

Program Viability Committee Summary

February 15, 2024, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Tricia George (Humanities/Interim Curriculum Committee Chair), Jason Burgdorfer (MSHP-MSE), Ellie DWingo (ASG, Student VP President Inter Club Council), Jennifer Paris (ECE), Jesse Vera (MESA Counselor) *proxy for Julie Hovden*, Karl Striepe (Political Science), Erika Torgerson (Counselor), James Temple (Classified Administrator, Asst Superintendent/VP, Technology), Jason Hinkle (Classified Administrator, Associate Vice President, Business Services), Dr. Omar Torres (CIO)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Dianne Avery (Academic Innovation & Const. Ed. PPL), Lak Dhillon (Diagnostic Medical Sonography Faculty Director), Jaya George (Faculty Director, Pharmacy Technician Program), Paul Wickline (Associate VP, Instruction), Katie Coleman (Sociology), Brittany Applen (Recreation Management), Jennifer Thompson (Librarian)

I. Routine Matters

1. Call to Order: 10:05 am
2. Approval of the 11/9/2023 meeting minutes:
 - i. Motion to approve the meeting minutes by Dr. Omar Torres, seconded by Jennifer Paris. Unanimous. Approved.
3. Approval of the Agenda
 - i. Motion to approve the agenda minutes by Jennifer Paris, seconded by Jesse Vera. Unanimous. Approved.
4. Committee Member Introductions - Welcome New Members!
 - i. Garrett introduced new member, Jason Hinkle, James Temple and Erika Torgerson.

II. Reports

1. Report #1: ASL Degree in Deaf Studies (with noncredit classes) - Brittany Applen
 - i. **Background:** This proposal was submitted in spring of 2022 and this is the second report not report #1. The *Deaf Studies ASL* and *Deaf Studies* degree were designed for students seeking a career in the field of *Deaf Studies*. This degree came about due to the Advisory Committee and was launched with *ASL* and *Deaf Studies*. There are 10 students in the *ASL Structure* and 12 in the *Deaf Education* courses. The state of CA signed off to this program in June or July of 2023. This degree needs to be approved by the state by March 8th so students can graduate. The *Interpreter Training Program* was placed on hold as there were only 5 students enrolled. However, now these students can graduate on time but with a different major. There will be 9 graduates and all courses will be offered next summer for non-credit.
 - ii. **Non-credit courses:** The CoA in *Conversational ASL for College and Career* did not fill in winter session as many students did not know about this course. Brittany met with Gina Bogna, Rosario Gonzales, and Diane Avery to come up with a great marketing plan for winter, spring and summer will be when most students will register. This course is for those students who just need a few more courses and more formal signing experience. In the deaf community there are many variations and accents.
 - iii. **8-week 1A and for 1B courses:** The *Family and Community* course is 8 weeks for 1A and for 1B. Brittany signed pre-requisite challenge forms for students and now they are in the credit program. Brittany will follow up and host information sessions. The Non-Credit department approved courses last meeting in spring 23 but the state chancellor's

office's system was down all summer, and these did not get approved until August 13th. Therefore, more marketing was needed. The goal is to try and offer these courses in winter session. There is one course with 12-15 students enrolled. Students cannot register for 1B until they finish 1A, courses are offered 3 days apart. The idea is to not make 1A a pre-req. The non-credit office can get those students enrolled.

- iv. **Rio Norte Course Offerings:** Rio Norte received the course catalog; however, many cannot enroll as courses are scheduled for 10am and conflicts with their school schedule. The idea is to schedule courses in the afternoon. Brittany spoke with Valencia High School and with their special services staff, teachers and student aids and they confirmed they can fill a class with 200 students. This course is available for students and staff.
 - v. **Marketing:** An email was sent, and Brittany received 5 responses. COC employees will be registering for the Wednesday course that is scheduled from 5:30pm – 8pm. This 1A course starts on March 6th and runs for 12 weeks. This course will also be promoted to the Hart District. This 1A class is different from the 1B course that will be offered next fall in the same 12-week format. Course offerings were also offered at specific sites, such as Del Caro, Friendly Valley, local charter school, Carousel Ranch, and other special populations. Brittany will work with the Outreach Department and with local high schools for recreation and sign language courses.
 - vi. **Challenges:** Students are nervous, and Brittany has been communicating with them. There are two students interested in the course for fall. COVID impacted the program and student skills. Supplemental workshops have been done. The course load has been reduced to avoid cancelling courses.
 - vii. **Curriculum:** Curriculum Committee approved many courses in credit and non-credit. Course 211 *Deaf History* was going to go through curriculum, however, at this time this will not be offered. When looking at the *Deaf Culture* course at COC and the *Deaf History, Autism, and Social Justice* offered at Ohlone College much of what is being taught in *Deaf Culture* is already there. There are many areas of Social Justice that already show up in the *Deaf History* Course and this is satisfactory for an AA degree. The idea is to take current classes, such as the Introduction to *Interpreting Principles and Practices* and just adjust the curriculum.
 - viii. **Non-Credit Courses:** There has no course mirroring done but the program does want to do this. Garrett needs to meet with Brittany as two of non-credit courses equals a credit courses. There are some logistics to work out and there are some non-credit courses approved that are like credit, but these are not mirrored. Regarding the CPL policy, it is up to the discretion of the Dept. chair whether they want to accept the courses. Brittany said she would accept non-credit courses. Don't want to revise courses approved only 2 years ago but on occasion this does happen. 1A and 1B took what is on COR and cut it in half and 1A is one half and 1B is the other half. Student learning outcome is different.
 - ix. **Negative enrollment impact on SIGN 101:** Enrollment has come up a little and there will be a bit of an impact, and this is still students in our program. Due to low enrollment then enrollments can be combined and mirror each other. If students end up in the same classes rather having the two courses cannibalizing each other. These courses are good employment and career.
2. **Final Report:** Center for Excellence in Teaching and Learning (CETL) Noncredit Certificates – Robert Wonser and Julie Johnson
 - i. **Background:** Paul Wickline presented as both Julie and Robert were not available. Shortly after the pandemic CETL training moved to non-credit in 2020. Much of the

courses have been brought via Curriculum and the Curriculum non-credit subcommittee. This program has been running for 4 years and this is the final report. This report was presented to Senate.

- ii. **CETL Courses:** A few years ago, this program was moved into using grant funding and workshops. This now has been moved into non-credit to provide institutional support as courses used to be funded using the BOSST grant that ended.
- iii. **CETL Mission:** This training run by faculty for faculty. The trainings promote quality, innovation, and teaching in an effective and equitable manner.
- iv. **History of CETL:** Brent Riffle, Ron Dreiling, Julie Johnson, and Robert Wonser and have worked with Katie Coleman, Michelle LaBrie and Kelly Burke.
- v. **New 2023 Certificates:** New certificates include *The Fundamental Teaching Skills for Higher Education* and the *21st Century Teaching Practices Certificate*. All courses were full enhance or fully apportionment driven level. Courses in non-credit were looked at. COC looked at course language from Santa Rosa College to move similar courses in non-credit.
- vi. **SEA Grant Program:** Julie and Robert lead the work of CETL and are both receiving release time via the SEA Grant program. Special thanks to Dr. Jasmine Ruys for her support. Paul works on removing barriers so they can do their work effective.
- vii. **IRPIE table visualization for PPL:** The CETL are included in this data analysis. Many online live certification opportunities are now part of CETL. There is a high success rate with faculty enrolled in noncredit. Both also work with Diane Avery and her team to make sure they publicize all CETL courses in the FREE Classes Boucher.
- viii. **Teaching Foundations Certificates:** There is a 54-hour *Professional Development Certificate in Teaching Strategies for Culturally Responsive Teaching*. There is some flexibility in how people choose to complete the certificate. There is a *21st Century Teaching Practices Certificate* that includes Civic Engagement. This now includes Project Base Learning (PBL) for *Civic Equity and Inclusion*. There is an
- ix. option to develop *E-portfolios*, *Teaching International Students*, *Foundational Teaching Skills for Higher Education*, and *Introduction to Teaching Strategies*.
- x. **Future Instructors Training (FIT) Program:** The program was original created by Human Resources and is now moved to CETL and make it a fundamental teaching skill. This program provides internships for interested potential community college faculty. To sustain this program, CETL created a certificate and workforce prep is the category. This has been successful with HR and Non-Credit. HR is interested in moving the entire FIT program to the school of PPL. This is more than just the training of interns but it's about finding mentors. The program may be able to run in non-credit for summer and fall.
- xi. **Coming Soon!** There are plan with taking Online Live and brining into non-credit and there will be a discussion of need on March 5th and final read is on March 19th. There is work with finalizing curriculum with input from Carol Johnson and Chloe McGingley who have been involved in this training. There is also work with Best Practices in Syllabi Recommendations and Equity Minded Teaching Certificate.
- xii. **CETL 2024 Calendar:** There are many courses planned or currently being offered for spring 2024 such as the NC.EDUC-105 Introduction to Online Instruction (IOI), Teaching for P5BL for Civic Equity and Inclusion and Reading Strategies.
- xiii. **CETL and the Title V Grant:** Dr. Tara Williams is serving as the Principal Investigator for this grant. This is focused on student learning for disproportionately impacted students. Heavy influence on Culturally Responsive Teaching.
- xiv. **Would like to join CETL:** Next meeting is Tuesday 2/20 at 2pm via Hy flex.

- xv. **Challenges:** Challenges are with staffing and as a team need to work on. There are some ideas about diversifying the teaching pool.
- xvi. **Program Growth:** The growth is significant, as from 21-22 to 22-2 head count has double and so has enrollment. Working on micro credentialing and micro badging as this is not happening elsewhere.
- xvii. **5-unit course is the Online Teaching & Design and IOI 2 courses:** This is great for those who want to take their CANVAS shell to the next level. When students complete the class, they can get a paper certificate or digital badge. If students just take IOI, they will not get a certificate only for completing all courses.
- xviii. **Additional Challenges:** When a faculty member takes a non-credit class, they complete the application the next step is to set up a student account. If a student already exist it will not work. Many students end up using their faculty email. CETL now sends out instructions. Student can register for a non-credit and the FIT program.
- xix. **Motion to approve** the CETL program in Non-Credit by Dr. Omar Torres, seconded by Jesse Vera. Unanimous. Approved.

III. Discussion

1. New Department Proposal for Ethnic Studies – Katie Coleman and Jesse Vera
 - i. **Program Initiation Proposal:** On Nov. 9th a program initiation proposal was presented on Ethnic Studies, and this was approved. This new proposal now is part of a new department. This is a separate vote needed.
 - ii. **Proposal for a New Department:** The creation of this program is due to the AB 1040 and Ethnic studies which student to have successful complete of courses in Ethnic Studies. This is comprised of 4 autonomous learning areas. These 4 areas should also be residing within a department with representatives and experts in each of these 4 areas. There was a unanimous vote to start the Ethnic Studies Program.
 - iii. **ASC Committee Request:** A request was made to the ASC committee for 2 new full-time faculty members. One full-time with expertise in Chicana/o Studies and one with expertise in African American studies. That would live room for two other autonomous areas so they can do their work and support the college.
 - iv. **Ethnic Studies 101:** After the yes vote was passed to start an Ethnic Studies program at COC there is now an Ethnic Studies 101 courses. There is one adjunct studies faculty member with a Chicano/a Studies expertise.
 - v. **4 Autonomous Areas:** These areas include Chicana/o Studies, African American and Black Studies, Asian American and Native American.
 - vi. **Department Chair in Ethnic Studies:** The request for the 2 full-time faculty is to help hire part-time faculty and to develop the program. The chair of Sociology is the Chair of the Ethnic Studies. This is very unique, and the experts of these programs should run this department.
 - vii. **Additional Courses Submitted:** 2 more course outline of record were submitted last fall, one in African American and one for Chicano/a and Lantin X studies. These courses are expected to be approved and meet the Area F requirement.
 - viii. **Political Science 290:** Poli Sci 290 was the only course previously approved for Ethnic Studies. However, the state has asked colleges to stop offering these types of cross listed courses that don't have a cross listed discipline. The concern is that many colleges were offering cross listing courses rather than hiring new instructors. The state also wants college to create an Ethnic Studies department and put forth several resolutions.
 - ix. **Ethnic Studies Faculty:** At times an equivalencies option can be done. For example, Juan Buriel has a discipline in English and meets the equivalency. HR cannot grant the

equivalencies as this has to be a full-time faculty decision. A full-time faculty member is needed to help hire faculty. There is concern with having a department hired by part-time faculty.

- x. **Area F Ethnic Studies courses:** The Ethnic Studies is estimated to maybe have close to 70 sections a year. Having one adjunct to meet requirements for Area F is of concern. Having 70 sections, at 30 students each, that is close to over 200 FTES. This is over \$1.5 million in half dollar. This numbers will be run through the new PV Pr-Forma form. Jason Hinkle will meet with faculty to put together the form.
- xi. **New Latin X STEM and Ujima Counselors:** The chancellor has approved the hiring of two counselors, one is a Latin X STEM and one Ujima counselor. The state budget is in flux and there will be more information in the May revise. There's is a possibility that additional faculty might be recommended by the chancellor to the board. The Ethnic Studies and Chicano/a positions submitted to ASC is on the urgent list. Counseling faculty are different than academic discipline faculty and discipline experts are needed to meet the need of courses as the legislation intends. Katie Coleman hired the part-time Ethnic Studies 101 instructor and this lives in Sociology. The African American instructor is also on the urgent list.
- xii. **ASC and HR:** ASC and HR have two different processes but there is much overlap. Discussion has taken place with David Andrus on bridging the gap. The timelines are challenging as guides and legislation from the state is changing. If the Ethnic Studies program is approved and after a few months it does not align with what is happening in ASC, Garrett can address with David Andrus
- xiii. **Changing Guidelines for Ethnic Studies:** Notification by Consultation Council that recommendation on Ethnic Studies courses changed based on recommendation from ASCCC, and this was sent to Board of Gov. in 2023 Katie and her team had to re-do the entire approach and this has been a challenging.
- xiv. **CSU Push Back:** There has been push back from the CSU and the lack and willingness to approve courses from CCC's. There is legislation through senate/assembly bill about putting forth guardrails between the CSU's and CCC's. For example, two CCC's are submitting the same exact course, but one is getting denied and the other approved.
- xv. **Dept. Chair-reassign time:** If program is approved as a new department re-assign time needs to be calculated and an election needs to be done to have a new Dept. Chair. Until a permanent FT is hired, Katie Coleman is willing to take on partial Dept. Chair oversight. There is a rubric with COCFA that will help re-examine re-assign time. Katie is happy to support the dev. of this department for as long as possible. There have been dept in the past who chair dept that don't meet. MQ's.
- xvi. **Motion to approve** the creation of an Ethnic Studies Department by Dr. Omar Torres, seconded by Tricia George. Erika Torgeson proxy for Jess Vera, (yes, vote). Unanimous. Approved.

IV. **Adjournment:** 11:32am.