

# Program Viability Committee Summary

February 17, 2022, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Jason Burgdorfer (MSHP-MSE), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor), Julie Hovden (Counseling), & Dr. Omar Torres (CIO)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Dr. Kathy Bakhit (Dean, HPPS), Brittany Applen (ASL), Harriet Happel (Dean of Career Ed and Integrative Learning, CTE), Julie Johnson (History) & Tricia George (English)

## Announcement:

- There are vacancies in SBS, transfer discipline and ASG. This will need to be filled.
- In late spring 21 there was a call for proposals & 5 responded. 2 proposals did not come through PV as there were other repeat reports. These may come through this semester.

## **I. Routine Matters**

1. Call to order: 10: 04 am
2. Approval of 10/21/2021 and 11/4/2021 meeting minutes
  - a) The minutes from the 11/4/21 meeting were revised and re-uploaded to PV Canvas shell. Motion to approve the minutes by Nicole Faudree, seconded by Jesse Vera. Unanimous. Approved.
3. Approval of the Agenda
  - a) Motion to approve the agenda by Chris Boltz, seconded by Julie Hovden. Unanimous. Approved.

## **II. Reports**

1. Year 1 Pilot Status Report: Noncredit Center for Excellence in Teaching and Learning (CETL) – Julie Johnson and Robert Wonser
  - a) CETL has been part of COC for many years. The associate's programs have many champions for *Excellence in the Classroom*. In non-credit, teaching is a major area of interest, and it is important to offer public facing classes. The [CETL website](#) is currently being updated. There was also a marketing flyer done with non-credit.
    1. [Teaching Foundation Certificate](#): This was formerly the *Skilled Teacher Certificate*. *The Major Foundations for Teaching Strategies* is being offered as one of the course options. There is a suggestion to reach out to recent graduate students to see if they would enroll. There used to be course in Professional Development that helped prepare students. The [Future Instructors In Training \(FIT\) program](#) could be moved to Non-Credit. Internships are now allowed for prospective teachers in Non-Credit as they need to certify they've completed their program. Julie is working with Garrett.
    2. [Culturally Responsive Teaching \(CRT\)](#): This course is being taught twice. Katie Coleman has been teaching Culturally Responsive Teaching and had 3 enrolled. Robert Wonser taught this course in the fall and had 9 enrolled. Recommendation is to have Dept. Chairs and Deans help

spread the word. Faculty already have a COC email address and enrolling in a course automatically creates a my canyons email. This confuses the system.

1. IOI: This course has seen a drop-in enrolment due to many faculty teaching online in fall 2021. This course is an important component to the certification of the college. This course is required by all faculty who are teaching fully synchronous online. IOI will be offered every term for SP, SU and FA.
  2. OnlineLive Certification: There are 9 synchronous trainings which are not written into Non-Credit. The hope is to put Online Live into Non-Credit as many in the community and local school districts would benefit. This was not part of the original PV proposal. It was clarified that CETL oversees IOI Certification and not Online Live.
  3. Assessment Strategies: This course will be taught in spring. There are currently 10 enrolled.
  4. Critical Thinking: Has been led by Chris Blakey. Garrett Rieck, Lisa Hooper and Patrick Backes have helped with the registration process. This course starts on Feb. 10<sup>th</sup> and there are 10 enrolled.
- c ) Marketing to Adjuncts: Dr. Torres will help with marketing via email to adjunct faculty as this can lead to salary advancements. Marketing will also be done with Deans and Gina Bogna, via a flyer, social media and PIO.
- d ) Marketing to the Community: Dr. Torres met with the chancellor and the Hart District and can assist with getting this information out to their teachers and counselors, including those at Golden Oak. CETL instructors are aware of when community members enroll in the courses as they do not have a Mycanyons email account. There are 10 enrolled in Julie's class and 9 are community members. There could be more community members enrolled if the courses are offered in Non-Credit. Specific sections could be marketed to the Hart District and Educational Administrators such as CRT and Critical Thinking. IOI could be focused towards managers. There are some concerns with teaching CRT to the community as there are some areas that can be controversial. There could be a partnership created and an incentive to partner with COC.
- e ) Online Live needs to migrate to CETL: There has been some discussion in the Senate leadership regarding migrating Online Live to CETL. This would help to train faculty in both IOI and Online Live and allows for teaching in any modality. Having two separate training areas is confusing.
- d ) Online/Online Live Curriculum: This curriculum has been written and is waiting to be approved. The suggestion is to look at AVC and Pierce College, however there is concern with advertising classes outside the service area. But faculty from other colleges can contact COC for information.
- e ) The Steering Committee has plans to develop credit courses. Some trainings will be taught over the summer by Victoria Leonard.

### III. Discussion

1. Program Initiation – American Sign Language: Brittany Applen
  - a) Background: This program first came through PV as a proposal for a new degree. This includes new courses are related to a new degree and additional certificates in credit and non-credit. The courses have also been written with

- the support of Perkins over the last year.
- b) Current AA Degree in Interpreting: The ASL Dept. has academic transfer courses for students who need language credits. Many students then move to advanced courses.
    - 1. Year 1: SIGN- 110 and 112 can be taken in the summer, winter in high school. SIGN 103 and 104 and 2 additional classes.
    - 2. Year 2: 6 high level courses plus an internship. This is challenging for students, and many are not successful.
  - c) Program Challenges: There are many students who love Sign Language and want to work in the field of Deafness but do not want to be interpreters. Many of these students would be great in childhood ED signing or as a Deaf Ed teacher. These students will be great at signing but not interpreting. The program misses on serving the deaf community as many students cannot pursue various degrees.
  - d) New degree proposal with 3 new classes:
    - 1. The proposal is to have two different degrees, in one *Interpreting* and one in *Deaf Studies*. The proposal for the new Deaf Studies degree includes 3 new courses, SIGN 210 (Linguistics of ASL), SIGN 211 (Deaf Education) and SIGN 212 (Deaf History, Audism, & Social Justice). Courses are based off [Ohlone College's Deaf ASL and Interpreter training programs](#). In addition, the proposal is to add COMS 246 (Interpersonal Communication) and COMS 256 (Intercultural Communication) as these are not part of the current Interpreting degree. These should be added as electives. The non-credit courses will support both degrees.
  - e) Concerns with Deaf Studies program number of units: Does 35-37 units align with the lower education requirements of target institutions? SIGN 210, 211 and 212 should be included. The suggestion could be to take out COMS-246 and 256 out and list as electives. It is suggested to stay within 60 units or local or transfer GE programs. There are 24 units in GE, and it is not recommended for students to take more units than this for a [Deaf Studies](#) major at CSUN. In CE the Interpreter program has a 60-hour internship as the hope is that this leads to employment or supplements for a career or a transfer degree a student chose. It is recommended to create a program that aligns with the lower division major preparation requirements. Pre-req 101 is a pre-req to 102, this may be too many courses. Would it be possible to remove SIGN 103 and 104 and start with SIGN 110? There are units that are not accounted for due to the way that prerequisites are set up. SIGN-110, 200 and 210 do not transfer to CSUN as these are considered lower division. Two or three of these courses could be removed. It may be possible to create stackable certificates which would allow for more courses to be added or suggested.
  - f) Current Certificate: SIGN 114 (Working and Socializing with Deaf Blind People) is current part of a Certificate. This includes SIGN 103, 104, 110 and 200. It would be suggested to have an AA in Interpreting and another in Deaf Studies with Certificates of Specialization such as Deaf Blind studies.
  - g) Non-Credit Courses: Dr. Torres attended the Los Angeles; Orange Country Regional Consortium (LAOCRC) and they did an exceptional presentation on the work being done across the region with CCC's finding creative ways to put

forth various credit courses within a program. This includes complimentary non-credit courses. Brittany has presented a creative diagram where there are various courses that complement each other as student navigate from credit to non-credit. SIGN.NC 003 is being designed for SIGN 101 and 102 students. SIGN.NC 020 is being designed for SIGN 103 and 104 students. The issue has been that student come into the class with 60 hours, they go out into the community for credit and meet deaf people then they are off for one year. When student returns, they can't re-take the class and they struggle. Students are then hit on the credit since, and this lowers their GPA as they are not ready for SIGN 101 or 103. In the past students have been told to enroll in the volunteer bureau. It takes 3-5 years for a student to get interpreter certification at the national level. Most students work in higher Ed as there is no certification required. Other students work at COC or CSUN and are obtaining skills without any consistency or mentorship.

- h) Pathway to Success Non-Credit Certificate: This will be for deaf and hearing interpreter trainers and educators and for those working with individuals in the program or recent graduates. This will require Practicum & Lab I and II. This will also include an Ethical Scenarios in ASL Interpreting class. This course could be offered up to 4 times a year. The program has been working with the California Registry of Interpreters for the Deaf and other higher Ed interpreting programs.
- i) ASL At Work & Introductions to ASL for the Community & Family Certificate: These are designed to fulfill the community need. 1A is the equivalent of the first half or 8 weeks of the class. IB is the equivalent of the second half. *ASL At Work* is like *Spanish for Healthcare Workers*. When creating courses in non-credit it's of benefit to have CPDC enhanced funding. This course is not *Workplace* but has been added to the *Consumer Family and Consumer Science*. This category of noncredit allows for a focus on *Family Community Members Parents and Future Employees*. This would be part of the Non-Enhanced Science category of Non-Credit that would be non-CE. The other courses would be *Workforce Preparation* or *Short-Term Voc.* in Non-Credit. This was also related to many top-codes as certain top-codes can go into certain categories of Non-Credit and others cannot. It was suggested that some of the LMI information should have been included as this justifies those that are looking for enhanced funding. For credit courses LMI needs to come from Centers of Excellence. LMI data needs to be from last 2 yrs.
- j) Non-enhanced Funding Courses: Instructors teaching these courses will be paid at a lower rate.
- k) Articulation Agreements: Faculty are encouraged to write courses that are upper division at the transfer institution. Not only are courses not articulated but they obtain credit at the local level. When a student transfer they must repeat the coursework. It is recommended to collect program information from CSUN and other CSU's/CCC's. There is a suggestion to also put together a Program Map for this program.
- l) Next Steps: Brittany will meet with Lisa, Tricia and Julie and will return to Program Viability in a month. After additional information is collected the committee will take a vote on both credit and non-credit courses.

IV. **Adjournment:** 11:33 am