs under the program modification will be conducted to create a higher level of diversity in the student population.
Program Viability Committee Recommendation __*Garrett Rieck*____ Committee Chair's Signature	_____ Initiate _____ Not Initiate ___X__ Modify _____ Not Modify _____ Discontinue _____ Not Discontinue

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

The Program Viability Committee is in support of the Manufacturing Technology program as it can greatly benefit students. There was a recommendation to include evidence of commitments from local business, the shared space commitment and the need for some consumable tools. The contract is being negotiated with B&B and is in the final phase. Harriet will share the final contract. Meetings with Northrup and the Advisory Boards are being documented. A survey will also be executed soon. An Industry and Business Leadership team will also be formed as this will help gather more industry buy-in and collaboration. Work will also be done with other local community colleges such as Antelope Valley and Ventura College as the Chancellor's Offices has stated this can help with sharing apportionment. The longer end goal is for the development of a regionally collaborative site for the region which is the Advance Technology Center. There is concern that if these program are not further developed it can severely impact the local economy as many business may go out of state. This program modification will help secure employment for future generations and the overall community.

Motion to support a program modification recommendation for the Manufacturing and Construction Tech program, including adding additional supportive documentation to the Canvas shell by Nicole Faudree, seconded by Lisa Hooper. Unanimous. Approved.