

TOMPKINS CORTLAND COMMUNITY COLLEGE

SENATE AGENDA

May 19, 2023

Sprole Conference Room, Room 204

CALL TO ORDER

- Roll Call
- Introductions
- Welcome Guests
- Public Comment (if any)

APPROVAL OF MINUTES

April 28, 2023

UPDATES

College Senate Chair(s) update

- Welcome New Members

REPORTS

Executive Branch Representative – Paul Reifenheiser

- Emerit Process

FCCC Representative Update – Patty Tvaroha

Social Justice Model – Carolyn Boone

ACTION ITEMS

Health Studies AAS – Paul Reifenheiser

Cannabis Credentials – Amanda Bisson

Committees – Sayre Paradiso

ADJOURNMENT

FOCUS FOR THIS YEAR

Implement new by-laws of the College Senate

Middle States

Next College Senate Meeting

TBA – Fall 2023

Room: Sprole Conference Room, Room 204

TOMPKINS CORTLAND COMMUNITY COLLEGE

Unapproved Minutes

April 28, 2023

Sprole Conference Room, Room 204

CALL TO ORDER

- C. Goodwin called the meeting to order at 12:16pm
- C. Goodwin welcomed guests
- C. Goodwin did roll call

Roll Call

Present: R. Sarachan, D. Flaten (virtual), D. Green, K. Conway, D. Riegel, C. Goodwin, S. Paradiso, L. Caza, J. Petrella-Baum, K. Hall, V. Zeppelin (virtual), M. Timonin, K. Block.

Excused: D. Doskal, M. Lopez

Guests: P. Tvaroha

Public Comment:

No Public Comment

Approval of Minutes:

R. Sarachan and K. Block

UPDATES

Updates provided in Action items

REPORTS

FCCC Representative Update: P. Tvaroha shared that the endorsements from the community colleges passed.

ACTION ITEMS

Micro credentials – P. Tvaroha shared that in December SUNY will offer to sign on for a grant for OPWPD and NADSP. The grant will provide free education, tuition fees, books, emergency funds and hire a stipend coach position for direct service providers to finish micro. They have agencies signed on to support their providers to complete their micros. It will bring a possible salary increase for employees at sponsoring employers. This will be 15 students for each micro to help fill the nationwide shortage.

D. Regal asked how it was being marketed to public and if they can go through unemployment. P.T stated it really isn't as it is through current employees in the field. And that it can't go through unemployment's as it has to be filled through a current company the employee is working with. She said it should start in the summer and end spring 2024 with 2 classes being offered each semester. The grant is \$350,000 not including the stipend for employee.

B. Sarachan asked if this model could be generated for TC3. P.T. said there has been push back from some consortiums but 10 Community Colleges signed on to do the grant. C. Goodwin added that the child care center already follows this model as we are a DOL apprenticeship program.

M. Timonin asked if this was a unique thing. P.T. stated that it was and it's the matter of employee if they want to do the work to get it and for the 2 micros they only had to create 1 class.

S. Paradiso asked if spots aren't full through MOUs can we market outside of partnership. P.T. said that it doesn't have to be through the MOUs but needs to be through an agency labeled through OPWOP. And that support funds can go to anything (child care, car repair etc).

R. Sarachan motioned to endorse the micro grant and M. Timonin second. S. Paradiso called all in favor.

Nominations: C. Goodwin stated that we still need more nominations for people on the senate and asked for people to reach out to their constituents. S. Paradiso will send out the nomination form again on Monday.

D. Regal asked how adjuncts work without knowing 100% if they will be there on Fridays. C.G stated that is why we have hybrid option.

Committees: S. Paradiso commented on the charges and information that she received from the form that was sent out. We are hoping to have the senate filled back up so that we can break up into supra-committees. We want to start this in the fall semester. We want to have at least our standing committees list completed for next meeting to vote on to finish the by-laws.

ADJOURNMENT

C. Goodwin called meeting to adjourn at 12:56pm. R. Sarachan made the motion.

Professor Emerit/Emerit Faculty Selection Committee

Professor Emerit/Emerit Faculty is an honorary title awarded to faculty (teaching, non-teaching, and/or adjunct) who retire from Tompkins Cortland Community College with an overall record of meritorious service and are chosen for the honor based on established eligibility criteria.

Article 1

Function

The committee shall:

1. Solicit nominations in collaboration with the Human Resources department:
 - a. Every September, the Human Resources department will send a communication to the campus with eligibility criteria and past emerit appointments. This communication will include retired faculty who have become eligible since the last solicitation and for two years after.
 - b. Nominations shall be considered from current faculty members, utilizing a form created by the committee and [available here](#).
 - c. Posthumous nominations shall be considered.
 - d. Nominations will be accepted until November 1.
 - e. Nominees will be notified by Human Resources in early November and must respond within 2 weeks with permission to review their personnel file.

2. Review nominations and make recommendations to the appropriate Vice President by February 1. The Committee shall forward a list of the nominations it deems appropriate for recommendation, noting any significant opposition or concerns. The Committee shall provide a brief statement on each nominee, which may be included in announcements, etc. The Committee shall forward a list of nominees not recommended as well.

Commented [PR1]: Karla wrote: "Karla wrote: "[For discussion](#) What are we are calling this honor? I used Professor Emerit but some variation of Emerit Faculty might be an alternative if not everyone really identifies as "professor" (e.g., counselors, librarians). "

Commented [EJ2R1]: FWIW, I like "Professor Emerit" for all because it follows the ranks for promotion. Non-Teaching Faculty still are still promoted to "Associate Professor" or "Professor" despite not identifying as such. Professor Emerit feels like a fitting next step. But my feelings on the matter are not strong and I'd be happy with either.

Commented [PR3]: Karla Wrote: "Need to add links to the documentation for eligibility, benefits, and the parts of the process that are not in the committee's hands (e.g., Human Resources, the appropriate Vice President, the President) as the charge is just one piece of the overall documentation."

Commented [PR4R3]: I added some into the document.

Commented [PR5]: Added the form here.

Commented [PR6]: Made minor change here to give a modicum of flexibility to HR.

Commented [PR7]: Made changes here to note exactly what the Committee would forward to the VPs.

3. Maintain and review Emerit nomination process, criteria, benefits as needed and make recommendations to the Faculty and College Administration. Current process, criteria, and benefits are available here: (INCLUDE LINK to APPROPRIATE FOLDER IN SHAREPOINT)

Commented [PR8]: Added that the group would review process, benefits, and criteria as needed.

Article 2

Membership:

- a. The committee shall be composed of a minimum of five members.
 1. The President shall appoint members of the committee.
 2. Membership is open to current faculty (teaching faculty, non-teaching faculty, and/or adjunct faculty).
 3. At least three members will be current faculty with a minimum of ten years (OR 20 SEMESTERS) of experience at TC3. When possible, membership shall be representative of those nominated (e.g., should include an adjunct faculty if an adjunct faculty member has been nominated or should include a non-teaching faculty if a non-teaching faculty member has been nominated).
 4. Current faculty emerit (solicited by the Human Resources department) may serve on this committee.
 5. A faculty member may not serve on the committee if they have nominated someone that year.
- b. Members shall be appointed in September and members shall serve for two years.
- c. Members who are unable to continue or vacancies shall be replaced by the President.
- d. The President reserves the right to remove members of the committee for non-participation after the member has been afforded an opportunity to challenge the removal at a meeting.

Commented [PR9]: Made change here to note that the committee should be representative. We can't actually require adjuncts to serve on committees, so I want to be careful here.

Commented [PR10]: Suggested two years with appointments in September

Commented [KB11]: I'd stay consistent--in some places we have President and in others, College President.

Commented [PR12R11]: Agreed. I'll make it consistent.

Article 3

Chair

- a. The chair shall be from the current faculty ranks and chosen by the committee.
- b. Chair shall serve for two years.
- c. The Chair shall set meeting agendas, organize and run meetings, and take and post minutes or delegate the taking and

Commented [PR13]: Karla Wrote: "For discussion: Is this decided by the committee? By the faculty (meaning teaching and non-teaching but not adjuncts)? By the President? Is it a vote? "

Commented [PR14R13]: I made a change to note that the chair is chosen by committee.

posting of minutes for internal committee use only. Details about specific nominees will not be included in minutes.

Commented [PR15]: Made a change to note that minutes would be only for internal use and would not include details about nominees.

Article 4 Meetings: Meetings will be set by the chair, as needed to accomplish the work of the committee.

Commented [KB16R15]: Last sentence may be missing a word.

Article 5 Changing the Charge of the Committee

Commented [PR17R15]: Yup: Fixed that.

- a. Amending the charge needs a 2/3 vote of the committee
- b. Committee will review its work annually and recommend changes to the Faculty and the College Administration as needed.

EMERIT STATUS (updated Spring 2023)

EMERIT REQUIREMENTS

1. Service Length
 - 15 years service (30 semesters in the case of adjunct faculty), achieved rank of Full Professor for at least 3 years
 - Must have been retired from the College for at least 1 year.

2. Distinguished Service
 - Emeritus Criteria Doc: Must have evidence of Category 1 **and** Category 2, and evidence of at least one other area:
 1. Excellence in Primary Area of Job Responsibility– as demonstrated by items such as student evaluations, supervisor evaluations, awards or nominations for awards, innovation in curriculum and instruction, and commitment to student learning.
 2. Service to the College – advisement, committee service, leadership positions, work with student organizations, accomplishments outside the realm of their primary job responsibility.
 3. Academic degrees and professional certifications – degrees or professional certifications (e.g., CPA) beyond the minimum requirements of the position.
 4. Contribution to the body of knowledge in a field – as demonstrated by items such as publications, artistic creations, conference presentations, positions of responsibility in professional organizations.
 5. Service to the community – as demonstrated by items such as special projects, notable accomplishments, offices held, and service to community organizations.

3. Miscellaneous
 - Must consent to review of personnel files for purposes of selection
 - The College reserves the right to deny emeritus status to a candidate whose professional or personal actions reflect poorly on the College.
 - Posthumous Awards may be considered

SELECTION PROCESS AND SELECTION COMMITTEE

1. Nomination: Emeritus nominations will be considered from current faculty members, [utilizing a form created by the Emeritus Committee](#).
2. Communication: Every September the Human Resources department will send a communication to the campus with eligibility qualifications and past emeritus appointments. This communication will include retired faculty who have become eligible since the last solicitation and for two years after.
3. The committee will accept nominations up until November 1.

4. Nominees will be notified by Human Resources in early November and must respond within 2 weeks with permission to review their personnel file.
5. The Emerit Selection committee shall be formed annually (as needed), following the parameters of its charge document. This committee shall make recommendations to the appropriate Vice President by February 1.
6. The appropriate Vice President will make recommendations to the President by March 1.
7. The President will make recommendations to the Board of Trustees with the goal of making announcement prior to Spring Commencement

EMERIT BENEFITS

- Use of campus recreational and social facilities at the same rate as current employees
- Listed in college directories and catalogs
- Emerit ID cards providing library and other services
- Participation in academic processions and ceremonies
- Opportunity to audit courses
- Access to the College Teaching Center Lounge and, depending on availability, shared office space in the Faculty Suites.
- Recognition of Emerit Faculty at retiree events
- Special display on campus with photos
- Standing Invitation to commencement
- Opportunity to serve on campus committees at the discretion of the College
- E-mail address in perpetuity, as allowable and appropriate according to Campus Institutional Technology policies.

Standing Committee on Professional Development
Disability Resource Professional's Guide to Exploring and Determining Access
Adam Meyer, University of Central Florida

Many disability resource professionals have used AHEAD's 2012 Documentation Guidance to assist them in modifying their documentation practices to be more responsive to the broader definition of disability put forward in the ADA as amended. However, since AHEAD recommends a flexible **process** rather than providing a standard list of documentation characteristics, implementing the Guidance can be challenging. The intentionally fluid and individual approach described requires professional judgment and the ability to listen, question, trust, reflect and analyze.

The following seven steps, are offered as a guide for maximizing the wealth of information that can be discovered during conversations with students, processing it, and determining whether it is adequate to respond to a student's request for accommodation. Depending on the student's experiences and fluency and the disability professional's knowledge and observations, there may be no or limited need for external documentation following a complete student interview.

7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story (or read if an email conversation).

- Based on conversation, determine...
 - Why has the student contacted the office in the first place?
 - What barriers to access has the student described?
 - What is the student requesting?

- Questions to assist in developing the story and in learning about the barriers present:
 - What brought you here today?
 - What environments create barriers/challenges for you? What barriers/challenges in the classroom or otherwise are you experiencing currently?
 - How does X experience impact you?
 - What type of classroom environment do you prefer?
 - What solutions have worked in the past?
 - What solutions might work in this situation based on your assessment?
 - How is X class designed? How are you graded?
 - What kind of exams or assessments work well for you?
 - What is it about Y test (class, paper, etc.) that meant you didn't need accommodations for it?
 - What types of assignments do you enjoy? What types of assignments challenge you?
 - What is your experience when reading (focus, comprehension, etc.)?
 - How is the housing experience going?
 - What accommodations did you use in high school?

- When a student does not indicate a specific condition or impairment in conversation or in answer to the above questions, you may need to explore more specifically to understand whether the situation is related to an underlying disability. While that exploration will likely result from questions that flow naturally from the conversation, the following may be helpful:
 - I understand the barrier /challenge you've described, but wonder if you can tell me more about why you think X situation may be a problem for you but not for other students?
 - You've described the barrier clearly but have not mentioned a disability/impairment/underlying condition. Can you tell me more about that?

2. Initial professional observations?

- Does a disability-related barrier exist?
- Is there a clear connection between the barrier and the student's condition?
- What makes sense based on your conversation with the student?
- Did the student provide any external documentation that is helpful? Is it consistent with the student's report and your observations?
- Is anything not adding up for you at the moment? Start to recognize any gaps in your understanding of the situation.
- Are there factors the student may not have mentioned that could have an impact on the situation, such as the impact of pain or medication?
- Are there any red flags cycling through your internal filter?
- Do your concerns have to do with determining access or are you thinking about creating a success plan for the student? Keep in mind that accommodations are about access.

3. Any known environmental barriers, considerations, or fundamental components in play?

- What is the role of the environment in creating and/or maintaining the barrier?
- Is it immediately obvious that accommodations could create access based on the information provided?
- Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note-card on exams that test primarily measure recall)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
- Consider what might warrant additional consultation with others on campus.
- Is the requested accommodation likely to effectively remove the barrier for the student in that environment?

4. Any gaps between what the student requests, details in the environment and what you believe would create access?

- Put the story, initial observations, and environmental variables together.
- Can any adjustments in the environment be made, such as seeing if the professor would modify the course to remove the barrier without accommodations?
- Based on all information gathered, determine where reasonable accommodations can clearly create access (extended time on tests, computer for essay exams, note-takers, etc.) when environmental changes are not feasible.
- Does the student specifically seek something that does not make sense to you based on the information gathered? This is the gap that needs to be addressed...
 - Are there other questions that you can ask to get to this information?
 - Do you need to let the student know you need time to consider the request?
 - Can you talk to others on campus about the situation, including getting more information from faculty, housing, etc.?
 - Would a review of the student's academic transcript provide any beneficial information?
 - Could you experiment with certain accommodations (a modified response to intervention process) to see what impact it has on the barriers?

5. Your judgment and assessment matter!

- Trust your instincts and common sense abilities.
- Trust the student.
- How have similar situations been handled on your campus? What (good and bad) can be learned from past experiences?
- Do you not trust your ability to make a decision? If so, what is missing for you to have that trust?
- Is there anything you fear about making a decision in this case?
- Your judgment and assessment can be documented to support decisions made.

6. Use 3rd party documentation to fill gaps in understanding.

- Before requesting additional 3rd party documentation, ask yourself how it will assist in your decision-making.
 - Will it really be a difference-maker in the end?
 - What will it address that you cannot address within your office or in consultation with others on campus?
 - Why would you feel more confident making the decision with this additional information than without it?
- Request documentation that specifically fills in gaps that cannot be filled otherwise...gaps must be about access only, not treatment or success plans.

- The requested information should clarify the connection between the condition and the environmental barrier for which accommodations are requested.

7. Student or disability office consults with course and department as necessary.

- What next steps does the student need to take?
- Does the disability office need to get involved with access outcomes in some way?
- Might the accommodation result in a fundamental alteration requiring that you consult with faculty, housing, etc. before making a decision?
- Keep the conversations going as necessary, including as changes evolve either with the person or within the environment.
- Identify the appropriate path of action based on the situation at hand.

Access: The Core Mission of the Disability Office

While the student interview is an important step in considering accommodations, disability professionals should always approach these conversations with a clear understanding that the goal of all accommodations is to create access. This requires a fundamental understanding of the two terms: “access” and “accommodation.”

Definition of Access -- An equitable opportunity to full participation resulting from either:

- An environment that is designed (proactively) to work for a majority of people; OR
- Effective, reasonable modifications to policies, practices, procedures and other environmental barriers (reactive) that result in access.

Using Accommodations as a Path to Access

Reasonable accommodations, such as the ones typically discussed in our field and communicated to faculty through “letters” of accommodation, are retrofits to inaccessibly designed environments put in place on an individual basis to create access. They are not the only course of action.

Access can be achieved through accommodations or when:

- An environment is proactively designed from the outset (such as all course videos including captions);
- Creative alternatives outside the norm are identified (such as when a professor agrees to facilitate access by giving a student a paper version of a test when all other students take the test online);
- The values, behaviors, beliefs, attitudes and/or level of awareness of others are shifted.

Disability professionals often need to facilitate creative solutions to the barriers that exist by learning about and analyzing environmental variables and working proactively to reframe notions of access for faculty and other campus personnel. While some accommodations may not be reasonable because they would fundamentally alter the nature of an academic experience, design modifications and shifts in attitudes can provide access while also removing stigma from students with disabilities and creating an improved experience for all.

Questions & Answers (Note: this is a living, breathing document that will change over time.)

Why change to the social justice model?

There are many people who simply cannot afford to “document” a disability through a third party such as a medical provider or past educational record that has long been destroyed. This is particularly true for nontraditional students, first generation students, former foster children, and other marginalized groups.

Are there other institutions who have adopted this model? What were their results?

Locally, Syracuse University and Cornell University have adopted this. In addition, Cortland State is currently transitioning to this model. Cayuga Community College is also transitioning to this model.

Students who identify with disabilities at TC3 are retained, persist, and complete at a higher rate than those who do not.

Questions must be much more intentional and can be somewhat more time-consuming on the front end of the process. But the Access Coordinator can make the determination based on the barriers in the actual environment.

What is the Social Justice model?

See “Social Justice Lens of Disability”

What impact has adopting this model had on overall student retention?

This is still being studied as colleges and universities begin to monitor this population of students as part of their inclusion efforts. However, we do know that at TC3, students who identify as having disabilities to Access and Equity are retained, persist and complete (although not as quickly), at higher rates than student who do not identify as having disabilities and we will continue to monitor and report on this cohort’s retention, persistence, and completion.

Who will make the final decision on accommodations? Now and in the future?

Nothing changes from a process point of view – it will be the Access Coordinator(s) – who are hired, trained, and knowledgeable about disability, access, and the law.

Wait ... are we not already doing this? What will be the biggest changes we will notice with this new model?

Little will change except you may see more students with Access Plans. Currently while we've been holding at between 21% and 25% of students identifying as having disabilities, prior to 2022, the percentage of those students who had Access Plans was under 50%, and currently 60% of those students now have Access Plan.

What is the approval process for this change? Faculty vote? College Senate? Board of Trustees? SGA?

This is a change in office procedure, so the Provost, as supervisor to the Coordinator of Access & Equity Services could modify this proposal, but beyond that we sought input from a wide variety of the campus community because it is a significant change in process and will have an impact on the number of students who may become eligible for appropriate academic adjustments and/or auxiliary aids and services (accommodations).

Can a student start accommodations or change accommodations part way through the semester?

Yes. This is true now as well.

Will TC3 have to invest in more resources (staff, programs, computers, etc.) to support this change?

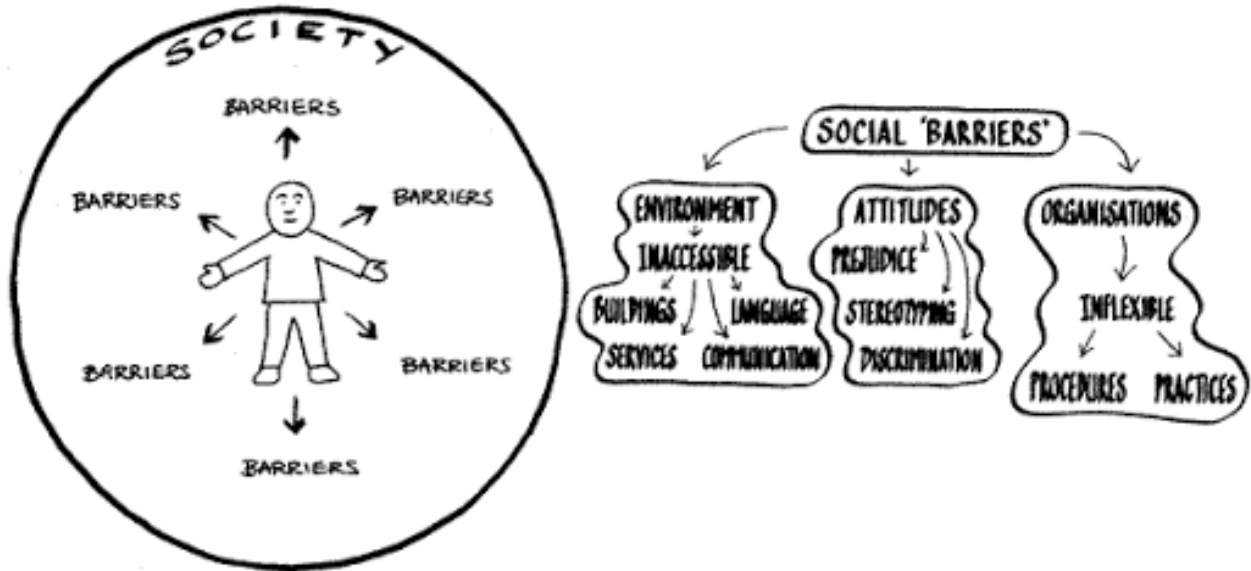
The short answer is yes. We are currently proposing some changes in the structure of the Baker Center for Learning including the Access & Equity Office which may also result in additional services being available for faculty and the community to facilitate additional exam proctoring (e.g., make up exams, students from other colleges take course remotely needing proctored testing, extended time exams for students other than those with disability, like ELL) and expand the hours for test proctoring. The community proctoring is also a potential source of income to support this service.

Yes, there may be a need for additional computers and other proctoring security software, which the college already has a license for.

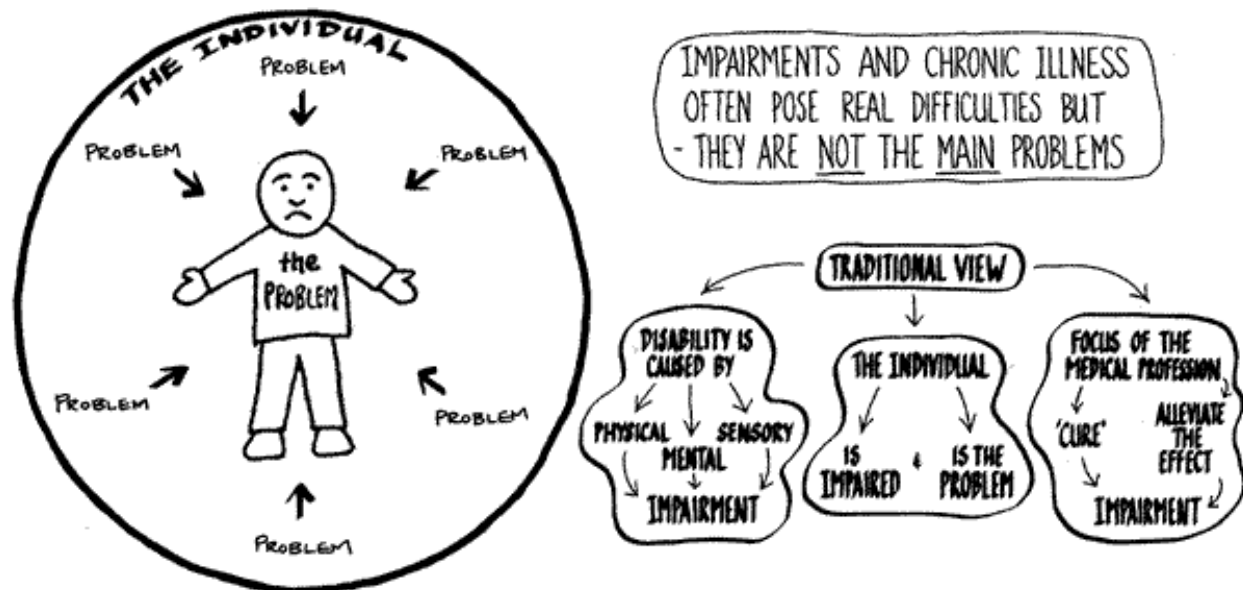
Who initiates this process to get an accommodation? And how?

The student typically initiates the process, but they may be prompted by other resources, for example, special education teachers, our Access Review Form (which is provided to all students during the onboarding/registration process). Students initiate this process through the Access Review Form, or by emailing, faxing, or snail mailing documentation, or an inquiry to the AES office. We then follow up. In addition, may be able to upgrade our current database information management for students with disabilities to a database and communications software system which will allow students to initiate the process through self-service.

THE SOCIAL MODEL OF DISABILITY



THE MEDICAL MODEL OF DISABILITY



Social Justice Model of Disability: Barrier is within the environment, not the individual.

Access is about removing campus barriers and as long as we continue to actively promote a critical need for documentation as a gateway to services, we are telling all that disability problem is within the individual. (Encouraged to review the Documentation Narrative (revised) for specific definitions, in-depth questions, etc.)

Benefits:

- Documentation effect on Students from the Medical Model:
 - o Documentation often requires money to obtain... those with money get documentation.
 - o Documentation historically is the gateway to access... no documentation=no access.
 - Varies by the quality of provider/financial means of the student/family.
 - o Documentation may become the student's story when policy applied rigidly... the paper is more important than the student.
 - Social Justice of disability allows for more access.
 - We know historically that documentation standards were
- Inclusive learning
 - o Did you know? Students/people with Disabilities are the only social group that have to prove their identity to a group.
 - o Did you know that all students can benefit from universal design?
 - For example, captions on videos even if not for access (e.g. a Deaf student) can help students learn.

Social justice model of disability does **NOT** mean students will receive accommodations that fundamentally alter the curriculum or are a reduction in work required.

Challenges:

- Students accessing resources may increase, but really providing access to those who may not have been able to afford the 3rd party documentation or 'recent' documentation (e.g. within the last 5 years).
- There is still stigma around disability to disclose for fear of judgement.
 - o This is where Disability Pride months, Delta Alpha Pi International Honor Society (for students with disabilities) help

foster disability pride. While it has lessened, stigmatization is linked to the Medical Model where the problem is the individual.

- We want students at TC3 and any learning environment to be included and have access if they need it based on their disability.

From Adam Meyer (UCF):

- Also, encouraged to reference Documentation Narrative (Revised) - this showcases the intention behind Social Justice of disability and that there are ways to get to student need without documentation.

Other Information on Inclusivity:

Ableist Language: words that devalue people with disabilities.

- Crazy:
 - Intense, amazing, wicked, wild, awesome, shocking.
- Insane:
 - Same as above.
- Lamé:
 - Bad, uncool.

CURRICULUM PROPOSAL FORM

Name: P. Reifenhaiser

Academic Community/Program: Health, Human Services, and Recreation

Date: 04-20-2023

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: A.A.S. A.A./A.S. Certificate

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success
- Change in Credit Hours
- Change in Instructional Format (Lecture, Laboratory Hours)
- Change in Catalog Description
- Major Change in Course Content
- Change in essential topics/learning outcomes
- Deletion of course from curriculum
- Update to current Master Course Syllabus Template

New Course

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** (100 level) **Second Year** (200 level)

New Degree/Certificate/Microcredential

Academic Community Proposing/Endorsing Proposal:

Proposed Title: Health Studies

Degree/Certificate: A.A.S. A.A./A.S. Certificate Microcredential

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

Health Studies A.A.S. is proposed as a new program.

Program Overview:

The Health Studies A.A.S. is ideal for students who are looking for entry-level employment in a healthcare facility or are looking to possibly transfer into our competitive Nursing program after meeting entrance requirements. The program allows students to take on core general education coursework while pursuing electives that can be customized based on industry-relevant credentials/certifications and career tracks.

Central New York and the Southern Tier have extensive need for health professionals. Labor market data and myriad discussions with local partners, like Cayuga Medical and Guthrie, reveal intense need for skilled workers in the health care field. In particular, there is a shortage of workers in jobs that don't necessarily require a full bachelor's degree to be a successful candidate for employment. Furthermore, for some positions, only a microcredential would be necessary: examples include our Medical Office Assistant and Clinical Medical Office Assistant Credentials. Therefore, the Health Studies A.A.S. is designed to offer flexibility for students to pursue an associate's degree and/or pursue microcredentials/credentials that are embedded within the degree program.

The program is designed for 60 credits with courses apportioned as follows: core science and software requirements necessary for work in the Healthcare Field (14-16 credits); SUNY General Education and Tompkins Cortland Core Requirements (32 credits); Health-related classes (18 credits) and electives (5 Credits), and open electives (6 credits). The program has been written to give wide flexibility, as it is meant to be a shell for a variety of credentials. Furthermore, the College has received grant funding to hire a faculty member to teach core courses (Anatomy and Physiology) in this program and to have release time to develop programming to fill into the program based on labor needs, work with industry partners, and collaborations with SUNY partners.

The program provides flexibility, examples of possible credentials in the future include the following areas:

- **Phlebotomy:** The College currently offers non-credit courses in this area, and we could develop non-credit-to-credit pathways to allow for students to obtain a credential in this area and pursue an associate's degree.
- **EMT:** The College has EMT offerings in its catalog, although they are not currently being offered. The College could develop Prior Learning Assessment protocols in this area to allow students with appropriate EMT credentials to gain credits towards an Associate's degree.

- Surgical Technician: The College is currently part of a grant that is working as a consortium to share courses in some health-related spaces like Surgical Tech. This would allow the College to cross-register students at other institutions for discipline-specific content while taking general education requirements at TC3. This degree could be a repository for those types of programs through the development of tracks or certificates for those programs.

Background

The College's Academic Plan listed as its first priority for 2022-23 to create curriculum to support offerings in the healthcare field. SUNY Broome has a similar AAS degree. Corning Community College and Cayuga Community College also have health care degrees related to these areas. This is a significant gap in our offerings, as evidenced by all of the community colleges surrounding us having similar programs. Our discussions with local partners have put a degree in this area on our radar for many years.

Labor Market Data

Attached is labor market data for the following related areas, which shows significant labor demand:

- Clinical Medical Assistant
- CNA
- EMT/Paramedic
- Health Services – Allied Health
- Medical Office Assistant
- Pharmacy Tech
- Phlebotomy
- Surgical Tech

Curriculum Map/ Audit Sheet

Attached is the following:

- An audit sheet with the required curriculum, which meets SUNY General Education Requirements, NY Education Department Guidelines for Liberal Arts Courses in an A.A.S. degree, and Tompkins Cortland Core Requirements.
- A Curriculum Map, which includes the Program Learning Outcomes

Faculty

The College is in the process of hiring a faculty member to help develop curriculum in the Health Studies area, including in this degree. Otherwise, the majority of the courses are either already taught on campus or will be taught by adjunct faculty with expertise in their specific discipline related to – for example – microcredential courses.

Facilities

The program doesn't require any specific new facilities. However, the College has signed a letter of intent to partner with Cayuga Medical on a new healthcare training facility at the Shops at Ithaca Mall. This training site will allow us to design new programs and have a space for offering courses, including those that may be cost-prohibitive for the College without that training center.

Next Steps

If the program is approved through campus governance procedures, The College should take on the following next steps while the program is being reviewed by SUNY and the State:

- Create an advisory board. We have had significant discussions with local constituents about our ability to offer programming in this area. The creation of an advisory board should not be difficult given the local contacts we have made.
- Identification of viable and sustainable microcredentials, tracks, and certifications to embed into this program and the creation of those credentials.
- Creation of a first-year experience course designated for this field.
- Creation/requirement of courses more directly connected to the health care field and Program Learning Outcome #1 and #5. This could come through the inclusion of these concepts into microcredentials, tracks, and certifications. It could also come through the designation of specific Health courses to replace open Health Electives as needed.

Health Studies A.A.S. Fall 2024

Student's Name:			Advisor's Name:		
Student may need to take the following courses:	<input type="checkbox"/> Accelerated Writing Skills for ENGL100 <input type="checkbox"/> RDNG 116 - College Reading & Study Skills	<input type="checkbox"/> MATH 020 – Skills & Support for College Algebra <input type="checkbox"/> MATH 029– Skills & Support for Statistics			
Course Requirement	Course Title	Credits	Min. Grade	Grade Earned T - Transfer	Semester Completed
FIRST YEAR					
FALL					
ENGL 100	Academic Writing I ¹	3			
BIOL 101 OR BIOL 104	General Biology OR Principles of Biology I ²	3			
HLTH 104	Medical Terminology	3			
MATH 120 OR MATH 200	College Algebra OR Statistics	3			
PSYC 103 OR SOCI 101	Introduction to Sociology OR Introduction to Psychology	3			
CAPS 121	Introduction to Spreadsheets	1			
Total Credits		16			
SPRING					
ENGL 101	Academic Writing II	3			
CHEM 101 Principles of Chemistry OR Health Studies Elective		3			
ENGL 201 OR ENGL 204 OR ENGL 210	Public Speaking OR Interpersonal Communication OR Intercultural Communication	3			
Health Studies Elective ³		3			
Health Studies Elective ³		3			
CAPS Elective ⁴		1			
Total Credits		16			
SECOND YEAR					
FALL					
BIOL 131 OR BIOL 201	Principles of Human Anatomy & Physiology I OR Human Anatomy and Physiology I	4			
Health Studies Elective ³		3			
Health Studies Elective ³		3			
SUNY GEN ED Humanities or World Language Elective		3			
Unrestricted Elective		3			
Total Credits		16			
SPRING					
BIOL 132 OR BIOL 202	Principles of Human Anatomy & Physiology II OR Human Anatomy and Physiology II	4			
Health Studies Elective ³		3			
SUNY GEN ED Diversity: Equity, Inclusion & Social Justice Elective ⁵		3			
Unrestricted Elective		3			
Total Credits		13			
Minimum Credits Required for Graduation: 61 A cumulative GPA of at least 2.0 is required for conferral of degree.					
¹ Students who are exempted from ENGL 100 must substitute a liberal arts elective, selected in consultation with their advisor.					
² BIOL101 OR BIOL 104: Students already eligible to take BIOL131 or BIOL 201 or who have transferred in anatomy and physiology may substitute an unrestricted elective.					
³ Health Studies Elective: Students should choose health studies electives based on career goals, especially as connected to appropriate microcredentials, certifications, or career tracks. These may include NURS, HLTH, BIOL, CHEM, HUMS courses or PSYC 103, SOCI 101, or 200-level PSYC and SOCI courses. An Applied Learning course is strongly recommended.					
⁴ CAPS Elective: CAPS 131 recommended.					
⁵ SUNY GEN ED Diversity: Equity, Inclusion, & Social Justice Elective: A student who has met this requirement through another course may take an unrestricted elective.					



MICRO-CREDENTIAL PROPOSAL FORM

- A micro-credential is a defined set of coursework that should “stack into” an existing degree or certificate, but can stand alone as a valuable career credential.
- All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
- A new micro-credential will be active immediately following Board of Trustees approval.
- When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Amanda Bisson, Todd McLane	Proposed title: Cannabis Cultivation
Department: Sustainable Farming and Food Systems	Minimum credits required (Minimum = 6; Maximum = 23): 14 – At least 3 semesters required to complete
Date submitted: April 22, 2023	Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)
Identify others who have been involved in the design/development of this credential. Carrie Whitmore, Paul Reifenheiser	ENVS 150: Intro to Cannabis: History, Practices, and Social Justice (3 credits) Fall ENVS 151: Cannabis Cultivation I: Growing Techniques (4 credits) Spring ENVS 152: Cannabis Cultivation II: Post Harvest Handling and Processing (4 credits) Fall ENVS 155: Cannabis Externship (3 credits) Spring / Summer / Fall Non-credit components, if any:

CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The Cannabis Cultivation microcredential stacks into our existing Sustainable Farming and Food Systems degree program and prepares students with hands-on experience and knowledge to enter cultivation-related occupations in the cannabis industry. Courses in the microcredential can also serve as electives in the degree program. The Cannabis Cultivation microcredential shares courses with the Culinary Cannabis microcredential making it easy for students to earn an additional credential with the addition of appropriate courses.

What is the expected student population for this credential?

Individuals seeking careers in cannabis and students enrolled in the Sustainable Farming and Food Systems A.A.S.

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

Legal cannabis is expected to generate 63,000 jobs across New York by 2025. The Cannabis industry is fast expanding in the Southern Tier and Central NY. To date, our region has been granted 35 cultivation licenses and 5 Adult-use conditional processors licenses from the NYS Office of Cannabis Management. The rapid pace of industry growth is sure to outpace the available skilled employees without the development of comprehensive, intentional workforce training programs. Employers are seeking employees with an understanding of cultivation, with an emphasis on sustainable agricultural practices, and a connection between growing practices and product quality and use. The importance of understanding the quality of the product and intended purpose and usage was stressed for its role in extraction and chemistry for culinary infusion. Additionally, there is significant potential for workforce needs for cannabis tourism and culinary cannabis experiences (edibles and pairings).

Tompkins Cortland Community College's Farm to Bistro initiative consists of our Culinary Arts, Sustainable Farming and Food Systems, Hotel and Restaurant Management, and Wine Marketing programs. Students in these programs work together to create and understand the importance of creating a vibrant, equitable, and just local food system through sustainable growing practices, access to healthy and local agricultural products, and supply chain practices. The students can envision themselves strengthening a food system beyond the consumer level. This approach supports the region's strategic economic development of Agriculture, Culinary, and Tourism, and how the three industries are intertwined for greater success. We envision the budding cannabis industry further supporting and growing these industries, as well as being a driving workforce and economic resource on its own.

Tompkins Cortland Community College has well-established Sustainable Farming and Food Systems and Culinary Arts programs. Our programs are intertwined through our farm-to-bistro initiative and approach. This is in alignment with the needs of our local employers who value and support sustainable, healthy farming practices, which result in rich produce and build on community relationships. Our students learn the fundamentals of caring for the soil and how to best sustain that resource for production to support local food system needs. The culinary program mirrors this support of local food systems by teaching students to source fresh food from the local farming industry in developing seasonal menus. Cannabis employers in our area support this approach through their business actions and the skills they seek in their workforce. The College has met with local employers, Chambers of Commerce, Economic Development Agencies, and community partners to gain an understanding of needs and to solidify relationships for curriculum development, guest lecturers, field trips, and applied learning experiences including internships.

The New York State Department of Labor's Cannabis Employment and Education Development (CEED) Unit is designed to assist both job seekers and businesses who work in the adult-use, medical cannabis, and cannabinoid hemp industries. Listed on the website for CEED are

[Cannabis Job Descriptions](#) including:

- Cultivation - growing, harvesting, trimming
- Nursery - breeding seeds and growing immature plants
- Extraction - extraction of cannabis oil from cannabis plants
- Manufacturing & Infusion - creation and packaging of cannabis infused products (edibles, vapes, etc.)
- Retail Dispensing - sales, marketing, retail, customer service
- Distribution - sales, delivery, customer service
- On-Site Consumption - sales, hospitality
- Delivery - delivery, customer service
- Testing Laboratories and Sampling Firms -QA testing, customer service
- Ancillary - vital roles in the running of businesses
- Public Service - OCM, other NYS agencies

Cannabis Cultivator and Processor license holders must participate in a social equity mentorship program and provide a sustainability plan as conditions for licensure. The foundation of our cannabis workforce development program is built on the history of cannabis and the importance of understanding equity and social justice within the cannabis industry. Our microcredentials also provide an opportunity for students to learn about and explore careers in the cannabis industry. New York State's cannabis industry is in its infancy, and Tompkins Cortland Community College is well positioned to support the growth of its workforce through our approach to creating sustainable educational opportunities.

WHERE ARE WE NOW: CONDITIONAL LICENSES

- Cultivator: 280 Granted (35 in Tioga, Tompkins, Cortland, Broome)
- Processor: 40 Granted (5 in Tioga, Tompkins, Cortland, Broome)
- Dispensary (CAURD): 66

Wage information:

Extraction

Extraction Technician Range: \$45K - \$90K/yr.

Extraction Manager Range: \$65K - \$90K/yr.

Director of Extraction Range: \$90K - \$140K/yr.

Infusion

Production Technician Range: \$16 - \$23/hr.

Edibles Specialist Range: \$45K - \$75K/yr.

Production Supervisor Range: \$75K - \$110K/yr.

Retail

Budtender Range: \$17 - \$28/hr.

Assistant Manager Range: \$50-70K/yr.

General Manager Range: \$65K - \$100K/yr.

Director of Retail \$100K - \$130K/yr.

Explain the purpose of the proposed credential and list the learning outcomes.

The purpose of the Cannabis Cultivation microcredential is to prepare students with specialized knowledge and skills needed to work in cannabis cultivation industries.

Student Learning Outcomes:

1. Analyze past and present societal factors pertaining to the use of cannabis that contribute to racism, sexism, and oppression, and discuss ways to promote social justice and equity in the cannabis industry.
2. Compare and contrast different cannabis cultivation techniques and facilities.
3. Explain the cannabis life cycle, basic physiology and anatomy, and procedures for propagating new plants.
4. Identify common pest, disease, and nutrient issues on cannabis plants and select appropriate remediation actions.
5. Design a production method for commercial cannabis, including lighting, irrigation, nutrient management, growing media, and integrated pest management.
6. Develop and apply professional techniques in cannabis cultivation, post-harvest handling, and processing.
7. Assess marketing opportunities of the whole cannabis plant and its parts, and factors that may affect marketing channels.

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

ENVS 150 Course fees \$30 (field trips to industry partners)

ENVS 151 Course fees \$100 lab supplies

ENVS 152 Course fees \$100 lab supplies

Additional comments: Given sequencing, a student will need 3 semesters (1.5 years) to complete this Credential.

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

Advising and faculty facilitated mentorship for externships are needed.

Library resources are currently available at the TC3 library and through the SUNY library system.

Technology supports must be in place as needed. Please identify any specialized technology needs.

Identify target market audiences for this credential.

Individuals seeking to enter careers in cannabis cultivation and/or processing and current students in the Sustainable Farming and Food Systems A.A.S.

Additional comments: Please note: due to federal regulations, students will be working with hemp plants containing 0.3% or less THC. Hemp and CBD products from hemp plants are legal at the federal level since the 2018 Farm Bill.

CURRICULUM PROPOSAL FORM

Name: Amanda Bisson & Todd McLane

Academic Community/Program: Business & Hospitality/ Sustainable Farming & Food Systems

Date: 4/23/23

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: A.A.S. A.A./A.S. Certificate

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success
- Change in Credit Hours
- Change in Instructional Format (Lecture, Laboratory Hours)
- Change in Catalog Description
- Major Change in Course Content
- Change in essential topics/learning outcomes
- Deletion of course from curriculum
- Update to current Master Course Syllabus Template

New Course

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** (100 level) **Second Year** (200 level)

New Degree/Certificate/Microcredential

Academic Community Proposing/Endorsing Proposal: Business & Hospitality

Proposed Title: Cannabis Cultivation Credential

Degree/Certificate: A.A.S. A.A./A.S. Certificate **Microcredential**

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

A new 14-credit microcredential, *Cannabis Cultivation Credential*, is proposed. Employers are seeking employees with an understanding of cultivation, with an emphasis on sustainable agricultural practices, and a connection between growing practices and product quality and use. The importance of understanding the quality of the product and intended purpose and usage is stressed for its role in extraction and chemistry for culinary infusion. Legal cannabis is expected to generate 63,000 jobs across New York by 2025. The cannabis industry is fast expanding in the Southern Tier and Central NY. To date, the Southern Tier has been granted 35 cultivation licenses and 5 adult use conditional processors licenses from the NYS Office of Cannabis Management.

The Cannabis Cultivation microcredential stacks into our existing Sustainable Farming and Food System degree program. In addition, it shares courses with the Culinary Cannabis microcredential making it easy to earn an additional credential with the addition of appropriate courses.



Cannabis Cultivation Credential

Student's Name:

Advisor's Name:

Placement testing is required for students without prior college coursework. Test scores may indicate that student must take INTD 095 *Integrated Developmental Reading/Writing* before registering for courses required for this credential.

Course Requirement	Course Title	Credits	Min. Grade	Grade Earned T - Transfer	Completed
ENVS 150	Introduction to Cannabis: History, Practices, & Social Justice	3			<input type="checkbox"/>
ENVS 151	Cannabis Cultivation I: Growing Techniques	4			<input type="checkbox"/>
ENVS 152	Cannabis Cultivation II: Post Harvest Handling & Processing	4			<input type="checkbox"/>
ENVS 155	Cannabis Externship	3			<input type="checkbox"/>

Minimum Credits Required for Certificate of Completion: 14

Notes:

- Required courses completed successfully
- Waivers for any required course substitutions approved
- Cumulative Tompkins-Cortland GPA 2.0 or higher

- *At least fifty percent (50%) of required courses must be taken through Tompkins Cortland Community College (not via transfer credit, testing, or experiential learning).*
- *A minimum number of unique courses/credits are not required to earn an additional, similar, micro-credential.*
- *In accord with existing college policy, no more than six credits may be taken for a pass/fail grade.*
- *Course substitutions will be considered on a case-by-case basis using the existing Course Waiver process.*
- *Students who are pursuing a micro-credential but are not also matriculated at the college in pursuit of an associate degree or certificate are not eligible for federal or state financial aid.*

Cannabis Microcredentials Proposed New Courses
Composite Library Review

Cannabis Cultivation	Culinary Cannabis
• ENVS 150 Introduction to Cannabis: History, Practices and Social Justice	
• ENVS 151 Cannabis Cultivation I: Growing	• CULI 153 Culinary Cannabis
• ENVS 152 Cannabis Cultivation II	
• ENVS 155 Cannabis Externship	

Any research requirements in these courses appear fairly modest, but regardless, the library can well support work in these areas.

We have print resources that address these topics and many, many online books and articles that cover the science and the history as well as the most recent laws, regulations and social justice implications, too, for example.

The library offers numerous article databases with content relevant to these courses, including broad databases like *Academic Search Ultimate* and more specialized databases like *Environment Complete*, *Gardening and Horticulture*, and *ScienceDirect*. Our databases provide access to a wide range of full text journals and magazines that should adequately cover some of the essential topics/themes for these courses.

Articles that are not immediately available online in full text and books that are not in the library's collections can typically be borrowed from other libraries and made available in a reasonable timeframe.

Librarians are available to assist students in finding and using the materials and resources discussed in this library review, whether the resources are available in the library, accessible online, or available to borrow from partner libraries. Students may get help in a variety of ways, including in person, by phone, email, text, or live chat, as well as by appointment. Librarians can also provide instructional sessions or instructional materials as needed, such as a research guide for individual courses in the microcredentials.

Assuming no significant changes to the course expectations or library's budget and staffing, the library can readily support these courses, and we look forward to working with the teachers and students.

Cited Texts and Supplemental Materials

- *Bong Appétit: Mastering the Art of Cooking with Weed* (2018). Print.
- *Edibles: Small Bites for the Modern Cannabis Kitchen* (2020). Print. [Online](#).
- *Food Safety Lessons of Cannabis-Infused Edibles* (2020). [Online](#).

- *The Cannabis Encyclopedia: The Definitive Guide to Cultivation and Consumption of Medical Marijuana* (2015). Print.
- *Interpening: The Art and Science of the Cannabis Sommelier* (2019). Print on Order.
- *Cannabis: Evolution and Ethnobotany* (2013). [Online.](#)
- *Craft Weed: Family Farming and the Future of the Marijuana Industry* (2018). Print.
- *American Hemp Farmer: Adventures and Misadventures in the Cannabis Trade* (2020). Print.
- *Cannabis Grower's Handbook* (2021). Print.
- *Smoke Signals: A Social History of Marijuana: Medical, Recreational, and Scientific* (2012). Print.
- *Something's in the Air: Race, Crime, and the Legalization of Marijuana* (2014). [Online.](#)
- *Nova. The Cannabis Question* (2021). [Online.](#)

Recent, Selected Books in the Library's Collections

- *Edibles for Beginners: A Cannabis Cookbook* (2019). Print.
- *Cannabis Genomics, Breeding, and Production* (2020). [Online.](#)
- *Medical Marijuana: A Clinical Handbook* (2021). Print.
- *Handbook of Cannabis for Clinicians: Principles and Practice* (2020). Print.
- *Marijuana 360: Differing Perspectives on Legalization* (2019). Print.
- *Principles of Botany* (2020). [Online.](#)

Librarian's Signatures and Date:

Karla Block 5-1-23

Susanna Van Sant 5-1-23



MICRO-CREDENTIAL PROPOSAL FORM

- A micro-credential is a defined set of coursework that should “stack into” an existing degree or certificate, but can stand alone as a valuable career credential.
- All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
- A new micro-credential will be active immediately following Board of Trustees approval.
- When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Amanda Bisson, Todd McLane	Proposed title: Culinary Cannabis Credential
Department: Culinary Arts	Minimum credits required (Minimum = 6; Maximum = 23): 15
Date submitted: April 21, 2023	Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)
Identify others who have been involved in the design/development of this credential. Carrie Whitmore, Paul Reifenheiser	ENVS 150: Intro to Cannabis: History, Practices, and Social Justice (3 credits) Fall CULI 101: Introduction to Professional Cooking (4 credits) Fall HRMG 105: Food Safety and Sanitation (1 credit) Fall / Spring - Minimum grade C+ CULI 153: Culinary Cannabis (4 credits) Spring ENVS 155: Cannabis Externship (3 credits) Spring / Summer / Fall

Non-credit components, if any:

Upon successful completion of this microcredential, students will be prepared to sit for the exam for the American Culinary Federation Specialization Certification in Culinary Cannabis and Edibles.

CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The Culinary Cannabis microcredential is directly aligned with competencies needed to successfully sit for the exam for the American Culinary Federation Specialization Certification in Culinary Cannabis and Edibles. Several of the courses used for this microcredential are also requirements in the Culinary Arts A.A.S. degree program. Non-degree-seeking students enrolled in this microcredential could easily continue with the culinary program and enter with 15 of the required 62 credits completed. Culinary students that wish to earn a specialization in cooking with cannabis can choose to add microcredential specific courses (CULI 153 and ENVS 150) as restricted electives. The internship requirement for culinary arts may be substituted for the Cannabis Externship in this case.

As part of this microcredential students will also obtain ServSafe certification which is a nationally recognized certification for food safety and is required for managers of commercial kitchens and food production facilities.

Students who complete the Culinary Cannabis microcredential can also complete the Cannabis Cultivation microcredential with the addition of two courses: ENVS 151 *Cannabis Cultivation I* and ENVS 152 *Cannabis Cultivation II*. The Cannabis Cultivation microcredential also stacks into our Sustainable Farming and Food Systems A.A.S. program.

What is the expected student population for this credential?

We expect the student population to be both Culinary Arts degree-seeking students and non-degree-seeking students. For Culinary Arts students, the microcredential offers a specialization and knowledge of safety when working with cannabis. The ability to safely cook with cannabis for private catered dinners is in growing demand. Additionally, there is a growing need for individuals with knowledge and experience in edibles and gummy production. A search on Indeed.com for NY returns a variety of jobs related to kitchen technicians, production specialists, hospitality associates, budtenders, and other positions requiring experience and knowledge in this area.

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

Legal cannabis is expected to generate 63,000 jobs across New York by 2025. The cannabis industry is fast expanding in the Southern Tier and in Central NY. To date, our region has been granted 35 cultivation licenses and 5 Adult Use conditional processors licenses from the NYS Office of Cannabis Management. The rapid pace of industry growth is sure to outpace the available skilled employees without the development of comprehensive, intentional workforce training programs. Employers are seeking employees with an understanding of cultivation, with an emphasis on sustainable agricultural practices, and a connection between growing practices and product quality and use. The importance of understanding the quality of the product and intended purpose and usage was stressed for its role in extraction and chemistry for culinary infusion. Additionally, there is significant potential for workforce needs for cannabis tourism and culinary cannabis experiences (edibles and pairings).

Tompkins Cortland Community College's Farm to Bistro initiative consists of our Culinary Arts, Sustainable Farming and Food Systems, Hotel and Restaurant Management, and Wine Marketing programs. Students in these programs work together to create and understand the importance of a vibrant, equitable, and just local food system through sustainable growing practices, access to healthy and local agricultural products, and supply chain practices. The students can envision themselves strengthening a food system beyond the consumer level. This approach supports the region's strategic economic development of Agriculture, Culinary, and Tourism, and how the three industries are intertwined for greater success. We envision the budding cannabis industry further supporting and growing these industries, as well as being a driving workforce and economic resource on its own.

Tompkins Cortland Community College has well-established Sustainable Farming and Food Systems and Culinary Arts programs. Our programs are intertwined through our farm-to-bistro initiative and approach. This is in alignment with the needs of our local employers who value and support sustainable, healthy farming practices, which result in rich produce and build on community relationships. Our students learn the fundamentals of caring for the soil and how to best sustain that resource for production to support local food system needs. The culinary program mirrors this support of local food systems by teaching students to source fresh food from the local farming industry in developing seasonal menus. Cannabis employers in our area support this approach through their business actions and the skills they seek in their workforce. The College has met with local employers, Chambers of Commerce, Economic Development Agencies, and community partners to gain an understanding of needs and to solidify relationships for curriculum development, guest lecturers, field trips, and applied learning experiences including internships.

The New York State Department of Labor's Cannabis Employment and Education Development (CEED) Unit is designed to assist both job seekers and businesses who work in the adult-use, medical cannabis, and cannabinoid hemp industries. Listed on the website for CEED are

[Cannabis Job Descriptions](#) including:

- Cultivation - growing, harvesting, trimming
- Nursery - breeding seeds and growing immature plants
- Extraction - extraction of cannabis oil from cannabis plants
- Manufacturing & Infusion - creation and packaging of cannabis infused products (edibles, vapes, etc.)
- Retail Dispensing - sales, marketing, retail, customer service

- Distribution - sales, delivery, customer service
- On-Site Consumption - sales, hospitality
- Delivery - delivery, customer service
- Testing Laboratories and Sampling Firms -QA testing, customer service
- Ancillary - vital roles in the running of businesses
- Public Service - OCM, other NYS agencies

Cannabis Cultivator and Processor license holders must participate in a social equity mentorship program and provide a sustainability plan as conditions for licensure. The foundation of our cannabis workforce development program is built on the history of cannabis and the importance of understanding equity and social justice within the cannabis industry. Our microcredentials also provide an opportunity for students to learn about and explore careers in the cannabis industry. New York State's cannabis industry is in its infancy, and Tompkins Cortland Community College is well-positioned to support the growth of its workforce through our approach to create sustainable educational opportunities.

WHERE ARE WE NOW: CONDITIONAL LICENSES

- Cultivator: 280 Granted (35 in Tioga, Tompkins, Cortland, Broome)
- Processor: 40 Granted (5 in Tioga, Tompkins, Cortland, Broome)
- Dispensary (CAURD): 66

Wage information:

Extraction

Extraction Technician Range: \$45K - \$90K/yr

Extraction Manager Range: \$65K - \$90K/yr

Director of Extraction Range: \$90K - \$140K/yr

Infusion

Production Technician Range: \$16 - \$23/hr

Edibles Specialist Range: \$45K - \$75K/yr

Production Supervisor Range: \$75K - \$110K/yr

Retail

Budtender Range: \$17 - \$28/hr

Assistant Manager Range: \$50-70K/yr.

General Manager Range: \$65K - \$100K/yr

Director of Retail \$100K - \$130K/yr

Explain the purpose of the proposed credential and list the learning outcomes.

The purpose of the Culinary Cannabis microcredential is to prepare students with specialized knowledge and skills needed to safely work with cannabis as it applies to food and edible products in the cannabis industry.

Student Learning Outcomes:

1. Analyze past and present societal factors pertaining to the use of cannabis that contribute to racism, sexism, and oppression, and discuss ways to promote social justice and equity in the cannabis industry.
2. Identify anatomy and application of parts of the cannabis plant.
3. Create fat and alcohol based extractions and apply them in culinary recipes.
4. Explain the endocannabinoid system in the human body and how cannabis interacts with it.
5. Calculate proper dosages for culinary application.
6. Explain safety in use and production of culinary cannabinoids.

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

The Culinary Cannabis microcredential is designed to prepare students with required knowledge and prerequisites to sit for the exam for the American Culinary Federation Specialization Certification in Culinary Cannabis and Edibles. (American Culinary Federation Cannabis Exam \$125)

This certification also requires that students obtain ServSafe certification through the National Restaurant Association. As part of the microcredential, students take HRMG 105 and must pass the ServSafe certification exam with a C+ or better in the course to receive credit towards the credential.

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

HRMG 105 Course fees \$40

CULI 101 Course fees \$250 lab supplies, \$400 Equipment (Knife kit, Uniform, non-slip shoes)

CULI 153 Course fees \$200 lab supplies

ENVS 150 Course fees \$30 field trips to industry partners

Additional comments:

This microcredential can be completed in two semesters.

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

Advising and faculty-facilitated mentorship for externships are needed.

Library resources are currently available at the TC3 library and through the SUNY library system.

Technology supports must be in place as needed. Please identify any specialized technology needs.

Identify target market audiences for this credential.

Current culinarians or entry-level workforce development participants.

Additional comments: Please note: Due to federal regulations, students will be working with hemp plants containing 0.3% or less THC. Hemp and CBD products from hemp plants are legal at the federal level since the 2018 Farm Bill.

CURRICULUM PROPOSAL FORM

Name: Amanda Bisson & Todd McLane

Academic Community/Program: Business & Hospitality/Culinary Arts

Date: 4/23/23

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: A.A.S. A.A./A.S. Certificate

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success
- Change in Credit Hours
- Change in Instructional Format (Lecture, Laboratory Hours)
- Change in Catalog Description
- Major Change in Course Content
- Change in essential topics/learning outcomes
- Deletion of course from curriculum
- Update to current Master Course Syllabus Template

New Course

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** (100 level) **Second Year** (200 level)

New Degree/Certificate/Microcredential

Academic Community Proposing/Endorsing Proposal: Business Hospitality

Proposed Title: Culinary Cannabis Credential

Degree/Certificate: A.A.S. A.A./A.S. Certificate Microcredential

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

A new 15-credit microcredential, *Culinary Cannabis Credential*, is proposed. This microcredential will prepare students with specialized knowledge and skills needed to safely work with cannabis as it applies to food and edible products in the cannabis industry. Legal cannabis is expected to generate 63,000 jobs across New York by 2025. The cannabis industry is fast expanding in the Southern Tier and Central NY. To date, the Southern Tier has been granted 35 cultivation licenses, 5 adult use conditional processors licenses, and from the NYS Office of Cannabis Management.

Students who complete this credential will be able to matriculate into the Culinary Arts A.A.S with 15 of the required 62 credits completed. Several courses required for completion of this credential can be used as restricted electives for the Culinary Arts A.A.S., enabling students pursuing that degree to specialize in cooking with cannabis.



Culinary Cannabis Credential

Student's Name:

Advisor's Name:

Placement testing is required for students without prior college coursework. Test scores may indicate that student must take INTD 095 *Integrated Developmental Reading/Writing* before registering for courses required for this credential.

Course Requirement	Course Title	Credits	Min. Grade	Grade Earned T - Transfer	Completed
CULI 101	Introduction to Professional Cooking	4			
CULI 153	Culinary Cannabis	4			
ENVS 150	Introduction to Cannabis: History, Practices, & Social Justice	3			<input type="checkbox"/>
HRMG 105	Food Safety and Sanitation	1	C+		<input type="checkbox"/>
ENVS 155	Cannabis Externship	3			<input type="checkbox"/>

Minimum Credits Required for Certificate of Completion: 15

Notes:

Required courses completed successfully

Waivers for any required course substitutions approved

Cumulative Tompkins-Cortland GPA 2.0 or higher

- *At least fifty percent (50%) of required courses must be taken through Tompkins Cortland Community College (not via transfer credit, testing, or experiential learning).*
- *A minimum number of unique courses/credits are not required to earn an additional, similar, micro-credential.*
- *In accord with existing college policy, no more than six credits may be taken for a pass/fail grade.*
- *Course substitutions will be considered on a case-by-case basis using the existing Course Waiver process.*
- *Students who are pursuing a micro-credential but are not also matriculated at the college in pursuit of an associate degree or certificate are not eligible for federal or state financial aid.*