



College of the Canyons Academic Senate

October 5, 2023

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

Hybrid Format, via Zoom & in-person in **BONH 330**

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/82829179112>

Meeting ID: 828 2917 9112; One tap mobile +16694449171# US; +17193594580# US

Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

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

ADA statement: 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

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:

Katie Coleman, DEIA Taskforce	Lauren Franco, Faculty Professional Development Committee (FPDC)
Food Committee <ul style="list-style-type: none"> • David Andrus • Lisa Hooper 	Academic Senate/COCFA Joint Task Force on Full-Time Evaluations Non-Instructional <ul style="list-style-type: none"> • Aivee Ortega • Erika Torgeson • Garrett Hooper • Sara Breshears

1. Sub-Committee Summaries/Information: none
2. Approval of the Consent Calendar

Academic Senate Summary, Sept. 21, 2023 (pg. 3-6)	Curriculum Committee Summary, September 28, 2023
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B. Reports

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

1. Faculty Professional Development Committee (FPDC), Teresa Ciardi
2. Academic Senate Presidents Report, David Andrus

3. Vice Presidents Report, Lisa Hooper

C. Action Items

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

1. Academic Freedom Conditional Report regarding Syllabi Requirements, Chris Blakey (pg. 7-9)
2. BP/AP 4021 (Program Viability), Gary Collis
 - BP 4021 (Clean version) (pg. 10)
 - BP 4021 (Marked up version) (pg. 11-14)
 - AP 4021 (Clean version) (pg. 15-26)
 - AP 4021 (Market up version) (pg. 27-42)
 - Summary of key Changes (pg. 43)
3. BP/AP 5010 (Dual Enrollment), Gary Collis
 - BP 5010 (pg. 44-46)
 - AP 5010 (pg. 47-51)
4. Great Shake Out & Active Shooter Training, Jim Temple (pg. 52)

D. Discussion

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

1. BONH 330 Faculty Conference Room Protocols, David Andrus (pg. 53-54)
2. Commencement Debrief Discussion 2023, David Andrus (pg. 55)
3. Student Housing Report, Dr. Jasmine Ruys
 - [Affordable Student Housing FAQ Amended 2023 Budget Act and Higher Education Trailer Bill](#)
 - [Student Housing Presentation](#)
4. BONH 330 Wall Décor/Emeriti Recognition

E. Unfinished Business

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

1. Academic Integrity Taskforce
2. CTE Toolkit
3. Senate Policy on Web Enhancement
4. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
5. Food Service at Valencia & CCC

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.

1. Tenure Committee Training Workshops
2. Senate Faculty Office Procedures
3. Academic Senate Release Time Memo

G. Announcements

- [Next Academic Senate Meeting Dates Fall 2023](#): Oct. 19th; Nov. 2nd; Nov. 16th; Dec. 7th.
- [2023 ASCCC Fall Plenary Session](#): Nov. 16th – 18th, Westin South Coast Plaza, Costa Mesa, CA.
- [2024 ASCCC Curriculum Institute](#): July 10th – 13th, 2024, Pasadena Convention Center
- [2024 Faculty Leadership Institute](#): June 20th – 22nd, 2024, More information coming soon!
- [2024 ASCCC Spring Plenary Session](#): April 18th-20th, 2024, San Jose Marriot

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/82829179112>

Please note:

This meeting will be broadcasted at the following locations via zoom

1. 1117 Walnut Street, Inglewood, CA 90301

Academic Senate Meeting Summary for September 21, 2023

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	At Large Senator	<i>Lisa Hooper proxy for Sab Matsumoto</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	<i>Erica Seubert proxy for Shane Ramey</i>	X
MSHP-MSE Senator	Erica Seubert	X	At Large Senator	Jennifer Paris	X
MSHP-HPPS Senator	Tammy Bathke	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh	X
Humanities Senator	<i>Tricia George proxy for Mike Harutunian</i>	X	Adjunct Senator	VACANT	
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	VACANT	
SBS Senator	Victoria Leonard	X	X= Present	A= Absent	

Non-voting Members				
Dr. Omar Torres via zoom	X	Paul Wickline via zoom		X
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)		X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative- Hestia Sartika		X

Guest							
Alisha Kaminsky	X	Dr. Daylene Meuschke	X	Dustin Silva	X	Jennifer Smolos Steele	X
Ambika Silva	X	Diane Avery	X	Heather Dotter	X	Lak Dhillon	X
Christopher Blakey	X	Dr. Edel Alonso	X	Hestia Sartika	X	Sebastian Cazarez	X
Cindy Leung	X	Dr. Jasmine Ruys	X	Jaya George	X		X

A. Routine Matters

1. Call to order: 3:06 pm.
2. Public Comment:
 - I. On behalf of COC and the SVC community condolences were offered to the family and fiancé for fallen Deputy, Ryan Clinkunbroomer who attended both West Ranch High School and COC via ISA courses.
 - II. Special thanks to the Academic Senate and Human Resources for putting out the COVID protocols. HR was encouraged to continually share protocols.
 - III. As of Monday, the Covid Testing website is up, and the test can be ordered. The bivalent vaccine is no longer authorized.
 - IV. The construction update maps colors codes have changed. But, continued clarity is requested.
 - V. Homecoming is Sept 30th at 5pm. This is a family event and there will be free food.
3. Approval of the Agenda:

- I. Two adjustments to the agenda were made. Under DEIA competencies Katie Coleman will be added as a member. The agenda was re-ordered to move “Academic Freedom” under “Discussions” to #3.
- II. Motion to approve the agenda with the noted amendments by Arshia Malekzadeh, seconded by Gary Quire. Lisa Hooper proxy for Sab Matsumoto; Erica Seubert proxy for Shane Ramey. Unanimous. Approved.

4. Committee Appointments:

Collette Salvatierra, Academic Freedom Committee	Self-Service Taskforce (pg. 3)
Erica Torgeson, Program Review Committee Chair	DEIAA Faculty Competencies Taskforce (pg. 3)
Lena Smyth (Adjunct), EEO Committee	Tenure Committee list (pg. 4)

5. Sub-Committee Summaries/Information:

- Senate Elections Committee Fall 2023-24 Elections Calendar (pg. 8)
 - I. The Calendar was shared, and Dustin Silva will be sending out email announcements soon. The emails may include multiple positions.

6. Approval of the Consent Calendar

- Motion to approve the consent calendar by Victoria Leonard, seconded by David Brill. Lisa Hooper proxy for Sab Matsumoto; Erica Seubert proxy for Shane Ramey. Unanimous. Approved.

Academic Senate Summary, Sept. 7, 2023 (pg. 5-7)	Curriculum Committee Summary, September 14, 2023
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B. Reports

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

1. [MQE Committee Chair Annual Report](#), Alisha Kaminsky
 - I. Alisha provided an overview of the committee membership composition, purpose, background, and summary of last year’s work and goals. The committee has developed some FLEX trainings to help Dept. Chairs learn the equivalencies process.
2. Academic Senate Presidents Report, David Andrus
 - I. **Academic Integrity Taskforce:** David met with Shane to discuss the focus for the rest of the academic year.
 - II. **CTE Toolkit:** David has met with Policy Committee, HR, Regina Blasberg, and Gary Quire.
 - III. **Senate Policy on Web Enhancement:** David has discussed with Senate leadership, faculty and Dr. Omar Torres. The final version will return to Senate.
 - IV. **Full-Time Evaluation Taskforce for Non-Instructional Faculty:** The group composition will be finalized soon.
 - V. **Tenure Committee Training Workshop:** This item will not move forward until new evaluation documents are adopted. But it is a priority.
 - VI. **Senate Office Procedures:** David and Lisa are working on revisions to the procedures and will be coming to Senate soon.
 - VII. **Adjunct Scheduler System:** This item will be discussed at the IAC meeting as this is something that Dept. Chairs primarily deal with. Senate will not discuss it unless there is an urgent need to do so.
 - VIII. **Food Service at CCC:** David is meeting with Dr. Ruys and Sharlene Coleal and has met with Dr. Torres to gain more information about the challenges we are facing with food cost and access for students.
 - IX. **Release Time Memo for next academic year:** The release time memo needs to be finalized by next academic year. This needs to be done at the beginning of the spring semester. Due to changes with adjunct scheduler the office of instruction now needs full-time assignments earlier in the year.
 - X. **Program Mapper Update:** There will be a presentation by Clinton and Alisha Kaminsky soon.
 - XI. **Integrated Planning:** David mentioned this at the BOT meeting and stated integrated planning and

communication need to be emphasized in key areas on campus. There needs to be more integrated communication with everyone.

- XII. **BONH 330 Conference room protocols:** Many thanks to all who helped renovate BONH 330 room. We need to honor the hard work of faculty that contributed to the Education and Facilities Master Plan and make sure that the success of the BONH 330 renovation leads to other areas of the master plan being implemented, where possible.
 - XIII. **BONH 330 Wall Decor:** This item will be agendaized. There will be 1-2 screens. Some faculty feel the wall should be dedicated for faculty artwork.
 - XIV. **Dept. Chair Training:** The training starts tomorrow. The cohort is capped at 25. The VRC is difficulty to register for sessions. David asked Leslie to amend the focused titles.
 - XV. **Emergency Command Plan:** David met with Jim Temple regarding emergency preparedness. This item will return on the Oct. 5th agenda. Dates for earthquake and active shooter training drills need to be confirmed. Jim will return to Senate and there will be more townhalls.
3. Vice Presidents Report, Lisa Hooper
- I. **Faculty on the Spotlight:** Victoria Leonard has agreed to be the first faculty in the spotlight for this semester. Lisa selected the dates for fall based on Senate meeting dates. The meetings will be re-scheduled as they conflict with COCFA mixers.
 - II. **Self-service Taskforce:** Is about to meet and this is important. The composition of taskforce has motivated people. Lisa will report back.
 - III. **Counseling Offices:** On Oct. 9th Counseling will be vacating their space in Canyons Hall due to remodeling. However, they have not been told where they are going. There will be no in person services and many frustrated students.
 - IV. **Vision for Communications Officer:** The Communications Officer will focus on the Senate Newsletter with an emphasis on matters of education, legislative impact, history, and themes. Please provide feedback to Lisa.
 - V. **Programmatic Needs:** The PV policy and procedure included in the agenda is important and much work has been done regarding helping address programmatic needs being met.

C. Action Items

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

1. Annual Curriculum Approval Certification, Tricia George & Dr. Omar Torres (pg. 9-12)
 - I. The District receives local control of curriculum competencies from the State level. Annual training needs to be undertaken. The Bachelorette Degree has been included.
 - II. Motion to adopt by Lisa Hooper, seconded Gary Quire. Lisa Hooper proxy for Sab Matsumoto; Erica Seubert proxy for Shane Ramey. Tricia George proxy for Mike Harutunian. Unanimous. Approved.

D. Discussion

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

Note: Agenda was re-ordered to move Discussion item #1 (Academic Freedom) to #3.

1. BP/AP 4021 (Program Viability), Gary Collis
 - BP 4021 (Clean version) (pg. 16)
 - BP 4021 (Marked up version) (pg. 17-20)
 - AP 4021 (Clean version) (pg. 21-32)
 - AP 4021 (Market up version) (pg. 33-48)
 - Summary of key Changes (pg. 49)
 - For new program proposals a sustainable budget plan is required. There will be recorded tutorials regarding the new budgetary tool and Garret Rieck and Jason Hinkle will be available for questions. The next step is to see if the Staffing Committee procedures align with ranking of new faculty and classified positions. This will return for action.

2. BP/AP 5010 (Dual Enrollment), Gary Collis
 - BP 5010 (pg. 50-52)
 - 7th and 8th graders can now enroll in noncredit classes as dual enrollment students. Any students in K-12 can enroll in any programs offered by the LA County Sheriff, Lifeguard, Police and Fire departments. The non-credit faculty director serves as the department chair for discretion over the offering of dual enrollment courses. This policy will return as an action item.
 - AP 5010 (pg. 53-57)
3. Academic Freedom Conditional Report regarding Syllabi Requirements, Chris Blakey (pg. 13-15)
 - There are some items required in a syllabus due to accreditation, such as the SLO's. Other areas can be included as best practices but are not required, per the AAUP. Faculty cannot tell other faculty what to put in a syllabus. A syllabus is a not a contract it can be amended.

E. Unfinished Business

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

1. Academic Integrity Taskforce
2. CTE Toolkit
3. Senate Policy on Web Enhancement
4. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
5. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations Non-Instructional

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.

1. Tenure Committee Training Workshops
2. Senate Faculty Office Procedures
3. Adjunct Scheduler System
4. Food Service at CCC
5. BONH 330 Faculty Conference Room Protocols
6. BONH 330 Wall Décor/Emeriti Recognition
7. Academic Senate Release Time Memo
8. Program Mapper Update

G. Announcements

- Next Academic Senate Meeting Dates Fall 2023: Oct. 5th; Oct. 19th; Nov. 2nd; Nov. 16th; Dec. 7th
- 2023 ASCCC Fall Plenary Session: Nov. 16th – 18th, Westin South Coast Plaza, Costa Mesa, CA.
- 2023 Accreditation Institute: Sep. 29th – Sept. 30th, San Mateo Marriot, San Mateo, CA.

H. Adjournment: 4:57 pm.

**Committee on Academic Freedom
Conditional Report:**

**What are the Rights and Obligations of a Faculty Member in the
Construction of a Course Syllabus?**

May, 2023

Chris Blakey
Chair

Tricia George
Member

Urvashi Juneja
Member

Karyl Kicenski
Member

Deanna Riveira
Member

Lauren Rome
Member

Prepared for College of the Canyons Academic Senate

**What are the Rights and Obligations of a Faculty Member in the
Construction of a Course Syllabus?**

- I. The American Association of University Professors (AAUP) clearly states that instructors have the academic freedom to determine how they approach the subject of their courses. “The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer.”¹ However, the AAUP acknowledges that “[t]eaching duties commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, often involving a need for agreement on such matters as general course content, syllabi, and examinations.”²
 - A. Hence, regarding syllabi, in cases of multi-sectioned courses taught by multiple instructors, a department *may* democratically decide that all instructors have some common features on their respective syllabi. However, the AAUP is careful to note such decisions ought to involve “substantial reflections and discussion by all those who teach the courses.”³
 - B. Additionally, any agreement about common syllabus features must ultimately not conflict with the Course Outline of Record.
- II. Further, an institution’s Academic Senate or any committee of an institution’s Academic Senate does not have the power to direct or enforce how a faculty member *must* construct their syllabus. To do so would be an infringement on the faculty member’s academic freedom. In addition, faculty are not managerial “supervisors” over other faculty, and therefore, do not have the authority to play such a role (Ed. Code, § 87610.1e).

The following are some clarifications and qualifications of the above:

- A. Faculty are hired with the understanding that they are competent in their fields of study and know how to construct their syllabi.
- B. There are some syllabus items that are required by the State for accreditation. These items include college name, course title, prefix and number, the term for which the course is being taught, the section number, and the student learning outcome(s). Such items ought to be included in any syllabus. The COCFA Collective

¹ “Statement on the Freedom to Teach,” AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 28.

² “Academic Freedom in the Medical School,” AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 71-72.

³ *Ibid.* The text goes on to suggest “The department should have a process for periodically reviewing curricular decisions and altering them based on a consensus of the appropriate teaching faculty, subject to review at other levels of governance.” In short, a democratic and self-reflexive process involving all faculty teaching the course(s) appears to be the optimum approach for choosing common content including textbooks and syllabi content/structure.

Bargaining Agreement (Article XII), and the AFT Contract (Article XX) also require that office hours be included on the course syllabus.

- C. Other than the restriction in I.B, and the required items listed in II.B, faculty have the academic freedom to construct their syllabi as they see fit.
- D. There are important distinctions between best practices, what individual faculty prefer to include on a syllabus, and what information is optimal for students to succeed in a given course. But the above concerns are separate from what is required to be on any course syllabus.



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

References:

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

The Santa Clarita Community College District (District) is committed to supporting educational programs that fulfill its Mission and Institutional Learning Outcomes for students.

The initiation, modification, revitalization, and discontinuance of educational programs are curricular, student success, and educational issues, and, therefore, may occur only following a careful and extensive review of a program’s status in relation to the District’s overall educational mission.

The CEO shall adopt administrative procedures for the initiation, modification, revitalization, and discontinuance of educational programs.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate

Revisions Approved 05/26/2016 by the Academic Senate

Revisions Approved 05/09/2019 by the Academic Senate

Revisions Approved XX/XX/XXXX by the Academic Senate.



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

ReferenceReferences:

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

~~Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out its policies for the initiation, modification, or discontinuance of courses or programs. The~~ Santa Clarita Community College District (District) is committed to supporting educational programs that fulfill its Mission and Institutional Learning Outcomes for students. ~~Because program~~

~~The~~ initiation, modification, revitalization, and discontinuance ~~is a of educational programs are~~ curricular, student success, and educational ~~issue, it must follow~~issues, and, therefore, may occur only following a careful and extensive review of ~~the~~a program’s status in relation to the District’s overall educational mission ~~of the District.~~

~~4021.01 A program is defined as an organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy “Program” shall also be understood to mean any thematic cluster of courses within the purview of the Office of Academic Affairs that support a common outcome.~~

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

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

~~4021.02 Program Initiation is the institution or adoption of a new program as defined~~

~~by this policy and implemented through Administrative Procedure 4021.~~

~~(-) All newly initiated programs shall be considered “pilot programs” as detailed in Administrative Procedure 4021.~~

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

~~(-) Substantial Modification—is an alteration to an existing program that substantially modifies the program in terms of necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate. Such modifications may concern, among other factors, of curriculum relevance and status, current faculty workload; physical or financial resources, academic outcomes and process; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification. A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4021.~~

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

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

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

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

~~4021.06 De Facto Discontinuance—Is the unofficial, improper discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.~~

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

- ~~4021.08 Proposal to Revitalize— is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.~~
- ~~4021.09 Revitalization: a recommended action to remedy identified problematic areas of a program.~~
- ~~4021.10 Short Term Staffing and Fiscal Plan— is a proposed plan to project the staffing and fiscal needs of a program from one to three years in duration.~~
- ~~4021.11 Long Term Staffing and Fiscal Plan— is a proposed plan to project the staffing and fiscal needs of a program from three to five years in duration.~~
- ~~4021.12 Determination Process: refers to the sequential process of Section III through V of Administrative Procedure 4021.~~
- ~~4021.13 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.~~
- ~~4021.14 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.~~
- ~~4021.15 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.~~
- ~~4021.14 A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.~~
- ~~4021.16 College districts are also required by statute and regulation to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.~~

The CEO shall adopt administrative procedures for the initiation, modification, revitalization, and discontinuance of educational programs.

See Administrative Procedure 4021

~~Board Approved: September 11, 10/24/2013 by the Academic Senate~~

~~Revisions Approved 05/26/2016 by the Academic Senate~~

~~Revisions Approved 05/09/2019 Next Review Date: Fall, 2025 by the Academic Senate~~

~~Revisions Approved XX/XX/XXXX by the Academic Senate.~~



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

References:

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

I. Definitions

- A. Program: An organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education, as defined by Title 5, sec. 55000, e.g., completing a program of study leading to a certificate in Global Competencies, an AS degree in Business, or transfer. For purposes of this procedure, Program shall also include a single course leading to a defined programmatic objective, certificate, or license.

The establishment and existence of a designated program review within the District’s integrated institutional planning system does not by default confer the focus and object of that review to be a Program if it has not met the requirements and standards of this administrative procedure.

- B. Program Initiation: The institution or adoption of a new Program as defined by this procedure.

All newly initiated Programs shall be considered “Pilot Programs” as detailed in this administrative procedure.

- C. Program Modification: Program Modifications shall be categorized in the following three manners:

1. Substantial Modification: An alteration to an existing Program that substantially modifies the Program in terms of necessary institutional resources yet to be secured or acquired or redirects such resources in a manner that requires institutional review beyond the mission of the Academic Senate’s Curriculum Committee. Such Substantial Modifications may concern, among other factors, curriculum relevance and status, current faculty workload; physical or financial resources, academic outcomes and process; articulated coursework required for certificate, degree or

transfer; or students' ability to achieve their educational goals in a reasonable amount of time. The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a Substantial Modification. A Substantial Modification must be proposed and meet the procedural requirements found in this administrative procedure.

2. **Categorical Modifications:** Proposals that re-categorize existing Programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Instruction, and do not substantially modify the Program's terms or requirements.
 3. **Nominal Modifications:** Modifications determined by the Curriculum Committee to be nominal, normal, or customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Academic Senate's Curriculum Committee. Such revisions are generally for the purpose of maintaining currency and/or legally mandated changes. This category of Program Modification shall be determined "nominal" in its effect and institutional impact and thus fall outside this administrative procedure's purview. The Curriculum Committee may elect to deny a review of proposed modifications it deems to be a Substantial Modification and refer the proposing party to this administrative procedure for action.
- D. **Program Viability Review:** The process of determining the appropriateness of a Program Initiation, Modification, Discontinuance, or Revitalization.
- E. **Program Discontinuance:** The termination of an existing Program, discipline, or Academic Department.
- F. **De Facto Discontinuance:** The unofficial, improper Program Discontinuance in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that Program or from any other institutional or administrative action; thereby rendering Program implementation and completion impossible or improbable.
- G. **Program Viability Committee (sometimes referred to hereinafter as "PV Committee"):** The standing committee established by the Academic Senate in accordance with this administrative procedure to conduct Program Viability Review.
- H. **Proposal to Revitalize:** A proposal submitted to the PV Committee to evaluate and assess the programmatic health and viability of a particular Program.
- I. **Revitalization:** A recommended action to remedy identified problematic areas of a Program.
- J. **Determination Process:** The sequential process of Section III through V of this administrative procedure.

- K. Short Term Staffing and Sustainable Budgetary Plan: A proposed plan to project the staffing and fiscal needs of a Program from one to three years in duration.
- L. Long Term Staffing and Sustainable Budgetary Plan: A proposed plan to project the staffing and fiscal needs of a Program from three to five years in duration.
- M. Academic Department: As defined in Board Policy 4023.

II. Proposing Program Initiation, Modification, or Discontinuance

Program Initiation, Modification, Discontinuance and Revitalization proposals, and De Facto Discontinuance notifications, may be drafted by the Chief Instructional Officer (CIO), School Dean, Academic Department Chair, or Academic Program Director or Coordinator.

Program Initiation, Modification, and Revitalization proposals must have a faculty sponsor that qualitatively understands and supports the proposal. Program Discontinuance proposals presented to the PV Committee by an administrator may be submitted only after the administrator has met with, and reviewed, the Program Discontinuance proposal with the chair of the department responsible for the Program (or, when applicable, the Program Coordinator) and must include a representation as to whether the department chair or Program Coordinator consulted supports or opposes the Discontinuance. The proposal shall provide and include data and information as specified in Section III of this procedure to demonstrate the need for Program Initiation, Modification or Discontinuance. The completed proposal shall then be submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of Program Initiation, Modification or Discontinuance.

Nominal Modifications shall be proposed to the Curriculum Committee. If, after having reviewed a proposal, the Curriculum Committee deems it a Substantial Modification, it shall deny the proposal and refer proposing party to the PV Committee for consideration of the proposal.

III. Proposal Guidelines

Prioritization of proposals will be determined by the PV Committee in accordance with its committee operating procedures.

The initial proposal shall include, but is not limited to, the itemized quantitative and qualitative evidence listed below. Special attention must be given to the impact of Program Discontinuance upon those students who are currently enrolled in the Program. Special attention must also be given to the impact a Program Initiation or Modification has on

existing Programs, support services, staff, Curriculum Committee, curriculum cycle and development, and overall District functions. Proposals advocating the establishment of a Program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default.⁴ Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.⁵ All proposals must include a Short and Long-Term Staffing and Sustainable Budgetary Plan.

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

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

1. What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?
2. What is the projected demand for the Program in the future, and how does that demand support acceptance of the proposal?
3. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?
4. What is the term-to-term persistence of students within the existing Program, or proposed Program.
5. What are the student success and Program completion rates, and how are they favorable to the acceptance of the proposal?
6. What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?
7. Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?
8. What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?
9. What data extracted from Program Review supports this proposal? And how?
10. Career Education Considerations:
 - i. Is there a specific industry request for this Program?

⁴ Grant funded staffing positions should be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable and sustainable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional District budget. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.

⁵ Most grant funded Programs are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The PV Committee must scrutinize campus instructional and support services to determine if they can absorb and support the grant funded Program without significantly diminishing the effectiveness of existing services and detrimentally increasing workload.

- ii. Does any data from a CE Advisory Committee support this proposal? If so, how?
- iii. Does the Regional Labor Data support this proposal? If so, how?
- 11. Will there be an adverse student impact resulting from Program Discontinuance or proposal?
- 12. Implementation timeline for resulting new courses.
- 13. The proposal shall substantiate adherence to standards of equity established by the State Chancellor's Office.
- 14. How does the proposed Program compare to similar regional Programs?
- 15. How does this Program meet an ongoing need not otherwise met, or capable of being met, by an existing Program?

B. Qualitative Evidence - Factors to be considered may include, but are not limited to:

- 1. Contemporary analysis of the relevance of a discipline.
- 2. Current District curriculum offerings as they relate to the District's academic mission.
- 3. The effect of Program Initiation, Modification or Discontinuance on institutional outcomes.
- 4. Are there any impacts on student equity?
- 5. The quality of the Program, which should include input from Program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
- 6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the District catalog.
- 7. Consideration of matters of articulation as they relate to curriculum.
- 8. The existence of Programs in surrounding community college districts.
- 9. The ability of Programs to meet standards of external accrediting agencies, licensing boards and governing bodies.
- 10. The relation of the proposal to the District's goals and strategies as outlined in the most recent Strategic and Master Plan.
- 11. A clear understanding of which individual, Academic Department and academic school will be responsible for maintaining the Program.
- 12. The ability of campus instructional and support services to absorb and support the proposed Program without significantly diminishing the effectiveness of existing services and increasing workload detrimentally.
- 13. If a Program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.

C. Sustainable Budget Evidence

All proposals shall include a multi-year projected budgetary estimate and analysis. Such analysis shall illustrate cost and revenue predictions and shall include a written narrative indicating how the proposal will be fiscally sustainable. A budgetary analysis tool will be provided by the District's Office of Business Services.

D. Incomplete Proposals

The PV Committee may return proposals it deems incomplete due to insufficient supporting evidence to the proposing party.

E. Vocational or Occupational Training Program Proposals

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

F. Notifications of Possible De Facto Discontinuance

Any member of the campus community may notify the Academic Senate President of a possible De Facto Discontinuance. Upon receipt of such notification, the Academic Senate President will inform the Academic Senate of the notification at the next regularly scheduled meeting. The Academic Senate President will request the CIO and any other relevant District administrators or personnel to report, within 60 days of said notification, to the Senate on the status of the Program in question. The Academic Senate President will request those same individuals provide the Senate annual Program status updates should a De Facto Discontinuance remain in effect twelve months after their initial report to the Academic Senate. The Academic Senate President will request future annual reports if the Program status remains unchanged. Notification of a possible De Facto Discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure. The Academic Senate, in collaboration with the PV Committee, shall determine how to resolve purported De Facto Discontinuances.

IV. PV Committee Composition and Function

A. The PV Committee's membership shall be:

1. Faculty Chair (appointed by the Academic Senate President).
2. Two tenured or tenure-track faculty members from a transfer discipline.
3. CTE Liaison, or designee in consultation with the Academic Senate President, and one additional tenured or tenure-track faculty member from a CTE discipline.
4. CIO, or designee.
5. COCFA President, or designee.

6. AFT Part-time faculty union President, or designee.
7. A student representative appointed by the Associated Student Government.
8. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.
9. Curriculum Committee Faculty Chair, or designee.
10. Program Review Committee Chair, or designee.
11. Vice-President of Business Services, or designee.
12. Vice-President of Facilities, or designee.
13. Vice-President of Information Technology, or designee.

Additional faculty members may be also appointed to the PV Committee by the Academic Senate President, in consultation with the Chair of the PV Committee.

B. PV Committee Functions

1. The PV Committee will use the quantitative and qualitative evidence contained within the initial proposal as a foundation for its Program Viability Review. The PV Committee will be charged with:
 - a. Determining the initial proposal's evidentiary sufficiency in accordance with this administrative procedure, including fiscal projections related to the proposal.
 - b. Reviewing and assessing the sufficiency of the quantitative and qualitative evidence per this administrative procedure.
 - c. Exercising discretion to expand its membership to include Program support staff, student services representatives, and adjunct instructors.
 - d. Gathering all qualitative and quantitative evidence into a written report.
 - e. Recommending to the Academic Senate one of the six potential outcomes of the proposal process listed in Section V of this administrative procedure, supported by a narrative that documents its findings. The PV Committee's written recommendation must also include a scheduled implementation timeline developed in conjunction with the proposing party.
 - f. The PV Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the Program is subject.
2. Revitalization Standards – if the PV Committee deems Program Revitalization is necessary, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required for the continued viability of the Program. The PV Committee's role is merely to adopt the objective standards for Revitalization; not to oversee implementation of those standards.
3. The PV Committee may solicit the opinion and participation of outside industry or discipline experts if it deems that to be necessary for determining the appropriateness of any proposal or for guidance with respect to Revitalization.

C. Mandated Program Discontinuance

A recommendation to discontinue a Program is mandated if ordered by an external regulatory, governing or licensing body to which the Program. If such a mandate occurs, Program Discontinuance will be deemed approved upon the District's proper notification of the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring Program Discontinuance. Pursuant to the mandate, the PV Committee's tasks will be solely those listed in Section VII of this administrative procedure.

V. Report of the PV Committee to the Academic Senate

The PV Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered "ongoing" and can be resubmitted directly to the PV Committee at a future date. The PV Committee will determine a reasonable timeline for resubmission of the revised proposal. The PV Committee is not required to report to the Academic Senate if a proposal is "ongoing."

If the proposal is determined complete, the PV Committee shall submit its written report to the full Academic Senate no later than the end of the spring semester of that academic year. The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the Program's alignment with the District's mission, values, and goals, as well as access and equity for students. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed Program Modification, Initiation or Modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office. All reports shall include a multi-year projected budgetary estimate.

A. Possible Recommendations of the PV Committee

The PV Committee may make one of six recommendations to the Academic Senate, including that a Program be initiated, not initiated, modified, continued, continued with qualifications, or discontinued. All recommendations, with the exception of Program Discontinuance proposals, must provide evidence of Short and Long Term Sustainable Budgetary and staffing plans, as well as evidence of administrative commitment to those plans.

1. Recommendation to Initiate

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

2. Recommendation to Not Initiate

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

3. Recommendation to Modify

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

4. Recommendation to Continue

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

5. Recommendation to Continue with Qualifications to Revitalize

Based upon the aforementioned qualitative and quantitative criteria, the PV Committee may recommend that a Program proposed for discontinuance, or otherwise, continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the Program is subject. The PV Committee's written recommendations shall include a specific timeline during which these interventions will occur and the expected outcomes. The PV Committee shall make its written recommendations available to all concerned parties. The recommendation will be maintained by the Academic Senate. In accordance with the established timeline, the Program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the PV Committee.

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

6. Recommendation to Discontinue

The PV Committee's recommendation that a Program be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and documented in writing maintained by the Academic Senate.

- a. Mandated Program Discontinuance

A recommendation to discontinue a Program is mandatory if ordered by an external regulatory, governing or licensing body to which the Program is subject, as stated in BP 4021 and substantiated under Section IV of this procedure.

B. Academic Senate Action

The President of the Academic Senate will place all the PV Committee's recommendations on the Academic Senate's agenda. The Academic Senate must send forward a scheduled implementation timeline on adoption of PV Committee recommendations. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." In accordance with BP 7215, the Board of Trustees must promptly communicate, in writing, its reasons for rejecting any Academic Senate recommendation made pursuant to this administrative procedure.

VI. Pilot Program Status

All newly initiated Programs, including Substantial Modifications, shall be deemed Pilot Programs for a minimum period of three years. Categorical Modifications will not be required to serve as Pilot Programs unless the PV Committee deems it necessary for compelling reasons. Regular status reports shall be provided to the PV Committee by the responsible faculty member overseeing the Program, such as the chair of the academic department housing the program or a program director, throughout the duration of the Program's pilot status. The PV Committee will provide an update of the status to the Academic Senate as soon as possible. The PV Committee will determine the appropriate timeline for all Program status reports. The original proposing party, or individual overseeing the Program, shall present the reports.⁶

A. Staffing Requirements

1. Any adopted recommendations that include proposals requesting the hiring of full-time temporary or tenure-track faculty shall adhere to the established, regular hiring process of the Academic Staffing Committee. If Program implementation is contingent upon the approval of a staffing request, said Program's pilot status per Section VI of this procedure shall commence upon the date the requested position is filled.
2. The authorization to hire full time staff to support any new Program may need to be restricted until the conclusion of the three-year pilot process. Any recommendation to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

B. Required Reporting Content

⁶ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the Program content's historical existence on campus. See the italicized note under Section III of this proposal. The Chair of the PV Committee shall forward the findings of the report to the CIO.

1. Report #1 – the report shall be an informational status update to include evidence of the Program’s growth, success, and challenges to date.
 2. Report #2 – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the Program’s likelihood for sustainable success by the end of its third year.
 - i. Revitalization Standards – if, having received Report #2, the Academic Senate deems Revitalization might be necessary for a particular Pilot Program, it shall refer the Pilot Program back to the PV Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the Pilot Program. External discipline or industry experts may be utilized for this process. The PV Committee’s role is merely to adopt the objective standards for Revitalization; not to oversee implementation of those standards.
 3. Final Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the Program’s immediate institutional sustainability.
 - i. Revitalization Standards – if, having received Report #3, the Academic Senate deems Revitalization might be necessary and institutionally worthwhile for a particular Pilot Program, it shall refer the Program back to the PV Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the Pilot Program. External discipline or industry experts may be utilized for this process. The PV Committee’s role is merely to adopt the objective standards for Revitalization; not to oversee implementation of those standards.
- C. Final Approval - upon receipt of the Final Report the PV Committee shall make a recommendation to the Academic Senate as to whether the Pilot Program shall be approved as permanent. The Academic Senate will subsequently approve or discontinue the Pilot Program. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must expressly concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.
1. Discontinuance – all Pilot Programs failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation plan per Section VII of this administrative procedure.

VII. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING

DISCONTINUANCE

If a Program is recommended or mandated for discontinuance, or to continue with qualifications, and such recommendation is subsequently approved by the Board of Trustees, the PV Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The PV Committee will formally convey its proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Discontinuance Implementation Plan must include, but is not limited to:

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

Approved 04/11/12 by the Academic Senate

Revisions Approved 10/24/2013 by the Academic Senate

Revisions Approved 05/26/2016 by the Academic Senate

Revisions Approved 05/09/2019 by the Academic Senate

Revisions Approved XX/XX/XXXX by the Academic Senate



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

Reference:References:

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

I. DEFINITIONS

I. Definitions

- A. Program: An organized sequence of courses, ~~or a single course,~~ leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education ~~(CCR, as defined by Title 5, Section sec. 55000) (e.g., completing a program of study leading to a certificate in Computer Maintenance TechnologyGlobal Competencies, an AS degree in Business, or transfer).~~ For purposes of this procedure, “Program” shall also ~~be understood~~ include a single course leading to mean any thematic cluster of courses within the purview of the Office of Academic Affairs that support a common outcome defined programmatic objective, certificate, or license.

~~Academic Department — “academic department” hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.~~

The establishment and existence of a designated program review within the District’s integrated institutional planning system does not by default confer the focus and object of that review to be a ~~“program”~~ Program if it has not met the requirements and standards of ~~Administrative Procedure 4021~~ this administrative procedure.

- B. Program Initiation ~~is the:~~ The institution or adoption of a new ~~program~~ Program as defined by ~~Board Policy 4021 and implemented through Administrative Procedure 4021.~~ this procedure.

All newly initiated Programs shall be considered “Pilot Programs” as detailed in this administrative procedure.

C. Program Modification—; Program ~~modifications~~Modifications shall be categorized in the following three manners:

1. Substantial Modification—~~is an:~~ An alteration to an existing ~~program~~Program that substantially modifies the ~~program~~Program in terms of necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Academic Senate’s Curriculum Committee ~~of the Academic Senate.~~ Such ~~modifications~~Substantial Modifications may concern, among other factors, ~~of~~ curriculum relevance and status, current faculty workload; physical or financial resources, academic outcomes and process; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a ~~substantial modification.~~ A “Substantial Modification”. A Substantial Modification must be proposed and meet the procedural requirements found in this ~~Administrative Procedure~~administrative procedure.
2. Categorical Modifications—~~proposals:~~ Proposals that re-categorize existing ~~programs~~Programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs/Instruction, and do not substantially modify the Program’s terms or requirements ~~of the program~~.
3. Nominal Modifications—~~are non-substantial modifications:~~ Modifications determined by the Curriculum Committee to be nominal, normal, or customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Academic Senate’s Curriculum Committee, ~~a sub-committee of the Academic Senate.~~ Such revisions are generally for the purpose of maintaining currency and, ~~/~~or legally mandated changes. This category of ~~program modification~~Program Modification shall be determined “nominal” in its effect and institutional impact and thus fall outside ~~the~~this administrative procedure’s purview ~~and requirement of Administrative Procedure 4021.~~ The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and to be a Substantial Modification and refer the proposing party to Administrative Procedure 4021. this administrative procedure for action.

D. Program Viability Review—~~is the:~~ The process of determining the appropriateness of a Program Initiation, ~~Program Modification or Program,~~ Discontinuance, or Revitalization.

- E. Program Discontinuance—~~is the~~ The termination of an existing ~~program~~Program, discipline, or ~~department~~Academic Department.
- F. De Facto Discontinuance: ~~is the~~ The unofficial, improper ~~discontinuance of a program~~Program Discontinuance in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that ~~program~~Program or from any other institutional or administrative action; thereby rendering ~~program~~Program implementation and completion impossible or improbable.
- G. ~~Program Viability Committee: the~~ (sometimes referred to hereinafter as “PV Committee”): ~~The standing committee established by the~~ Academic Senate will form a standing Program Viability committee. For purposes of in accordance with this ~~administrative~~ administrative procedure, ~~and unless otherwise noted, “Committee” refers to the~~ to conduct Program Viability ~~Committee~~ Committee whose membership is listed in Section IV of this procedure~~Review~~.
- H. Proposal to Revitalize: ~~is a~~ A proposal submitted to the ~~Program Viability~~PV Committee to evaluate and assess the programmatic health and viability of a particular ~~educational program~~Program.
- ~~J.~~ I. Revitalization: ~~a~~ A recommended action to remedy identified problematic areas of a ~~program~~Program.
- ~~K.~~ J. Determination Process: ~~refers to the~~ The sequential process of Section III through V of this ~~Administrative Procedure~~administrative procedure.
- ~~L.~~ K. Short Term Staffing and ~~Fiscal~~Sustainable Budgetary Plan—~~is a~~ A proposed plan to project the staffing and fiscal needs of a ~~program~~Program from one to three years in duration.
- ~~M.~~ L. Long Term Staffing and ~~Fiscal~~Sustainable Budgetary Plan—~~is a~~ A proposed plan to project the staffing and fiscal needs of a ~~program~~Program from three to five years in duration.

~~I. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE~~

M. Academic Department: As defined in Board Policy 4023.

II. Proposing Program initiation, modification, discontinuanceInitiation, Modification, or Discontinuance

Program Initiation, Modification, Discontinuance and ~~revitalization~~Revitalization proposals, and De Facto ~~discontinuance~~Discontinuance notifications, ~~can~~may be

~~initiated/drafted~~ by the Chief Instructional Officer (CIO), School Dean, Academic Department Chair, or Academic Program Director.~~He/she will consult with School Dean or Coordinator.~~

~~Program Initiation, Modification, and Revitalization proposals must have a faculty sponsor that qualitatively understands and Chair of supports the proposal. Program Discontinuance proposals presented to the PV Committee by an administrator may be submitted only after the affected administrator has met with, and reviewed, the Program Discontinuance proposal with the chair of the department and any other potentially affected responsible for the Program (or, when applicable, the Program Coordinator) and must include a representation as to whether the department or faculty. He/she will chair or Program Coordinator consulted supports or opposes the Discontinuance. The proposal shall provide and include data and information as specified in Section III of this procedure to demonstrate the need for program initiation, modification or discontinuance.~~Program Initiation, Modification or Discontinuance. The completed proposal ~~is~~shall then be submitted to the Academic Senate President along with supporting documents.

“Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of Program Initiation, Modification or Discontinuance.

~~Nominal Modifications” as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure,~~ shall be proposed via the Curriculum Committee. If, after having reviewed a proposal, the Curriculum Committee deems it a substantial modificationSubstantial Modification, it shall deny the proposal and refer proposing party to ~~Administrative Procedure 4021~~the PV Committee for consideration ~~by~~of the ~~Program Viability Committee~~proposal.

IV. PROPOSAL GUIDELINES

~~VI.III. To ensure proper planning and advanced notice, the Program Viability Committee will notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification, discontinuance and revitalization proposals shall be submitted to the Academic Senate President no later than the eighth week of the fall semester⁷. Proposals received after the~~

⁷~~Proposals to initiate, modify, discontinue or revitalize that are intended to take programmatic effect by the start of the next academic year, may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4021). The size and diversity of the Program Viability committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the~~

IV. eighth week of the Fall semester, or during the Spring semester, will be advanced but with no intent of program implementation by the start of the next academic year. **Proposal Guidelines**

Prioritization of proposals will be determined by the PV Committee in accordance with its committee operating procedures.

The initial proposal shall include, but is not limited to, the itemized quantitative and qualitative evidence listed below. Special attention must be given to the impact of program discontinuanceProgram Discontinuance upon those students who are currently enrolled in the programProgram. Special attention must also be given to the impact a program initiationProgram Initiation or modificationModification has on existing programsPrograms, support services, staff, curriculum committeeCurriculum Committee, curriculum cycle and development, and overall collegeDistrict functions.⁸ ~~The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns.~~ Proposals advocating the establishment of a programProgram supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default.⁹ Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.¹⁰ All proposals must

~~end of the academic year is mandated by potential changes to Senate membership and Program Viability Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.~~

~~⁸ Grant funded staffing positions should be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.~~

⁹ Grant funded staffing positions should be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable and sustainable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional District budget. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.

¹⁰ Most grant funded programsPrograms are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The ~~program viability committee~~PV Committee must scrutinize campus instructional and support services to determine if they can absorb and support the grant funded programProgram without significantly diminishing the

include a ~~short~~Short and ~~long-term staffing plan~~Long-Term Staffing and Sustainable Budgetary Plan.

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

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

1. What are the enrollment trends over the past five years and how are they favorable to the acceptance of the proposal?
2. What is the projected demand for the ~~program~~Program in the future, and how does that demand support acceptance of the proposal?
3. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?
4. What is the term-to-term persistence of students within the existing ~~program~~Program, or proposed ~~program~~Program.
5. What are the student success and ~~program~~Program completion rates, and how are they favorable to the acceptance of the proposal?
6. What is the current or projected student completion rate, and how is that rate favorable to the acceptance of the proposal?
7. Does the productivity in terms of WSCH per FTE ratios favor acceptance of the proposal? If so, how?
8. What are, and how do, the Success rate of students passing state and national licensing exams support the proposal?
9. What data extracted from Program Review supports this proposal? And how?
10. Career Education Considerations:
 - i. Is there a specific industry request for this ~~program~~Program?
 - ii. Does any data from a CE Advisory Committee support this proposal? If so, how?
 - iii. Does the Regional Labor Data support this proposal? If so, how?
11. Will there be an adverse student impact resulting from ~~discontinuance~~Program Discontinuance or proposal?
12. Implementation timeline for resulting new courses.
13. The proposal shall substantiate adherence to standards of equity established by the State Chancellor's Office.
~~established by the State Chancellor's Office.~~

effectiveness of existing services and detrimentally increasing workload.

~~15.14.~~ How does the proposed ~~program~~Program compare to similar regional ~~programs~~Programs?

~~16.15.~~ How does this ~~program~~Program meet an ongoing need not otherwise met, or capable of being met, by an existing ~~program~~Program?

B. Qualitative Evidence - Factors to be considered may include, but are not limited to:

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

C. Sustainable Budget Evidence

All proposals shall include a multi-year projected budgetary estimate and analysis. Such analysis shall illustrate cost and revenue predictions and shall include a written narrative indicating how the proposal will be fiscally sustainable. A budgetary analysis tool will be provided by the District's Office of Business Services.

C.D. Incomplete Proposals

~~Proposals deemed~~The PV Committee may return proposals it deems incomplete due to ~~the~~

~~submission of~~ insufficient ~~benchmarks~~~~supporting~~ evidence ~~may be returned~~ to the proposing party ~~by the subsequent Academic Senate Program Viability Committee authorized by Section IV of this procedure.~~

~~D.E.~~ Vocational or Occupational Training Program Proposals

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

~~E.F.~~ Notifications of Possible De Facto DiscontinuancesDiscontinuance

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

~~I.~~ FORMATION OF PROGRAM VIABILITY COMMITTEE

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

~~Program Viability Committee Composition~~

~~0. Academic Senate President, or designee.~~

~~The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee.~~

V. APV Committee Composition and Function

A. The PV Committee's membership shall be:

1. Faculty Chair (appointed by the Academic Senate President).

~~1-2.~~ Two tenured or tenure-track faculty ~~member~~members from a transfer discipline.

~~2-3.~~ ACTE Liaison, or designee in consultation with the Academic Senate President, and one additional tenured or tenure-track faculty member from a CTE discipline.

~~3-4.~~ CIO, or designee.

~~4-5.~~ COCFA President, or designee.

~~5-6.~~ AFT Part-time faculty union President, or designee.

~~6-7.~~ A student representative appointed by the Associated Student Government.

~~7-8.~~ A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.

~~8-9.~~ Curriculum Committee Faculty Chair, or designee.

~~9-10.~~ A member of the Program Review Committee ~~Chair, or designee.~~

~~External Experts~~

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

~~11. C. Program Viability~~ Vice-President of Business Services, or designee.

~~12.~~ Vice-President of Facilities, or designee.

~~13.~~ Vice-President of Information Technology, or designee.

Additional faculty members may be also appointed to the PV Committee by the Academic Senate President, in consultation with the Chair of the PV Committee.

A.B. PV Committee Functions

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

~~a.~~ Determining the initial proposal's evidentiary sufficiency ~~per Section III (A) and~~

~~b.a.~~ (B) of in accordance with this administrative procedure, ~~to include~~including

fiscal projections related to the proposed proposal.

~~e.b. Review~~ Reviewing and ~~assess~~ assessing the sufficiency of the quantitative and qualitative evidence per ~~Section IV(B) of this~~ administrative procedure.

~~e.c.~~ Exercising discretion to expand its membership to include ~~program~~ Program support staff, student services representatives, and adjunct instructors.

~~e.d.~~ Gathering all qualitative and quantitative evidence into a written report.

~~f.e.~~ Recommending to the Academic Senate one of the six potential outcomes of the proposal process ~~to include documenting its findings by a narrative. (Listed is Section V (A) of this procedure.)~~ listed in Section V of this administrative procedure, supported by a narrative that documents its findings. The PV Committee's written recommendation must also include a scheduled implementation timeline developed in conjunction with the proposing party.

~~The Program Viability Committee, in conjunction with the proposing party, must develop a scheduled implementation timeline to be included with the recommendation to the full Senate.~~

~~h.f. The Program Viability~~ The PV Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the ~~program~~ Program is subject.

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

3. ~~The PV Committee may solicit the opinion and participation of outside industry or discipline experts if it deems that to be necessary for determining the appropriateness of any proposal or for guidance with respect to Revitalization.~~

~~B.C.~~ Mandated Program Discontinuance

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

V. Report of the PV Committee to the Academic Senate

The ~~Program Viability~~PV Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered “ongoing” and can be resubmitted directly to the PV Committee at a future date. The PV Committee will determine a reasonable timeline for resubmission of the revised proposal. ~~No~~ The PV Committee is not required to report ~~need be forwarded~~ to the Academic Senate ~~as long as the~~if a proposal is “ongoing.”

If the proposal is determined complete, the ~~Program Viability~~PV Committee shall submit its written report to the full Academic Senate no later than the ~~fifth weekend~~ of the ~~Spring~~spring semester of ~~the~~that academic year ~~in which the proposal was submitted.~~⁴⁴ The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the ~~program's~~Program's alignment with the District's mission, values, and goals ~~of the institution~~, as well as access and equity for students. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed ~~discontinuance, initiation or modification.~~Program Modification, Initiation or Modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office. All reports shall include a multi-year projected budgetary estimate.

A. Possible Recommendations of the ~~Program Viability~~PV Committee

~~There are~~The PV Committee may make one of six possible recommendations to the ~~Program Viability Committee can make. A program may be recommended to~~Academic Senate, including that a Program be initiated, not initiated, modified, continued, continued with qualifications, or discontinued. All recommendations, with the exception of ~~discontinuance~~Program Discontinuance proposals, must provide evidence of ~~short~~Short and ~~long term fiscal~~Long Term Sustainable Budgetary and staffing plans, as well as evidence of ~~Administrative~~administrative commitment ~~for~~to those plans.

1. Recommendation to Initiate

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

⁴⁴~~The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.~~

services and staff.

2. Recommendation to Not Initiate

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

3. Recommendation to Modify

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

4. Recommendation to Continue

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

5. Recommendation to Continue with Qualifications to Revitalize

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

- a. Revitalization Standards – if the PV Committee deems ~~revitalization~~Revitalization is necessary for a particular ~~program~~Program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required to support the continued viability of a particular ~~program~~Program. External discipline or industry experts may be utilized for this process. The ~~Program Viability~~PV

Committee's role is merely to adopt the objective standards for ~~revitalization~~Revitalization; not to oversee implementation of those standards.

6. Recommendation to Discontinue

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

a. Mandated Program Discontinuance

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

~~C.B.~~ Full Academic Senate Action

The President of the Academic Senate will place all the PV Committee's recommendations ~~of the Program Viability Committee~~ on the ~~agenda of the Academic Senate. Upon adoption of recommendations of the Program Viability Committee, the~~ Senate's agenda. The Academic Senate must send forward a scheduled implementation timeline on adoption of PV Committee recommendations. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted. Only, and only in exceptional circumstances ~~or~~and for compelling reasons will the recommendation not be accepted." ~~If a recommendation is not accepted~~ In accordance with BP 7215, the Board of Trustees ~~shall~~must promptly communicate, in writing, its reasons ~~in writing to the for rejecting any Academic Senate~~ recommendation made pursuant to this administrative procedure.

~~1. Vocational and Occupational Training Programs~~

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

~~II. PILOT PROGRAM STATUS~~

VI. Pilot Program Status

All newly initiated ~~programs, to include substantial modifications~~ Programs, including Substantial Modifications, shall be deemed ~~pilot programs~~ Pilot Programs for a minimum period of three years. Categorical ~~modifications~~ Modifications will not be required to serve as ~~pilot programs~~ Pilot Programs unless the ~~Program Viability~~ PV Committee deems it necessary for compelling reasons. ~~An annual Regular status report must reports shall~~ be provided to the PV Committee by the responsible faculty member overseeing the Program, such as the chair of the academic department housing the program or a program director, throughout the duration of the Program's pilot status. The PV Committee will provide an update of the status to the Academic Senate at the conclusion of the first, second and third year of the program's existence as soon as possible. The PV Committee will determine the appropriate timeline for all Program status reports. The original proposing party, or individual overseeing the ~~program~~ Program, shall present the reports.¹²

A. Staffing Requirements

1. Any adopted recommendations that include proposals requesting the hiring of full-time temporary or tenure-track faculty shall adhere to the established, regular hiring process of the Academic Staffing Committee. If ~~program~~ Program implementation is contingent upon the approval of a staffing request, said ~~program's~~ Program's pilot status per Section VI of this procedure shall commence upon the date the requested position is filled.
2. The authorization to hire full time staff to support any new ~~program~~ Program may need to be restricted until the conclusion of the three-year pilot process. Any recommendation to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

B. Required Reporting Content

1. ~~Year One~~ Report #1 – the report shall be an informational status update to include evidence of the ~~program's~~ Program's growth, success, and challenges to date.
2. ~~Year Two~~ Report #2 – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the Program's likelihood for sustainable success by the end of its third year.
 - i. Revitalization Standards – if, having received Report #2, the Academic Senate deems Revitalization might be necessary for a particular Pilot Program, it shall refer the Pilot Program back to the PV Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional

¹² The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the ~~program~~ Program content's historical existence on campus. See the italicized note under Section III(A) of this proposal. The ~~Senate President~~ Chair of the PV Committee shall forward the findings of the report to the CIO.

support required to ensure the continued viability of the Pilot Program. External discipline or industry experts may be utilized for this process. The PV Committee's role is merely to adopt the objective standards for Revitalization; not to oversee implementation of those standards.

2-3. Final Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program's likelihood for sustainable success by the end of its third yearProgram's immediate institutional sustainability.

i. Revitalization Standards – if, having received the Year Two Report #3, the Academic Senate deems revitalization might be necessary for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.

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

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

D.C. Final Approval - upon receipt of the Year ThreeFinal Report the Academic Senate will PV Committee shall make a determination recommendation to the Academic Senate as to whether the pilot programPilot Program shall be approved as permanent. The Academic Senate will subsequently approve or discontinue the Pilot Program. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must expressly concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

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

~~XXIII.VII.~~ IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a ~~program~~Program is recommended or mandated for discontinuance, or to continue with qualifications, and such recommendation is subsequently approved by the Board of Trustees, the ~~original Program Viability~~PV Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The PV Committee will formally convey ~~their~~its proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

~~—~~Discontinuance Implementation Plan

~~C.A.~~ The implementation plan must include, but is not limited to:

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

~~Board Review: September 11, 2019 Next Review Date: Fall, 2025~~Approved 04/11/12 by the Academic Senate

Revisions Approved 10/24/2013 by the Academic Senate

Revisions Approved 05/26/2016 by the Academic Senate

Revisions Approved 05/09/2019 by the Academic Senate

Revisions Approved XX/XX/XXXX by the Academic Senate

Key Modifications to BP/AP 4021 (Program Viability)

1. Moves relevant definitions from the Board Policy to the Administrative Procedure.
2. Proposals for Program Initiation, Modification, and revitalization must “have a faculty sponsor that qualitatively understands and supports the proposal.”
3. Proposals for Program Discontinuance may be submitted by an administrator only after the administrator has met with, and reviewed, the program discontinuance proposal with the department chair (or, when appropriate, Program Coordinator). The proposal must indicate whether the person with whom the administrator has consulted supports or opposes the proposal.
4. All program proposals must include a “Sustainable Budgetary Plan,” which must include (1) a “multi-year projected budgetary estimate and analysis” that illustrates cost and revenue predictions and (2) a written narrative indicating how the proposal will be fiscally sustained. The District’s Office of Business Services shall proposal a budgetary analysis tool for this purpose.
5. Any “member of the campus community” (rather than only the CIO, School Dean, Department Chair, or Academic Program Director/Coordinator) may alert the Academic Senate President of a “De Facto” program discontinuance. The Academic Senate, working with the PV Committee, will determine “how to resolve purported de facto program discontinuances.”
6. The composition of the PV committee is changed to (1) remove Academic Senate President as the default PV Committee Chair, (2) add one additional transfer discipline faculty, (3) add CTE Liaison, (4) add VP of Business Services or designee, (5) add VP of Facilities or designee, (6) add VP of IT or designee, (7) allow Academic Senate President to appoint additional faculty members in consultation with VP Committee Chair.
7. Requires the PV Committee to submit a report of its findings in connection with completed proposals for Program Initiation, Modification, Discontinuance, and Revitalization to the Academic Senate by the end of the spring semester of “that academic year” in which the completed proposal was submitted, rather than “no later than the fifth week of the Spring semester”
8. Requires the PV Committee’s report to the Academic Senate to discuss the “multi-year projected budgetary estimate.”
9. All newly initiated programs will remain in pilot program status for a “minimum” of three years, rather than “three years.”
10. Requires those overseeing approved new programs in pilot status to submit “regular” status reports to the PV Committee, the timing of which the PV Committee may control, and for those reports to be forwarded to the Academic Senate. The current AP calls for “annual” status reports “at the conclusion” of each of the three years in which a new program is in pilot status.
- ~~10~~-Requires the PV Committee to make a recommendation to the Academic Senate, at the end of a new program’s pilot status, as to whether the program be made permanent. The Academic Senate must “subsequently approve or discontinue the” program.



BP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;
Labor Code Section 3077

1. Definitions

- a. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable coursework.
- b. Special admission part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- c. Special admission full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
- d. Highly gifted student would be a student in K- 10 who has a score of 150 or higher on the most current version of the WISC intelligence test.
- e. Dual enrollment is defined as a high school student enrolled in college courses during the high school day on the high school campus.
- f. Concurrent enrollment is defined as a special admission student taking college courses.
- g. College Now is defined as the college courses offered on the high school campus after the high school day.

g-h. Continuing education is defined as a noncredit college course.

2. Any person applying for admission to the college may be accepted to the college if the person is:

- a. A graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school; or
- b. 18 years of age or over and be capable of profiting from the instruction offered; or
- c. A special admission student pursuant to Sections 48800, 48800.5, 48802, 76001, 76002, and 76004 of the California Education Code.
 - i. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for “advanced scholastic or vocational work,” and identified as a special admission part-time or full-time student.

- ii. Pursuant to California Education Code Section 48800 (b), a student may be admitted from K- 10 if identified as “highly gifted”.
 - iii. Pursuant to California Education Code Section 76002 (a) and (b)(3), a special admission student is defined as:
 - a) A student enrolled in a class open to the general public, and
 - b) The student is currently enrolled in grades 11 – 12. Exceptions may be made for some special programs and course work, as defined in the AP 5010, and
 - c) The student has demonstrated eligibility for instruction by completing orientation.
 - iv. Pursuant to California Education Code Section 76004, a class section would be deemed a dual enrollment course if the class section is:
 - a. Offered on the high school campus; and
 - b. Offered during the high school day; and
 - c. Closed to the public; and
 - d. Only available to the high school student; and
 - e. Offered by the Santa Clarita Community College District pursuant to a College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) with the high school district following approval by College faculty in the manner outlined in AP 5010.
3. Students enrolled in grades 11-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades 11–12 must meet state guidelines for special admission students to apply for admission.
- a. Pursuant to California Education Code Section 76001 (d), special admission part-time students may not enroll in more than 11.0 units per semester.
 - b. Pursuant to California Education Code Section 76004, dual enrollment students may not enroll in more than 15.0 units per semester.
 - c. If a special admission part time student also takes a dual enrollment course, the total units may not exceed 11.0 units per semester.
 - d. Pursuant to California Education Code Section 76300 (f) special admission part- time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.
 - e. Special Admission students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.
-

- f. The College may restrict a special admission student's admission in some courses and programs.
4. Students enrolled in grades ~~7-12~~ 7-10 in a public or private school district may apply for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary.
- A. Students enrolled in grades 7-10 are only eligible to enroll in continuing education courses.
 - B. Students enrolled in grades 7-12 may enroll in continuing education courses via dual or concurrent enrollment, but only after approval by the students' middle school or high school principal, as applicable.
 - A.C. _____ Students enrolled in grades 9-12 are eligible for dual enrollment credit courses, but only after approval by the student's ~~once-~~ approved by their high school principal.
 - B.D. _____ Students enrolled in grades 9-10 are ~~not ineligible~~ to enroll in take concurrent enrollment courses if they fail to ~~unless they~~ meet the standards of "highly gifted" ~~or and are not outside~~ are part of the exemptions outlined in AP 5010.

C.E. _____

- ~~5. Students enrolled in grades 7-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admission form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary.~~
- ~~A. Students enrolled in grades 7-12 are eligible for continuing education courses via dual or concurrent enrollment once approved by their middle school or high school principal.~~
 - ~~B. Students enrolled in grades 7-10 are only eligible for continuing education courses.~~

6.5. _____ Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

See Administrative Procedures AP 5010

Board approved 7/7/21



AP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;
Labor Code Section 3077

1. After meeting the admission criteria in Board Policy 5010, prospective students, 18 years of age or older, must apply for admission prior to the semester/term for which they wish to enroll in classes.
2. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-apply for admission to meet California residency requirements.
3. To best support the visa status of international students and their academic success, all prospective students lacking USA residency and seeking admission to College of the Canyons as permitted by any kind of study visa shall apply through the International Services & Programs office.
4. To be admitted to the college for concurrent enrollment purposes pursuant to Board Policy 5010 part-time and full-time special admission high school students must (a) apply for admission prior to the registration deadline for each semester/term for which the student intends to enroll in classes, (b) complete an orientation prior to the first semester/term of enrollment, and satisfy one of the following categories:
 - a. Be currently enrolled in grades 11-12 at a public or private high school in California.
 - b. Be a “highly gifted student” enrolled in grades K-10 who meets all of the requirements that apply to students enrolled in grades 11-12 and who has submitted a score of 150 or higher on the current version of the WISC intelligence test.
 - c. Be currently enrolled in grades 11 or 12 in a home school program that meets state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.

5. To be admitted to the college for dual enrollment purposes pursuant to Board Policy 5010, part-time and full-time special admission high school students seeking admission must satisfy all of the following conditions:
 - a. Be currently enrolled in grades 9-12 at a public or private high school in California.
 - b. Apply for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
 - c. Complete an orientation prior to the first semester/term of enrollment.

6. To be admitted to the college for continuing education courses through concurrent and dual enrollment purposes pursuant to Board Policy 5010, part-time and full-time special admission middle school and high school students seeking admission must satisfy all-of the following conditions:

- a. Be currently enrolled in grades 7-12 at a public or private middle or high school in California.
- b. Apply for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
- c. Complete an orientation prior to the first semester/term of enrollment.

6.7. Admissions personnel will determine which students will be eligible for admission to College of the Canyons.

7.8. Once approved for admission, all eligible special admission students must be recommended for each class they plan to enroll by the appropriate middle school or high school principal or designee. Evidence of approval must be presented at the time of registration.

8.9. Each potential student must submit a complete concurrent enrollment or dual enrollment form with appropriately recommended College of the Canyons degree applicable or continuing education courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or | designees.

9.10. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.

10.11. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.

11.12. Students currently in grades 11-12, attending concurrent enrollment courses, will register using a priority system, which is published each semester.

Continuing education students currently in grades 7-12, attending concurrent enrollment courses, will register using a priority system, which is published each semester.

12.13. Students attending a dual enrollment course will be enrolled in the course by the Admissions and Records staff. Continuing education students currently in grades 7-12, attending dual enrollment courses, will be enrolled in the course by the Admissions and Records staff.

13.14. Special Admission high school students are restricted from taking the following courses:

- a. HRMGT 226 - Food and Wine;
- b. HLHSCI 151 - Emergency Medical Technician 1;
- c. Physical Education and Recreation courses (except AOC students, Castaic high school students, and high school students registering for on- or off-season Intercollegiate Athletics courses);
- d. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for special admission students to enroll.

15. Students, in any grade level, participating in the Symphony of the Canyons program must follow the same requirements as other special admission students, except the district waives the grade level requirement for students taking the music classes in this program.

14.16. ~~Students, in any grade level, participating in the Instructional service agreements for the LA County Sheriff, LA County Life Guard, LA Police Department, or LA County Fire Department programs for K-12 students, offered pursuant to an Instructional Service Agreement to which the District is a party, in K-12 programs must follow the same requirements as other special admission students, except the~~ District waives the grade level requirement for students taking the classes associated with the ISA program.

15.17. Students participating in the Academy of the Canyons or Castaic High School programs will attend an orientation conducted COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons and Castaic High School students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.

- a. Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admission courses while in the 9-12 grades.

16.18. The Academic Senate will approve future program and/or course restrictions and exceptions.

17.19. Special admission part-time high school students may not be enrolled in more than 11.0 units per semester/term. The District shall not commit to offer any section of any credit or non-credit course for any semester/term pursuant to a College and Career

Access Pathways Partnership Agreement (“CCAP Agreement”) with a middle school or high school district without the consent of District faculty. The process for securing faculty consent is as follows:

- a. For each section of each course that the District proposes to offer pursuant to a CCAP Agreement, the District shall notify the chair of the department responsible for that course of its proposal (including course name and proposed number of sections) or, in the case of a non-credit course, the Faculty Director of Continuing and Adult Education (“Faculty Director”).
- b. The District shall notify the department chair or, if applicable, the Faculty Director, of its proposal sufficiently in advance of any statutory, contractual, or other deadline for confirming the course offerings to allow the department chair or, if applicable, Faculty Director, meaningful consideration of the proposal, and in no event less than 14 calendar days.
- c. The notified department chair or, if applicable, Faculty Director, shall undertake reasonable efforts under the circumstances to consult with full-time department faculty, if any, regarding the District’s proposal, particularly the course/curriculum coordinator, if applicable, and faculty who are reasonably anticipated to be those offered the opportunity to teach the courses within the proposal and those faculty who have regularly taught the course historically and are reasonably anticipated to do so in the future, in an effort to secure the consensus of the ~~departmental~~ faculty regarding the appropriateness of offering the courses and sections to dual enrollment ~~high school~~ students. In the case of a non-credit course, the Faculty Director shall consult with relevant disciplinary faculty from other departments when reasonably necessary given the nature of the non-credit course. Regardless of the scope or outcome of this consultation process, the department chair or, if applicable, Faculty Director, possesses final authority to accept or reject the District’s proposal.
- d. The department chair or, if applicable, Faculty Director, shall respond to the District’s proposal as promptly as reasonably possible under the circumstances by expressing agreement to or rejection of the District’s proposal. A ~~department chair’s~~ response may provide partial consent by agreeing to fewer course sections of a particular course than the District has proposed. The District will not commit to offer any section of any course for any semester/term prior to receipt of the department chair’s or, if applicable, Faculty Director’s, affirmative consent.
- e. A department chair’s or, if applicable, Faculty Director’s consent to a District proposal to offer a course for a particular semester/term pursuant to a CCAP Agreement will not constitute consent to offer that course for any subsequent semester/term. Rather, the District must utilize the procedure outlined herein to secure faculty consent to offer courses pursuant to a CCAP Agreement for each semester/term.
- f. The District will provide faculty teaching dual enrollment with appropriate professional development, before they commence with their teaching assignment, that includes mandated reporting and best practices for working with high school or middle school students.

~~18.20.~~ Special admission full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.

- a. Dual Enrollment students may not enroll in more than 15.0 units per semester.
- b. Special admission part time high school students who enroll in dual enrollment courses cannot take more than 11.0 units per semester.

~~19.21.~~ Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part-time and dual enrollment students must pay all other appropriate fees each semester/term.

~~20.22.~~ Pursuant to AB 2364 and effective January 1, 2017, a district must exempt all qualifying nonresident special part-time students from the nonresident tuition fee.

~~21.23.~~ The District is able to report special admission nonresident attendance as resident FTES for apportionment purposes.

~~22.24.~~ Nonresident fees may be waived for specially admitted part-time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.

~~23.25.~~ The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.

~~24.26.~~ Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee and nonresident fee, if appropriate.

Reviewed and Endorsed by CPC 5/25/2021

ACADEMIC SENATE DISCUSSION ITEM

ACTION ITEM TOPIC:

Emergency Preparedness

ISSUE/ITEM BACKGROUND:

This is the second time emergency preparedness has been placed on the Senate agenda this semester.

The issues to be discussed and/or acted on at this particular meeting are:

1. Proposed dates of October 17, 2023, or October 24, 2023 earthquake preparedness drill and information.
2. Determining spring, 2024 date for active shooter drill.

It has been acknowledged that the fall, 2023 date for an earthquake drill should have been determined prior to the start of the semester. The discussion of the spring, 2024 active shooter drill at this meeting of the Senate is necessary to improve upon our emergency preparedness planning and to ensure we do not replicate the same scenario of time constraint we now find ourselves in for the fall, 2023 earthquake preparedness drill.

If we do not select Tuesday, October 17, 2023 for the earthquake preparedness drill, the best alternative upon short notice is Tuesday, October 24, 2023.

Either way, once the date is established for the fall, 2023 drill, the following sequence of events will take place prior to and on the day of the drill:

1. Send out the pre-information about earthquakes, what to do, what we are planning, etc.
2. Deploy our ICS team to locations across the campus right before the event.
3. Send an ENS alert to everyone when the event starts.
4. Wait 5-6 minutes and send the all-clear.

ISSUE(s) TO BE ADOPTED:

1. Determining October 17, 2023 or October 24, 2023 as the date of COC's earthquake preparedness drill. There would likely be two drills: one during the day and one during the evening.
2. Determining a spring, 2024 date for an active shooter drill.



Academic Senate for College of the Canyons

STANDING POLICY and PROCEDURE

Faculty Center Usage (Bonelli Hall 330)

College of the Canyons Administration has designated Bonelli Hall 330 as the Faculty Center. The coordination and oversight of the Faculty Center has been delegated to the Academic Senate to administer. Usage of the Faculty Center shall adhere to the standards established herein.

Purpose

The primary purpose of the Faculty Center is to provide exclusive meeting space for faculty committees, groups and individuals working in service of college governance. The Faculty Center may also be utilized for faculty led collegial events, faculty representative organizations, as well as individual, informal faculty activities and leisure.

Authorized Room Reservation Priority

The following groups/entities are authorized to use the Faculty Center and listed in priority order:

1. Academic Senate
2. Curriculum Committee and its Subcommittees
3. Program Viability Committee
4. Standing Committees of the Academic Senate
5. Academic Senate Ad Hoc Committees and Task Force groups.
6. New Faculty Orientation
7. Academic Department Meetings
8. Faculty Led Professional Development Meetings
9. Faculty Tenure Committees
10. COCFA and AFT Meetings

Room Reservation Procedure

All room reservation requests shall be submitted to the Administrative Assistant of the Academic Senate. If the reservation request seeks to use the Faculty Center for an authorized purpose, it shall be approved. If multiple authorized requests are submitted for the same day and time, the Administrative Assistant shall use the room reservation priority list to determine which reservation prevails. Once scheduled, no reservation shall be bumped or altered in the absence of necessary and compelling reasons. Any and all requests for use of the Faculty Center by groups/entities not listed above shall be considered by the Academic Senate President in consultation with the Administrative Assistant.

Responsibilities of Faculty

The cleanliness and order of the Faculty Center must be maintained. All faculty members share responsibility to uphold the Faculty Center in a clean and orderly condition. Faculty committee chairs, those individuals submitting the room request, and those faculty that are the last occupant(s) to exit the room are responsible for returning the room to a clean and orderly condition before departing. Upon exiting the room, those identified faculty must ensure the following:

- Food, trash and other items are properly discarded and/or properly stored.
- Room furniture is returned to its original configuration.
- All computer work station settings are shut down, returned to their original configuration and equipment properly secured.
- All borrowed computer support equipment that has been temporarily checked out is returned to IT.
- Room lights are turned off.
- All doors to the room are locked.

Faculty Access to the Faculty Center

All faculty will have the right to access the Faculty Center, subject to the priority limitations outlined herein. The Academic Senate Administrative Assistant will physically post the schedule of room usage/reservations outside the Faculty Center, as well as online on the Academic Senate web site. Faculty may access the room for informal usage unless it has been previously reserved. Any informal use of the room that conflicts with scheduled use of the room must halt immediately. Informal use of the room by faculty must adhere to the requirements listed in the preceding "Responsibilities of Faculty" section.

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Commencement 2023 Feedback

ISSUE/ITEM BACKGROUND:

On Monday, September 25, 2023 the Commencement Committee held its first meeting of the fall, 2023 semester. The meeting agenda was devoted to debriefing the spring, 2023 commencement ceremony. The committee addressed many logistical matters in order to identify areas for improvement, i.e., what worked well, what did not work well, etc...

Particular aspects of the agenda sought feedback regarding faculty participation in terms of overall attendance as well as participation in many of the offerings of volunteer work that is required to make commencement a success. It is important to learn of faculty perspectives regarding the 2023 two commencement ceremony format. Did faculty like it? Did it pose any challenges or problems?

Administration is again proposing a two-commencement ceremony format for spring, 2024. However, the proposed two commencement ceremony would take place on two different days,

-Friday, May 31, 2024

-Saturday, June 1, 2024

It is proposed that both ceremonies be held in the morning.

ISSUE(s) TO BE DISCUSSED and/or ADOPTED:

Senate feedback on:

-The 2023 two commencement ceremony format.

-The proposed 2024 two commencement ceremony format.

-The proposed two day 2024 two commencement ceremony format.

Senators are asked to discuss these topics at their next regularly scheduled School/Division meetings. All captured responses from the Academic Senate and Schools/Divisions will be the basis of any future follow up discussion(s) and/or action at the Academic Senate. All feedback will be reported back to the Commencement Committee.