



**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT  
AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

**MEETING:** Regular Meeting in April 2021

**DATE:** Tuesday, April 27, 2021, at 5:30 p.m.

**PLACE:** Zoom Teleconference

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the “LIVE” video option:

<https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ>

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting may do so virtually via the YouTube link listed on the agenda.

Public comments for Zoom teleconference meetings will only be accepted via email. Submissions should be sent to [chancellor@nocccd.edu](mailto:chancellor@nocccd.edu) with “Public Comment” noted in the email subject line and must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

The Board of Trustees reserves the right to change the order of the agenda items as the need arises.

All Board meetings, excluding closed sessions, shall be electronically recorded.

**AGENDA:**

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
- d. **Consider Non-Personnel block-vote items indicated by [ ] in Sections 4 & 5**
- e. **Consider Personnel block-vote items indicated by [ ] in Section 6**  
Agenda items designated as block-vote items with [ ] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion. An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote.  
  
Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor’s Office.
- f. **Chancellor’s Report**  
\* **Fullerton College “State of the College” Presentation**

- g. **Comments:**  
**Chancellor's Staff**  
**Resource Table Personnel**  
**Members of the Board of Trustees**

2. a. **Approval of Minutes of the Regular Meeting of April 13, 2021.**

b. **CLOSED SESSION: Per the following sections of the Government Code:**

**Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**

**Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.**

**Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor**

### 3. **PUBLIC HEARINGS**

- a. It is recommended that the Board receive comments from the public on the initial proposal for a successor agreement submitted from the District to United Faculty and after providing the public with the opportunity to comment, adopt the District's initial proposal.
- b. It is recommended that the Board receive comments from the public on the initial proposal for a successor agreement from United Faculty to the District.
- c. It is recommended that the Board receive comments from the public on the initial proposal for a successor agreement from CSEA Chapter #167 to the District.

### 4. **FINANCE & FACILITIES**

- [a] It is recommended that the Board adopt Resolution No. 20/21-18, for the approval of contracts, leases, requisitions, or purchase orders procured pursuant to valid cooperative purchasing contracts. **(The Resolutions are available for review in the District's Business Office.)**
- [b] Authorization is requested for the Board to approve the use of the Cooperative Contract No. CB3570 with the Foundation for California Community Colleges for the replacement of the synthetic turf on the Sherbeck Field at Fullerton College through KYA Services LLC.
- [c] Authorization is requested for Fullerton College to accept donations to its divisions, departments, and/or programs.
- [d] Authorization is requested to amend the consultant agreement with Stamats Communications, Inc. from March 1, 2021 through August 31, 2021 to April 1, 2021 through September 30, 2021 to develop digital marketing strategies and a media buy plan.

## 5. INSTRUCTIONAL RESOURCES

- [a] Authorization is requested to award an Honorary Degree in remembrance of Tiffany Minton.
- [b] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2021, Spring 2022, Summer 2022, and Fall 2022.
- [c] It is recommended that the Board approve the summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2021.
- [d] It is recommended that the Board receive, as information, NOCE's Guided Pathways Scale of Adoption Assessment (SOAA) Progress Report.
- [e] It is recommended that the Board approve the 2021-24 NOCCCD and Fullerton Joint Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.
- [f] It is recommended that the Board approve the 2021-24 NOCCCD and Brea Olinda Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.
- [g] It is recommended that the Board approve the 2021-24 NOCCCD and Placentia Yorba Linda Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

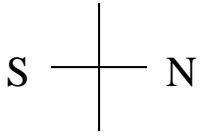
## 6. HUMAN RESOURCES

- [a] Request approval of the following items concerning academic personnel:
  - Additional Duty Days @ Per Diem
  - Leaves of Absence
  - Temporary Academic Hourly
- [b] Request approval of the following items concerning classified personnel:
  - Retirement
  - New Personnel
  - Professional Growth & Development
  - Leaves of Absence
  - Stipend for Additional Administrative Duties
- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- [e] Request approval of Volunteers.

**7. GENERAL**

- a. It is recommended that the Board adopt Resolution No. 20/21-17, Proclaiming April as Diversity, Equity, Inclusion, and Anti-Racism Awareness Month.
- b. It is recommended that the Board adopt Resolution No. 20/21-19, declaring the week of May 3-7, 2021, as Teacher Appreciation Week.
- c. It is recommended that the Board adopt Resolution No. 20/21-20, declaring the week of May 16-22, 2021, as Classified School Employee Week.
- d. It is recommended that the Board review Resolution No. 20/21-21, Armenian Genocide Remembrance Day.
- e. It is recommended that the Board re-adopt Board Policy 2015, Student Members.
- f. It is recommended that the Board discuss any potential future agenda items.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the North Orange County Community College District will attempt to accommodate you in every reasonable manner. Please contact the Chancellor's Office, at (714) 808-4797, at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.



# Board Room Seating Arrangement

## Trustees

Dr. Barbara Dunsheath,  
President

Jacqueline Rodarte,  
Vice President

Ed Lopez,  
Secretary

Jeffrey P. Brown,  
Board Member

Stephen T. Blount,  
Board Member

Ryan Bent,  
Board Member

Evangelina Rosales  
Board Member

Ester Plavdjian,  
Student Member CC

Dr. Cheryl A. Marshall,  
Chancellor

Chloe Reyes,  
Student Member FC

Alba Recinos,  
Recording Secretary

Tonya Cobb,  
Adjunct Faculty United

Fred Williams, Vice Chancellor  
Finance & Facilities

Joseph Vasquesz,  
CSEA

Irma Ramos, Vice Chancellor  
Human Resources

Christie Diep,  
United Faculty

## Constituent Groups

## Chancellor's Staff

Dr. Cherry Li-Bugg, Vice Chancellor  
Educational Services & Technology

Dr. Kim Orlijan,  
FC Senate

Valentina Purtell,  
President NOCE

Dr. Craig Goralski,  
CC Senate

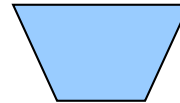
Dr. JoAnna Schilling,  
President CC

Jennifer Oo,  
NOCE Senate

Dr. Greg Schulz,  
President FC

Lisa McPheron,  
DMA

Kai Stearns,  
Public & Governmental Affairs



## Audience Seating

Entrance

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action X  
Resolution \_\_\_\_\_  
**DATE:** April 27, 2021 Information \_\_\_\_\_  
Enclosure(s) X  
**SUBJECT:** District Proposal for a Successor Agreement to United Faculty (CCA/CTA/NEA) for 2021-2022

**BACKGROUND:** The collective bargaining agreement between United Faculty and the District expires June 30, 2021. The District submitted its initial proposal for successor agreement negotiations on April 13, 2021.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees. #3 - The District will regularly evaluate and address salaries and benefits to ensure fair compensation for all employees.

**How does this relate to Board Policy:** This item relates to Board and Administrative Procedure 2610, Presentation of Initial Collective Bargaining Proposals.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board receive comments from the public on the attached initial proposal for a successor agreement from the District to United Faculty and after providing the public with the opportunity to comment, adopt the District's initial proposal.

Irma Ramos

Recommended by



Approved for Submittal

3.a.1

Item No.

# North Orange County Community College District Office of Human Resources

## INTRADISTRICT CORRESPONDENCE

To: Mohammad M. Abdel Haq, United Faculty Lead Negotiator

From: Irma Ramos, Vice Chancellor, Human Resources *IRamos*

Date: March 31, 2021

Subject: Successor Agreement Negotiations

The current agreement between United Faculty and the District expires June 30, 2021. In accordance with the requirements of Article 1, Section 1.3.3 of the collective bargaining agreement, this will serve as notice of the District's intent to negotiate a successor agreement. With respect thereto, the following is a summary of the articles the District proposes to negotiate:

Article 5 – Instructor Workload

Modify the provisions of Article 5.2.5, Office Hours.

Article 7 – Librarian Workload

Modify language related to librarian contract days.

Article 8 – Overload Assignments

Modify and incorporate language from the Internship/Work Experience Program MOU.

Article 11 – Class Size/Multiple Sections

Modify the provisions of Article 11.2, Multiple Sections.

Create parity for class size across the District for like courses.

Article 12 – Class Cancellation

Modify language related to class cancellation timelines.

Article 16 – Delineation of Departments/Department Coordinator

Modify language related to role of dean/administrator.

Article 17 – Evaluation of Probationary (Contract) Tenure-Track Unit Members (Tenure Review)

Incorporate evaluation language for distance education instruction.

Article 18 – Evaluation of Tenured Unit Members (Peer Review)

Incorporate evaluation language for distance education instruction.

Modify and incorporate language from the Pilot – Student Evaluation Assessment of Tenured Faculty MOU.

Article 20 – Salary Provisions

Achieve a salary agreement that is fair and reasonable within the context of the District's current budget environment.

Modify the provisions of Article 20.2, Class Advancement.

Article 22 – Distance Education

Modify language related to distance education assignments.

*The District reserves the right to make proposals concerning other articles and issues as it deems necessary and appropriate. Additional subjects of meeting and negotiating arising after the presentation of this initial proposal shall be made public within 24 hours pursuant to Government Code section 3547(d).*



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** United Faculty (CCA/CTA/NEA) Proposal  
for a Successor Agreement to the District  
for 2021-2022

Action	_____
Resolution	_____
Information	X _____
Enclosure(s)	X _____

**BACKGROUND:** The collective bargaining agreement between United Faculty and the District expires June 30, 2021. United Faculty submitted its initial proposal for successor agreement negotiations on April 13, 2021.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees. #3 - The District will regularly evaluate and address salaries and benefits to ensure fair compensation for all employees.

**How does this relate to Board Policy:** This item relates to Board and Administrative Procedure 2610, Presentation of Initial Collective Bargaining Proposals.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board receive comments from the public on the attached initial proposal for a successor agreement from United Faculty to the District.

Irma Ramos

Recommended by



Approved for Submittal

3.b.1

Item No.



To: Irma Ramos  
Vice Chancellor, Human Resources  
NOCCCD

From: Mohammad M. Abdel Haq  
Lead Negotiator, United Faculty

Christie Diep  
President, United Faculty

Date: April 5, 2021

The NOCCCD United Faculty (CCA/CTA/NEA) hereby submits the following 2021/2022 proposal for the successor collective bargaining agreement.

1. Salary comparability guided by the recommendations provided from the 75<sup>th</sup> percentile taskforce.
2. Article 21.1.2 Benefits.
3. Lecture/laboratory parity guided by the recommendations provided from the lecture/lab parity taskforce.
4. Article 13.8 Maternity, Paternity, Adoption, and Child Rearing Leave.
5. Longevity increments.
6. Campus reassigned time distribution.
7. Counseling evaluation instruments and evaluation rubric (Appendices F.2, G.3, H.2, and I.2).
8. Retiree health benefits for Unit Members hired on or after July 1, 2021.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** April 27, 2021  
**SUBJECT:** CSEA Chapter 167 Proposal for a  
Successor Agreement to the District for  
2021-2022

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

**BACKGROUND:** The collective bargaining agreement between the District and CSEA Chapter 167 expires June 30, 2021. CSEA submitted its initial proposal for successor agreement negotiations on April 13, 2021.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees. #3 - The District will regularly evaluate and address salaries and benefits to ensure fair compensation for all employees.

**How does this relate to Board Policy:** This item is in compliance with Board and Administrative Policies 2610, Presentation of Initial Collective Bargaining Proposals.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board receive comments from the public on the attached initial proposal for a successor agreement from CSEA Chapter 167 to the District.

Irma Ramos

Recommended by



Approved for Submittal

3.c.1

Item No.

Initial Successor Agreement Proposal of  
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
And Its  
North Orange County Community College District Chapter 167  
March 30, 2021

The California School Employees Association and its North Orange County Community College District Chapter 167 (CSEA), in accordance with Article 26 Negotiations of the Collective Bargaining Agreement (CBA) notifies the North Orange County Community College District (District) of CSEA's intent to modify or amend the CBA and negotiate per Article 26.5. Additional articles may be opened by mutual agreement of the parties. CSEA desires to alter or amend the articles indicated below. In accordance with Government Code §3547, CSEA presents its initial proposal for a new collective bargaining term for public discussion.

**Article 9 – Pay and Allowances**

CSEA has an interest in creating persistent Cost of Living Adjustment (COLA) language and setting on schedule salary increases for the new CBA term.

**Article 10 – Hours and Overtime**

CSEA has an interest in crafting language regarding flexible work schedules and ongoing remote work options.

CSEA has an interest in crafting language regarding holiday pay for bargaining unit members assigned to work through paid holidays.

**Article 11 – Employee Benefits**

CSEA has an interest in increasing health and welfare benefits and expanding the parameters of health and welfare benefits.

CSEA has an interest in equitable retiree health benefits and incentives.

**Article 12 – Professional Growth and Development Program (PG&D)**

CSEA has an interest in crafting language that allows for bargaining unit members to utilize campus classes/trainings for professional growth opportunities.

**Article 13 – Holidays**

CSEA has interested in clarifying holiday compensation for bargaining unit members with assigned work on holidays.

**Article 16 – Leaves**

CSEA has an interest in clarifying the parameters of leaves usage.

**Article 18 – Classification and Reclassification**

CSEA has an interest in improving and clarifying the ongoing reclassification process.

**Article 20 – Discipline**

CSEA has an interest in establishing binding arbitration in the discipline process.

Article 26 – Negotiations

CSEA has an interest in establishing the terms for reopeners during the term of the agreement.

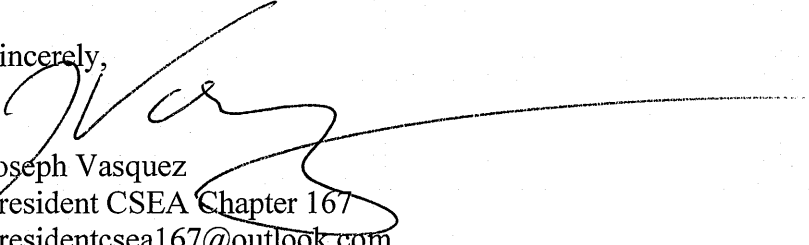
Article 28 – Duration

CSEA has an interest in a new three (3) year agreement.

CSEA reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.

Should you have any questions or concerns please do not hesitate to contact us. Please feel free to proceed with any requirements for posting prior to negotiations.

Sincerely,



Joseph Vasquez  
President CSEA Chapter 167  
[Presidentcsea167@outlook.com](mailto:Presidentcsea167@outlook.com)

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Approval of Resolution No. 20/21-18 for the Approval of Cooperative Purchasing Contracts

Action	<u>    X    </u>
Resolution	<u>          </u>
Information	<u>          </u>
Enclosure(s)	<u>          </u>

**BACKGROUND:** Purchasing cooperative contracts are available to California community college districts that leverage the group's buying power for the procurement and acquisition of various goods, materials, supplies, equipment and services. A school district may purchase from cooperative contracts without soliciting bids when it is in the best interest to do so under, but not limited to, Public Contract Code section 10290 et seq., Public Contract Code section 12100 et seq., and Public Contract Code section 20652.

While the District has utilized cooperative contracts in the past, each contract was brought to the Board individually for approval. Some examples include the Cooperative Piggy-back contracts with the Foundation for California Community Colleges for the purchase of equipment through CDW Corporation, audio-visual equipment and installation services through Golden Star Technology, Inc., and bleachers, a press box, and the request for synthetic turf (item 4.b) through KYA Services LLC.

By approving Resolution No. 20/21-18, the purchasing process can be streamlined, and the cooperative related purchases can be approved or ratified by the Governing Board. All cooperative contracts used by the District will be confirmed by legal counsel that the contracts meet all applicable procurement requirements, subject to a valid bidding exception and is approved for use by California community college districts.

This agenda item was prepared by Jenney Ho, District Director, Purchasing

**How does this relate to the five District Strategic Directions?** NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

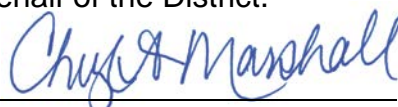
**How does this relate to Board Policy:** this item is submitted in accordance with Board Policy 6340, Bids & Contracts.

**FUNDING SOURCE AND FINANCIAL IMPACT:** None.

**RECOMMENDATION:** It is recommended that the Board of Trustees adopt Resolution No. 20/21-18, for the approval of contracts, leases, requisitions, or purchase orders procured pursuant to valid cooperative purchasing contracts. Authorization is further requested to approve the delegation of authority to the Vice Chancellor, Finance & Facilities or District Director, Purchasing, to execute, deliver or otherwise negotiate contracts and purchases under cooperative contracts on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

4.a.1

Item No.



**RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT  
TO APPROVE CONTRACTS, LEASES, REQUISITIONS OR PURCHASE ORDERS  
PROCURED PURSUANT TO VALID COOPERATIVE PURCHASING CONTRACTS**

**RESOLUTION NO. 20/21-18**

**WHEREAS**, there are various purchasing cooperatives available to California community college districts in California, other states, and from various state and federal agencies that leverage the group's buying power for the procurement and acquisition of various good, materials, supplies, equipment and services;**WHEREAS**,

**WHEREAS**, some of the purchasing cooperatives available to the North Orange County Community College District ("District") include, without limitation, the following: Foundation for California Community Colleges (FCCC)/ College Buys under Public Contract Code section 20661; General Services Administration (GSA); National Association of State Procurement Officials (NASPO); National Joint Powers Alliance (NJPA)/ Sourcewell; OMNIA Partners- Public Sector Cooperative/ National Intergovernmental Purchasing Alliance (NIPA); Western States Cooperative Purchasing Alliance (WSCA); U.S. Communities; E&I Purchasing Cooperative; along with any future purchasing cooperative approved by the State Chancellor's Office and/or FCCC (collectively, "Purchasing Cooperatives");

**WHEREAS**, pursuant to various statutes including, but not limited to, Public Contract Code section 10290 et seq., Public Contract Code section 12100 et seq., and Public Contract Code section 20652, the governing board of a community college district may, without competitive bidding, contract with suppliers that have been awarded contracts, master agreements, multiple award schedules, cooperative agreements or other types of agreements, including agreements with entities outside the state or other agreements that leverage the state's or specific group's buying power, for the procurement and acquisition of various good, materials, supplies, equipment and services;

**WHEREAS**, pursuant to Government Code section 6500 et seq., two or more public agencies by agreement may jointly exercise any power common to the contracting parties which allows the District to exercise its joint powers with another public agency;

**WHEREAS**, the District's Governing Board of Trustees has determined that it is in the best interest of the District to authorize the procurement and acquisition of various good, materials, supplies, equipment and services using current and future contracts with approved Purchasing Cooperatives based on the statutes cited above, and subject to conditions set forth below;

**WHEREAS**, the District desires by a majority of the vote of the Governing Board and pursuant to Education Code sections 81655, 81656, and similar statutes, to delegate authority to the District's Vice Chancellor of Finance and Facilities and the District's Director of Purchasing to execute, deliver or otherwise negotiate contracts, requisitions, or purchase orders under any approved Purchasing Cooperative contract, or to otherwise carry out the intent of this Resolution, all subject to the following conditions (collectively, "Preconditions"):

- a. Confirmation from legal counsel that the specific Purchasing Cooperative contract to be used meets all applicable procurement requirements or is subject to a valid bidding exception, and is approved for use by California community college districts;
- b. Confirmation that the goods or services procured pursuant to an approved Purchasing Cooperative contract are lower than the cost the District could obtain through its standard contracting procedures;
- c. No Purchasing Cooperative contract for the procurement of goods or services may be made when a bid has been received by the District for the procurement of the same goods or services unless the approved Purchasing Cooperative contract would result in a lower price for the goods or services upon the same terms, conditions, and specifications; and
- d. Any contract, requisition, or purchase order procured pursuant to this Resolution shall be approved or ratified by the Governing Board, with said approval or ratification to be evidenced by a motion of the Governing Board duly passed and adopted.

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

**Section 1. Determination of Recitals.** All of the recitals set forth above are true and correct, and the Governing Board so finds and determines.

**Section 2. Determination of Purchase Through Purchasing Cooperatives.** The Governing Board hereby finds and determines that it is in the best interest of the District to authorize the procurement and acquisition of various good, materials, supplies, equipment and services using current and future approved contracts with Purchasing Cooperatives based on applicable statutes including, but not limited to, Public Contract Code section 10290 et seq., Public Contract Code section 12100 et seq., Public Contract Code section 20652, and Government Code section 6500 et seq., all subject to the Preconditions set forth herein.



**Section 3. Delegation of Authority.** That the District's Governing Board hereby approves the delegation of authority and appoints its Vice Chancellor of Finance and Facilities and Director of Purchasing, who are hereby authorized and directed, pursuant to a majority of the vote of the Governing Board and Education Code sections 81655, 81656, and similar statutes, to execute, deliver or otherwise negotiate contracts, requisitions, or purchase orders under any approved Purchasing Cooperative contract, or to otherwise carry out the intent of this Resolution, all subject to the Preconditions set forth herein.

**Section 4. Effective Date.** This resolution shall be effective as of date of its adoption until otherwise rescinded by the Governing Board.

**APPROVED, PASSED AND ADOPTED** by the Governing Board of the North Orange County Community College District this 27th day of April, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

I, Dr. Barbara Dunsheath, President of the Governing Board of Trustees of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

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President of the Board of Trustees  
North Orange County College Community College District

I, Ed Lopez, Secretary of the the Governing Board of Trustees of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 27th day of April 2021, by the above-described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Governing Board of Trustees of the North Orange County Community College District this 27th day of April 2021.

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Secretary of the Board of Trustees  
North Orange County Community College District

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action     X      
**DATE:** April 27, 2021 Resolution             
Information             
Enclosure(s)             
**SUBJECT:** Authorize Use of Cooperative Contract  
with Foundation for California Community  
Colleges Contract No. CB3570

**BACKGROUND:** The synthetic turf at Sherbeck Field is no longer under warranty. The turf requires ongoing repairs and needs to be replaced. Staff is requesting to replace the synthetic turf on the Sherbeck Field at Fullerton College.

Pursuant to various statutes including, but not limited to, Public Contract Code section 10290 et seq., Public Contract Code section 12100 et seq., and Public Contract Code section 20652, the governing board of a community college district may, without competitive bidding, contract with suppliers that have been awarded contracts, master agreements, multiple award schedules, cooperative agreements or other types of agreements, including agreements with entities outside the state or other agreements that leverage the state's or specific group's buying power, for the procurement and acquisition of various good, materials, supplies, equipment and services. The District would like to utilize the Cooperative Contract No. B3570 with the Foundation for California Community Colleges for synthetic turf replacement on the Sherbeck Field at Fullerton College through KYA Services LLC in the amount estimated at \$900,000 plus construction bond, plus 10% allowance for any unforeseen conditions.

District Purchasing and legal counsel have reviewed the terms and conditions of the contract and finds it is in the best interest of the District to use the FCCC contract No. B3570 for synthetic turf replacement on the Sherbeck Field at Fullerton College. Turf replacement through a cooperative contract will allow the project to proceed in a timely manner limiting the impact on the athletic program.

This agenda item was prepared and submitted by Jenney Ho, District Director, Purchasing and Larry Lara, Fullerton College Physical Plant/Facilities Director.

**How does this relate to the five District Strategic Directions?** This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

**How does this relate to Board Policy:** This agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

**FUNDING SOURCE AND FINANCIAL IMPACT:** The purchase and installation of synthetic turf on Sherbeck Field will be charged to the Capital Outlay Fund.

**RECOMMENDATION:** Authorization is requested for the Board to approve the use of the Cooperative Contract No. CB3570 with the Foundation for California Community Colleges for the replacement of the synthetic turf on the Sherbeck Field at Fullerton College through KYA Services LLC in the amount estimated at \$900,000 plus construction bond, plus 10% allowance for any unforeseen conditions. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute the contract on behalf of the District.

Fred Williams

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Recommended by



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Approved for Submittal

4.b.2

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** April 27, 2021 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
**SUBJECT:** Fullerton College Donations Enclosure(s) \_\_\_\_\_

**BACKGROUND:** Businesses and individuals frequently make monetary donations or donate supplies and equipment that are of value to Fullerton College and its instructional programs.

This agenda item was submitted by Dr. Greg Schulz, President, Fullerton College.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction 4) Collective Impact and Partnerships: NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community based organizations, and businesses to create positive change in the region.

**How does this relate to Board Policy:** This item is in compliance with Board Policy 3820, Gifts and Donations.

**FUNDING SOURCE AND FINANCIAL IMPACT:** The monetary and supplies/equipment donations to Fullerton College will assist with expenses associated with the Fullerton College instructional programs and departments which would otherwise be funded through the division budgets.

**RECOMMENDATION:** Authorization is requested for Fullerton College to accept the following donations:

**To the Fullerton College Library/Learning Resources and Instructional Support Programs & Services Division:**

- *2020 Japan Library Series, 15 titles and 2021 Japan Library Series, 14 titles – Kiyoshi Nakaizumi, Director JPIC*

**To the Fullerton College P.E. Division, Baseball:**

- *\$200 Check – Aaron D. McGuire*

**To the Fullerton College P.E. Division, Men's Soccer:**

- *\$500 Check – Alan K. Maschoff and Johnnie M. Maschoff*

Fred Williams

Recommended by



Approved for Submittal

4.c

Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** April 27, 2021 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
Enclosure(s) \_\_\_\_\_

**SUBJECT:** North Orange Continuing Education  
Amended Agreement with  
Stamats Communications, Inc.

**BACKGROUND: BACKGROUND:** On February 23, 2021, the Board approved to enter into a consultant agreement with Stamats Communications, Inc. in order to develop digital marketing strategies and a media buy plan that will ultimately increase enrollment. The project dates need to be adjusted from the approved project dates of March 1, 2021 to August 31, 2021. Therefore, it is requested that the agreement with Stamats Communications, Inc. be amended and the contract term be effective April 1, 2021 through September 30, 2021. All other terms of the agreement remain the same.

This agenda item was submitted by Jennifer Perez, Director, Campus Communications, North Orange Continuing Education.

**How does this relate to the five District Strategic Directions?** This item responds to **District Strategic Direction 4:** The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

**How does this relate to Board Policy:** This is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Funding for this project comes from one-time, carry-over funds.

**RECOMMENDATION:** Authorization is requested to amend the consultant agreement with Stamats Communications, Inc. from March 1, 2021 through August 31, 2021 to April 1, 2021 through September 30, 2021 to develop digital marketing strategies and a media buy plan. All other terms of the agreement remain the same. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director of Purchasing, to execute any agreement or amendment that does not materially alter the initially agreed upon terms and conditions on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

4.d

Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Fullerton College  
Honorary Degree

Action	<u>    X    </u>
Resolution	<u>          </u>
Information	<u>          </u>
Enclosure(s)	<u>          </u>

**BACKGROUND:** Tiffany Minton, a Fullerton College student, passed away in late February 2021. At the time of her passing, Tiffany had only one class left to complete in order to achieve her goal of earning an Administration of Justice Associate in Science Degree for Transfer (AS-T) and subsequently transferring to a four-year university.

Due to Tiffany's untimely death and the anticipated successful completion of her Administration of Justice AS-T Degree requirements, Fullerton College would like to award an Honorary degree to present to her family. This recommendation was discussed with and has the support of the Fullerton College Faculty Senate and the President's Advisory Council.

This item was submitted by Greg Schulz, President Fullerton College.


**How does this relate to the five District Strategic Directions?** District Strategic Direction 1) Student Experience & Success: NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

**How does this relate to Board Policy:** This item is submitted in accordance with Board Policy 4110, Honorary Degrees.

**FUNDING SOURCE AND FINANCIAL IMPACT:** N/A

**RECOMMENDATION:** Authorization is requested to award an Honorary Degree in remembrance of Tiffany Minton.

Cherry Li-Bugg  
Recommended by

  
Approved for Submittal

5.a  
Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
		Resolution	<u>          </u>
<b>DATE:</b>	April 27, 2021	Information	<u>          </u>
		Enclosure(s)	<u>    X    </u>
<b>SUBJECT:</b>	Fullerton College Curriculum Matters		

**BACKGROUND:** The Office of Instruction and the Curriculum Committee at Fullerton College and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of Fullerton College and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; and (6) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee.

This agenda item is submitted by Dr. Jennifer Combs, Fullerton College Curriculum Committee Chair and Dr. José Ramón Núñez, Vice President, Instruction.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

**How does this relate to Board Policy:** The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Funding for all curricula comes from the campus general fund.

**RECOMMENDATION:** It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective Fall 2021, Spring, 2022, Summer 2022, and Fall 2022. The curricula have been signed by the Campus Curriculum Chairperson and the College President and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

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Recommended by



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Approved for Submittal

5.b.2

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Item No.



# Curriculum

**Board of Trustees**  
 Agenda Attachment  
**April 27, 2021 | DCCC Approved on April 9, 2021**

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACCT 222 F Corporate Taxation	Units: 3 Lecture: 3 Laboratory: 0 Prerequisite: ACCT 220 F	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Spring	Provide students' corporation income taxation knowledge and experience which enable students to be more valuable. Endorsed by the Business Advisory Board Oct 2020. It is desired for this course to be in place for the Spring 2022 tax season. Proposed for Distance Education (Hybrid/Online).
ANTH 105HF Honors Language and Culture	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding	25	The Fullerton College Honors Advisory Board recommends a maximum number of 25 students for a seminar-style honors. Compared to the non-honors section, in this honors course section there is more emphasis on collaborative learning, individual research, and student-driven discussions.	2022 Fall	New ANTH honors course. Please note: the non-honors version of this course is already approved to satisfy the multicultural graduation requirement, so the honors version is being submitted as well. Proposed for Distance Ed (Hybrid). Proposed for (CSU) (UC) (Degree Credit) AA GE Area D2, CSU GE Area D, IGETC Area 4A.
ARTH 105 F Africa, Oceania, and	Units: 3	45	The primary mode of instruction is lecture,	2022 Fall	This is a new course that addresses a critical gap in

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Native American Art History	Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance		supplemented by discussion, and/or group learning. Evaluation primarily through multiple-choice and essay exams. Projects and writing assignments are assessed for conceptual strength, analytic ability, interpretive skills, and critical thinking.		the current art history program curriculum. This course aligns with C-ID course ARTH 140, a CSU and UC transferable course. This course is being proposed for AA GE Area C1, CSU GE Area C1, UC TCA transfer, and IGETC Area 3A. This course is being proposed for the multicultural graduation requirement. This course is being proposed for Distance Ed (Hybrid/Online).
ARTH 115 F American Art History	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluations are primarily through objective exams. Writing assignments are assessed primarily for conceptual strength and critical thinking.	2022 Fall	This course is replacing ART 117 F: Art History: American Art. ARTH 115 F American Art History was formerly known as ART 117 F American Art History, which is slated for deletion. The time period covered by ARTH 115 is the 16th to the 20th century, which is different from ART 117, which covered the 16th century to the present day. ARTH 117 covers artworks produced during this time frame and not exclusively paintings, sculptures and architecture, which were the focus on ART 117. This course is being proposed for AA GE Area C1, CSU GE Area C1, UC TCA transfer, and IGETC Area 3A. This course is being proposed for the Multicultural Education Requirement for graduation. Proposed for Distance Ed (Hybrid/Online). Program Impacts: Interdisciplinary Studies: Emphasis in Arts and

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					Human Expression Associate in Arts Degree; Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement; California State University General Education (CSU GE Breadth) Certificate of Achievement; Art History Associate in Arts Degree for Transfer; Art History/ Museum Studies Associate in Arts Degree; Museum Assistant Certificate; Studio Arts Associate in Arts Degree for Transfer; Interdisciplinary Studies: Emphasis in Arts and Human Expression Associate in Arts Degree; Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement; California State University General Education (CSU GE Breadth) Certificate of Achievement; California State University General Education (CSU GE Breadth) Certificate of Achievement; Museum Technician Specialization Certificate; Entertainment Journalism.
ARTH 130 F Global Contemporary Art History	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluations are primarily taught through objective exams. Writing assignments are	2022 Fall	This course is being proposed for AA GE Area C1, CSU GE Area C1, UC TCA transfer, and IGETC Area 3A. Proposed for Distance Ed (Hybrid/Online). This course will serve to expand our course offerings in areas of multicultural and non-European art.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance		assessed mostly for concept and structure.		
ARTH 145 F Latin America: Colonial-Contemporary Art History	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance	45	The primary mode of instruction is lecture, supplemented by discussion, and/or group learning. Evaluation primarily through multiple-choice and essay exams. Projects and writing assignments are assessed for conceptual strength, analytic ability, interpretive skills, and critical thinking.	2022 Fall	This is a new course that addresses a critical gap in the current art history program curriculum. This course is being proposed for AA GE Area C1, CSU GE Area C1, IGETC Area 3B, UC TCA and Multicultural Graduation Requirement. Proposed for Distance Ed (Hybrid/Online).
ETHS 111HF Honors Women of Color in the U.S.	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2022 Fall	New honors course. Proposed for UC/CSU transfer, AA GE Area D1, CSU GE Area D, IGETC Area 4C. Proposed for Distance Ed (Hybrid) and Multicultural Education Requirement for graduation.
ETHS 129HF Honors Introduction	Units: 3	25	The Fullerton College Honors Advisory Board	2022 Fall	New honors course. Proposed for UC/CSU

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
to African American Studies	Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions		recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.		transfer, AA GE Area D1, CSU GE Area D, IGETC Area 4C. Proposed for Distance Ed (Hybrid) and the Multicultural Education Requirement for graduation.
ETHS 130HF Honors African-American History I	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2022 Fall	New honors course. Proposed for UC/CSU transfer, AA GE Areas C2 and D1, CSU GE Areas C2 and D, IGETC Area 3B and 4C. Proposed for Distance Ed (Hybrid). Proposed for the Multicultural Education Requirement for graduation. Proposed for the United States History, Constitution, and American Ideals CSU Graduation Requirement in U.S. Government and U.S. History.
HIST 120 F African Civilizations to 1880	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements	40	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are	2022 Fall	Fullerton College currently offers a two-course historical survey sequence in US, World, Western Europe, and the Americas. African history is a venerable historical field and our students deserve a course sequence that gives the same treatment to Africa that the other continents get. Proposed for Distance

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language		assessed mostly for concepts and structure.		Ed (Hybrid/Online). We are proposing this course for AA GE Areas C2 and D1, CSU GE Areas C2 and D, IGETC Area 3B and 4 and UC TCA.
HIST 121 F African Civilizations since 1880	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	40	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	Fullerton College currently offers a two-course historical survey sequence in US, World, Western Europe, and the Americas. African history is a venerable historical field and our students deserve a course sequence that gives the same treatment to Africa that the other continents get. Proposed for Distance Ed (Hybrid/Online). We are proposing this course for AA GE Areas C2 and D1, CSU GE Areas C2 and D, IGETC Area 3B and 4 and UC TCA.
KOR 101 F Elementary Korean I	Units: 5 Lecture: 5 Laboratory: 0 GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	This course is proposed in order to serve a growing population of students interested in the Korean language and culture. This course is being proposed for AA GE Area C2, CSU Area C2, and UC, with an effective date of Fall 2022. Proposed for Distance Ed (Hybrid/Online).

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
KOR 102 F Elementary Korean II	Units: 5 Lecture: 5 Laboratory: 0 Prerequisite: KOR 101 F GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	This is a new course designed to increase access to students. This course is being proposed for AA GE Area C2, CSU GE Area C2, UC TCA transfer, and IGETC Areas 6A. Proposed for Distance Ed (Hybrid/Online).
KOR 201 F Korean For Korean Speakers	Units: 5 Lecture: 5 Laboratory: 0 GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	This course is proposed in order to serve a growing population of students interested in the Korean language and culture. This course is being proposed for AA GE Area C2, CSU GE Area C2, UC TCA transfer, and IGETC Areas 3B and 6A. Proposed for Distance Ed (Hybrid/Online). UC Credit Limitation: KOR 201 F and KOR 203 F combined; maximum credit, one course.
KOR 203 F Intermediate Korean III	Units: 4 Lecture: 4 Laboratory: 0	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more	2022 Fall	This is a new course designed to increase access to students interested in Korean language and culture. This course is being proposed for AA GE Area C2,

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Prerequisite: KOR 102 F GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance		writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.		CSU GE Area C2, UC TCA transfer, and IGETC Areas 3B and 6A. Proposed for Distance Ed (Hybrid/Online).
KOR 204 F Intermediate Korean IV	Units: 4 Lecture: 4 Laboratory: 0 Prerequisite: KOR 201 F  KOR 203 F or GE: Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	This course is proposed in order to serve a growing population of students interested in the Korean language and culture. This course is being proposed for AA GE Area C2, CSU GE Area C2, UC TCA transfer, and IGETC Areas 3B and 6A. Proposed for Distance Ed (Hybrid/Online).
MATH 131 F Enhanced Calculus for Business	Units: 5 Lecture: 5 Laboratory: 0 Prerequisite: MATH 040 F  MATH 041 F or	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple	2022 Fall	New course. This course is in response to AB 705. It is designed to give students who need it additional support as all students will be directly placed into transfer-level math. Proposed for UC transfer, AA GE Area B2, CSU GE Area B4 and IGETC Area 2A.



NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	GE: Associate Degree General Education Requirements Area B2: Natural Sciences and Mathematics-Mathematics		homework assignments requiring demonstration of problem-solving ability.		Proposed for Distance Ed (Hybrid/Online).
NUTR 230 F Introduction to Medical Nutrition Therapy	Units: 3 Lecture: 3 Laboratory: 0 Prerequisite: NUTR 210 F  NUTR 210HF or GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation is primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	New course to meet industry needs for professionals knowledgeable in medical nutrition therapy and to develop a certified dietary manager certificate program. Job growth for dietetic and nutritional professionals in Orange County is 11% through 2023 according to the OC Center of Excellence, and over 6000 job openings in the area are expected annually due to new job growth and replacement need. Proposed for Distance Ed (Hybrid/Online).
PSY 225 F Psychology of Prejudice and Discrimination	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	This new course focuses on timely and relevant issues in psychology, and will enhance our existing psychology course offerings and degree programs. Proposing course for the following GE and transfer designations: Associate Degree General Education Requirements Area D2: Social and Behavioral Sciences - Social Behavior and

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding				Self-Understanding; Multicultural Graduation Requirement; CSU General Education Requirements Area D: Social Sciences; CSU General Education Requirements Area E: Lifelong Learning; IGETC General Education Transfer Curriculum Area 4I: Social and Behavioral Sciences - Psychology; UC/CSU Transfer Course.
SWHS 120 F Social Work and Human Services: Fieldwork/Practicum	Units: 3 Lecture: 3 Laboratory: 0 Prerequisite: PSY 219 F	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. Students doing fieldwork, service learning and/or internships will be supervised by instructor.	2021 Fall	This new course is a core required course in the Social Work Associate Degree for Transfer. Proposed for Distance Ed (Hybrid).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AJ 110BF Advanced Criminal Law Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Corequisite: AJ 110AF</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Corequisite Validation</li> <li>• Method of Evaluation</li> <li>• Add Distance Education(hybrid)</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Textbooks</li> </ul>	30	<p>Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. Class time focuses on individualized instruction, student presentation time, and/or group learning activities related to criminal law. Students will complete a law case brief requiring the student to report in acceptable legal "Brief" form, including proper case citation, facts, issues, conclusions and findings. Students are required to complete written assignments that assess legal situations and apply the law using proper legal principles and judicial reasoning from the view point of peace officers. Students will also be asked to analyze previously decided court decisions and justify the court's decision.</p>	2022 Fall	Proposed for Distance Ed (Hybrid/Online), and updated textbook.
AJ 140 F Juvenile	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> </ul>	30	Class time focuses on individualized instruction,	2022 Fall	Proposed for Distance Ed (Hybrid/Online). Distance

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Procedures Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Textbooks</li> </ul>		student presentation time, and group learning This includes individualized feedback for each student during role playing exercises and on case studies presentations in class. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.		Ed methods of instruction are possible with simulation and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section.
ANTH 109 F Primate Behavior Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• CSU GE Addition</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• IGETC Addition</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> <li>• UC Addition</li> <li>• GE:</li> <li>• CSU General Education Requirements</li> </ul>	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	Six-Year Review. Textbooks. This course is being proposed for AA GE, CSU GE Area D, UC TCA and IGETC Area 4A. Saddleback College has a comparable community college course, ANTH 15 The World of Primates, which is also approved for CSU GE Area D, UC TCA and IGETC Area 4A.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> <li>Area D: Social Sciences</li> </ul>				
ARCH 924 F Architectural CAD II Beginning Revit Units: 3 Lecture: 2 Laboratory: 3	<ul style="list-style-type: none"> <li>Advisory: ARCH 124 F</li> <li>Add Distance Education(hybrid)</li> <li>Add Distance Education(online)</li> <li>Advisory Revision</li> <li>Catalog Description Update</li> <li>Course Content (that do not change the overall scope of the course)</li> <li>Method of Instruction</li> <li>Textbooks</li> <li>Title Revision with Program Impacts (LIST Programs in Justification)</li> </ul>	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)	2022 Fall	Proposed for Distance Education (Hybrid/Online). Title revision FROM "ARCH 924 F Architectural CAD II" TO "ARCH 924 F Architectural CAD II Beginning Revit." The title revision impacts the following programs, which must be revised since ARCH 924 F is a required course in every program listed: Architecture Mini CAD Certificate; Interior Design Associate in Science Degree; Architecture CAD Technology Certificate; Residential Interior Design Certificate; Architecture Associate in Science Degree; Architectural CAD Technology Certificate; Interior Design Assistant Certificate; Commercial Interior Design Certificate.
ARCH 934 F Architectural CAD III Advanced Revit	<ul style="list-style-type: none"> <li>Prerequisite: ARCH 924 F</li> <li>Add Distance Education(hybrid)</li> </ul>	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a	2022 Fall	Proposed for Distance Education (Hybrid/Online). Changed ARCH 924 F from

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Units: 3 Lecture: 2 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Advisory Deletion</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Prerequisite Addition</li> <li>• Schedule Description Update</li> <li>• Textbooks</li> <li>• Title Revision with Program Impacts (LIST Programs in Justification)</li> </ul>		regular basis. (e.g. problem sets, vocational skills, lab reports)		Advisory to Prerequisite, since this is a sequential course. Course title revision FROM "ARCH 934 F Architectural CAD III" TO "ARCH 934 F Architectural CAD III Advanced Revit." As a required course, ARCH 934 F impacts the following programs, and they must be revised: Architecture Mini CAD Certificate; Architectural CAD Technology Certificate; Architecture Associate in Science Degree. In order to be successful in this course, it is necessary to have the basic skills obtained in ARCH 924 F.
BUS 170 F Principles of E-Commerce Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Textbooks</li> <li>• Title Revision with Program Impacts (LIST Programs in Justification)</li> </ul>	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	Title revised FROM "BUS 170 F Principles of E-Business" TO "BUS 170 F Principles of E-Commerce," in order to align with industry naming. Program impacts include the following: Entrepreneurship Associate in Science Degree (FY 2020); Web Design Certificate (FY 2017); International Business

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					Management Certificate; Entrepreneurship Certificate (FY 2017). Digital Marketing Certificate (N 2020). This course is a restricted elective in the following programs: Retail Management Certificate; Entrepreneur Certificate; Entrepreneur AS. However, it is a required course in the following programs: Mobile App Entrepreneur Certificate and Web Design Certificate.
CHEM 111AF General Chemistry I Units: 5 Lecture: 3 Laboratory: 6	<ul style="list-style-type: none"> <li>• Prerequisite: CHEM 107 F MATH 141 F and MATH 141HF or MATH 143 F</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)	2022 Fall	Six-year review. Revision of prerequisite FROM MATH 040 F TO MATH 141 F or MATH 141HF or MATH 143 F, so as to better match the requisite course to the need entry skills of the students. This requisite change is expected to increase student success rates and accommodate changes in preparation due to AB 705, while preparing students for continued studies in the sciences.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 104 F Critical Thinking and Writing about Literature Units: 4 Lecture: 4 Laboratory: 0	Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> • Catalog Description Update • Course Content (Changing the overall scope of the course) • Objectives Revision • Prerequisite Validation • Schedule Description Update • Six-Year Review • Student Learning Outcomes • Textbooks	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	<p>In response to Guided Pathways, the English Department has created our two-year program map for English majors. As a department, we decided to recommend that English majors take English 104 to meet their critical thinking requirement. In the past and at the current time, English majors generally meet that requirement by taking ENGL 103 F: Critical Reasoning and Writing. They also often take ENGL 102 F: Introduction to Literature, which they would not be directed to take if they take ENGL 104 F.</p> <p>In practice, then, we expect to see our English majors switch from primarily taking ENGL 103 F and ENGL 102 F to primarily taking ENGL 104 F once students are following our program map. To plan for this change, we are revising ENGL 104 F to be sure that it will fit its new, central role in our program. While it will continue to serve the general student population and meet the critical thinking requirement, it also now serves English majors in</p>



REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					preparing to taking other classes in our discipline. We have made changes including revisions to Student Learning Outcomes, Objectives, and Course Content and Scope.
FASH 060 F Professional Image Units: 2 Lecture: 2 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Method of Instruction</li> <li>• Add Distance Education(hybrid)</li> <li>• Textbooks</li> </ul>	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Adding a technology package, which includes images, measurements, and materials to the course content. Updating textbook information.
FASH 152 F Ready-to-Wear Evaluation Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Textbooks</li> </ul>	25	This course utilizes the Lecture Laboratory and requires garment identifications and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information and method of instruction.
FASH 206 F Textiles Units: 4 Lecture: 3 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Textbooks</li> </ul>	25	This course utilizes the Lecture Laboratory and requires textile testing and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information, methods of instruction and evaluation.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
FASH 220 F Retail and Fashion Buying Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Textbooks</li> </ul>	25	This course utilizes the lecture laboratory and requires comparison of garments and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information, methods of instruction and evaluation.
FASH 240 F Introduction to Fashion Styling and Current Topics in Fashion Units: 2 Lecture: 1 Laboratory: 3	Prerequisite: <ul style="list-style-type: none"> <li>• FASH 150 F</li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Textbooks</li> </ul>	25	This course utilizes the Lecture Laboratory and requires computer use and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information, methods of instruction and evaluation.
FASH 242 F Fashion History: The Evolution of Dress, Culture and Style Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Method of Instruction</li> <li>• Textbooks</li> </ul>	25	This course utilizes the Lecture Laboratory and requires garment identifications and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information and methods of instruction.
FASH 284 F Fashion Design Units: 2	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> </ul>	25	This course utilizes the Lecture Laboratory and requires garment(s)	2021 Fall	Proposed for Distance Ed (Hybrid/Online).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Textbooks</li> </ul>		drawing and individual projects. A larger class would not allow for the many presentations. The instructor will give the students Individualized instruction and feedback during the course.		Updating textbook information.
FASH 285 F Fashion Design - Advanced Units: 2 Lecture: 1 Laboratory: 3	Prerequisite: <ul style="list-style-type: none"> <li>• FASH 284 F</li> <li>• Add Distance Education(online)</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Prerequisite Addition</li> <li>• Textbooks</li> <li>• Add Distance Education(hybrid)</li> </ul>	25	This course utilizes the Sewing Laboratory and requires garment(s) preparation and individual projects. Intensive individualized instruction and supervision of apparel preparation and sewing projects are required. This also includes close supervision to maintain student safety on machines related to the apparel industry. A larger class would not allow for the many presentations or adequate supervision	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information, and methods of instruction.
FASH 299 F Fashion Industry Internship Units: 2-4 Lecture: 1 Laboratory: 3-9	○ Prerequisite: <ul style="list-style-type: none"> <li>• FASH 109 F</li> <li>• FASH 284 F and</li> <li>• FASH 209 F and</li> <li>• FASH 150 F or</li> <li>• FASH 220 F and</li> <li>• FASH 250 F</li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Textbooks</li> </ul>	25	Class in which the instructor coordinates internship practice opportunities and supervises students individually at different locations.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information and methods of instruction.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
FASH 975 F Patternmaking: Collections Units: 2 Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● FASH 108 F</li> <li>● FASH 109 F and</li> <li>● FASH 209 F and</li> <li>● FASH 284 F</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Textbooks</li> </ul>	25	This course utilizes the Sewing Laboratory and requires garment(s) preparation and individual projects. Intensive individualized instruction and supervision of apparel preparation and sewing projects are required. This also includes close supervision to maintain student safety on machines related to the apparel industry. A larger class would not allow for the many presentations or adequate supervision.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Updating textbook information, methods of instruction and evaluation.
IDES 100 F Fundamentals of Interior Design Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Schedule Description Update</li> <li>● Textbooks</li> </ul>	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2022 Fall	Proposed for Distance Education (Hybrid/Online). Textbooks.
IDES 110 F Drafting for Interior Design Units: 3	<ul style="list-style-type: none"> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> </ul>	25	Most of the time the students are engaged in practicing the skills they are learning and the	2022 Fall	Proposed for Distance Education (Hybrid/Online).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 2 Laboratory: 3	<ul style="list-style-type: none"> <li>• Textbooks</li> </ul>		instructor gives each student individual instruction as the class proceeds.		
IDES 130 F Applied Color and Design Theory Units: 4 Lecture: 3 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Textbooks</li> </ul>	25	Most of the time the students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds.	2022 Fall	Proposed for Distance Education (Hybrid/Online).
IDES 150 F Interior Materials and Products Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Method of Evaluation</li> <li>• Textbooks</li> </ul>	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and formal student presentations. Evaluation primarily through objective exams, projects, and reports. Writing assignments are assessed mostly for concepts and structure.	2022 Fall	Proposed for Distance Education (Hybrid/Online).
IDES 170 F Space Planning I Units: 3 Lecture: 2 Laboratory: 3	<ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• IDES 110 F</li> <li>• ARCH 124 F</li> </ul> </li> <li>• Add Distance Education(online)</li> <li>• Catalog Description Update</li> <li>• Prerequisite Validation</li> </ul>	30	This course is part of the accreditation requirement that we need to follow to qualify our students to take the state IDEX exam. These are the California Council for Interior Design Certification (CCIDC) requirements to provide technical and practical education that addresses fire, life and safety. This means that building codes,	2022 Fall	Proposed for Distance Education (Hybrid/Online).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> <li>• Schedule Description Update</li> <li>• Textbooks</li> <li>• Add Distance Education(hybrid)</li> </ul>		<p>Title 24(ADA) ingress, universal designs for the aging population, construction methodology, earthquake awareness, fire egress, etc. are addressed during this course and similar courses with individual students (one on one). In order to accomplish these tasks in our classroom for accreditation, it requires large layout spaces for tools, equipment and materials; rolls of tracing paper to hand draw the planning of spaces; vellums and large drafting boards to document the planning of the floor plans; cutting, gluing and building models to visualize and verify the solutions; and presentations to defend their decisions regarding space planning projects that are assigned. A class size of more than 30 would not allow adequate time for design, development or presentation of projects assigned. In addition large layout spaces are required to select and view materials, samples and finishes for assigned projects.</p>		
<p>IDES 175 F Space Planning II Units: 3 Lecture: 2 Laboratory: 3</p>	<ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• IDES 110 F</li> <li>• ARCH 124 F</li> </ul> </li> <li>• Add Distance Education(hybrid)</li> </ul>	25	<p>Most of the time the students are engaged in practicing the skills they are learning and the instructor gives each student individual</p>	2022 Fall	Proposed for Distance Education (Hybrid/Online).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Method of Evaluation</li> <li>• Prerequisite Validation</li> <li>• Textbooks</li> </ul>		instruction as the class proceeds.		
IDES 180 F History of Architecture and Furnishings I Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Textbooks</li> </ul>	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	Proposed for Distance Education (Hybrid/Online).
IDES 190 F History of Architecture and Furnishings II Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>○ Advisory:</li> <li>• IDES 180 F</li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Assignments Revision</li> <li>• Objectives Revision</li> <li>• Textbooks</li> </ul>	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	Proposed for Distance Education (Hybrid/Online).
IDES 200 F Interior Illustration I Units: 2	<ul style="list-style-type: none"> <li>○ Advisory:</li> <li>• IDES 100 F</li> <li>• IDES 130 F</li> </ul>	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each	2022 Fall	Proposed for Distance Education (Hybrid/Online).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Assignments Revision</li> <li>• Method of Instruction</li> <li>• Textbooks</li> <li>• Add Distance Education(hybrid)</li> </ul>		student individual instruction as the class proceeds.		
IDES 210 F Fundamentals of Lighting Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Method of Evaluation</li> <li>• Textbooks</li> </ul>	30	Most of the time students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds.	2022 Fall	Proposed for Distance Education (Hybrid/Online).
MATH 130 F Calculus for Business Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 040 F</li> <li>• MATH 041 F</li> </ul> </li> <li>• Prerequisite Revision</li> <li>• Catalog Description Update</li> </ul>	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.	2022 Fall	Prerequisite revision FROM MATH 129 F TO MATH 040 F or MATH 041 F. MATH 129 F is a higher-level prerequisite than is required at most colleges for a business calculus course. Rather than requiring this additional prerequisite, concurrent support will be offered to business calculus students through FC Miles, the FC Math Lab, and other resources. Research by the FC Office of IE regarding the impact of AB 705 shows that students fare better with concurrent support than



REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					following a prerequisite sequence.
NUTR 210HF Honors Human Nutrition Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>	25	The Fullerton College Honors Advisory Board recommends a class size of 25 for honors courses. Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more research/writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	Proposed for Distance Ed (Hybrid/Online). Textbooks.
PE 102 F Yoga Units: 1 Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Method of Instruction</li> <li>• Textbooks</li> </ul>	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2021 Fall	Proposed for Distance Ed (Hybrid/Online). Textbooks.
PE 158 F Personalized Fitness Units: 1	<ul style="list-style-type: none"> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> </ul>	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each	2022 Fall	Six-Year Review Class size revision FROM 24 TO 25 to align with CSPRD.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Class Size Revision</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Repeatability Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>		student individual instruction as the class proceeds.		Proposed for Distance Ed (Hybrid/Online).
PHIL 201 F History of Philosophy: Ancient and Medieval Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> <li>• IGETC Addition</li> <li>• Textbooks</li> <li>• Associate Degree General Education Requirements</li> <li>• Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> <li>• CSU GE Area C2</li> </ul>	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2022 Fall	Proposed for IGETC Area 3B.
THEA 176 F Beginning Playwright's	<ul style="list-style-type: none"> <li>○ Prerequisite:</li> <li>• THEA 135 F</li> </ul>	25	The class size is drawn from the size of the cast as written in the script by the	2022 Fall	Six-Year Review.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Practicum Units: .5-3 Lecture: 0 Laboratory: 1.5-9	<ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>		playwright. The performance, technical and administrative work produced by this class requires extensive individualized feedback, coaching and support as students are taught staging, blocking, choreography and characterization techniques. This course also requires coordination and evaluation of the actors and technicians individual work during dress, technical rehearsals and performances relevant to the production.		
THEA 276 F Intermediate Playwright's Practicum Units: .5-3 Lecture: 0 Laboratory: 1.5-9	<ul style="list-style-type: none"> <li>○ Prerequisite: THEA 176 F</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>	25	The class size is drawn from the size of the cast as written in the script by the playwright. The performance, technical and administrative work produced by this class requires extensive individualized feedback, coaching and support as students are taught staging, blocking, choreography and characterization techniques. This course also requires coordination of the repetition and evaluation of the actors and technicians individual work during dress, technical rehearsals and performances relevant to the production.	2022 Fall	Six-Year Review.

**COURSES/CERTIFICATES DEACTIVATION**

COURSE ID	EFF DATE	JUSTIFICATION
COUN 060 F	2021 Spring	COURSE DEACTIVATION. This course has been replaced by COUN 160 F.
PLEG 090 F	2022 Fall	COURSE DEACTIVATION. The course has been removed from the CERT and AS degree.

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Social Work	<p><b>Social Work Associate in Arts Degree for Transfer</b></p> <p>The Social Work Associate in Arts Degree for Transfer, also called the Social Work AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in Collaborative Health and Human Services, Criminal Justice, Human Services, Social Work, and Sociology. Through this program, students will gain knowledge of human service delivery systems, communication skills for working with individuals, groups, and diverse populations, case management techniques, and will gain hands-on field experience in one or more human service agencies. The program will also encourage students to think critically about societal conditions that contribute to the need for social services. This program is designed for transfer to complete a Bachelor's degree in Social Work or Human Services. Students completing the Bachelor's degree are trained to provide value-based services for families in need of temporary social, health, and economic assistance. State and county agencies, non profits, and private providers of services, social workers, psychologist and medical personnel work in this field. Ed Code Section 66746-66749 states students earning the Social Work AA-T degree will be granted priority for admission as a Social Work major to a local CSU, as determined by the CSU campus to which the student applies. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the</p>	2021 Fall	New Associate in Arts Degree for Transfer.

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	<p>California State University General Education – Breadth Requirements. (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major. This degree requires a total of 28-31 units in the major, in addition to other degree requirements.</p> <p><b>Social Work Associate in Arts Degree for Transfer</b></p> <p>Required Core: (22-24 units) Units</p> <p>PSY219 F The Human Services 3</p> <p>SWHS120 F Social Work and Human Services: Fieldwork/Practicum 3</p> <p>SOC101 F Introduction to Sociology 3</p> <p>or</p> <p>SOC101HF Honors Introduction to Sociology 3</p> <p>PSY101 F General Psychology 3</p> <p>or</p> <p>PSY101HF Honors General Psychology 3</p> <p>MATH120 F Introductory Probability and Statistics 4</p> <p>or</p> <p>MATH120HF Honors Introductory Probability and Statistics 4</p> <p>or</p> <p>PSY161 F Elementary Statistics for Behavioral Science (2019) 4</p>		

**NEW DEGREES/CERTIFICATES**

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	or PSY161HF Honors Elementary Statistics for Behavioral Science (2019) 4  or SOSC120 F Introduction to Probability and Statistics (2019) 4  ANAT231 F General Human Anatomy 4  or ANAT240 F Human Physiology 5  or BIOL102 F Human Biology 3  ECON101 F Principles of Economics - Micro 3  or ECON101HF Honors Principles of Economics - Micro 3  or ECON102 F Principles of Economics-Macro 3  or ECON102HF Honors Principles of Economics-Macro 3  Restricted Electives: Select two courses (6-7 units) Units AJ100 F Introduction to Criminal Justice 3  or SOC292 F Introduction to Criminology 3  or SOC292HF Honors Introduction to Criminology 3  ANTH102 F Cultural Anthropology 3  or ANTH102HF Honors Cultural Anthropology		

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	3 CDES120 F Child Development		
	3 CDES201 F Child in the Home and Community		
	3 COMM105 F Interpersonal Communication		
	3 COMM120 F Intercultural Communication		
	3 ENGL103 F Critical Reasoning and Writing		
	4 or ENGL103HF Honors Critical Reasoning and Writing		
	4 or PHIL172 F Critical Thinking/Writing		
	3 HIST170 F History of the United States to 1877		
	3 or HIST170HF Honors History of the United States to 1877		
	3 HIST171 F History of the United States since 1877		
	3 or HIST171HF Honors History of the United States since 1877		
	3 PSY222 F Abnormal Psychology		
	3 PSY139 F Developmental Psychology: Life Cycle		
	3 SOC285 F Drugs and Society		
	3 or SOC285HF Honors Drugs and Society		
	3 ETHS235 F Contemporary Social Justice Movements		
	3 or		







MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>curriculum is also designed to prepare students for employment in the architectural profession. This degree requires a total of 35-37 units in the major in addition to other graduation requirements.</p> <p><b>Architecture Associate in Science Degree</b></p> <p>Required Courses (35-37 units)</p> <p>Units</p> <p>ARCH111 F Introduction to Architecture 3</p> <p>ARCH113 F Architectural Drawing I 3</p> <p>ARCH114 F Architectural Materials and Methods 3</p> <p>ARCH124 F Architectural CAD I 3</p> <p>ARCH125 F Design Studio I 4</p> <p>ARCH215 F Design Studio II 4</p> <p>ARCH225 F Design Studio III 4</p> <p>ARCH227 F Internship in Architecture 2 - 4</p> <p>ARCH924 F Architectural CAD II Beginning Revit 3</p> <p>ARCH934 F Architectural CAD III Advanced Revit 3</p> <p>CSTR035 F California Accessibility and Energy Codes 3</p> <p>Total Units 35 - 37</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Business	<ul style="list-style-type: none"> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Program SLOA Revision</li> <li>• Removing Courses from "Required"</li> <li>• Adding Courses to "Restricted Electives"</li> </ul>	<p><b>Retail Management Certificate (F2022)</b></p> <p>The Certificate in Retail Management will prepare students to earn supervisory positions in retail. Beginning as a clerk or cashier, the student can advance to assistant manager, manager, and upper management. A minimum grade of C is required in each course. This certificate requires 18-19 units.</p> <p><b>Retail Management Certificate (F2022)</b></p> <p>Required Courses (15 units) Units</p> <p>MKT203 F Principles of Retail Management 3</p> <p>MKT100 F Introduction to Marketing 3</p> <p>MKT151 F Digital Marketing 3</p> <p>MKT208 F Principles of Selling 3</p> <p>BUS267 F Principles of Supervision 3</p> <p>Choose elective courses from the following for a total of 3-4 units: Units</p> <p>ACCT100 F Small Business Accounting 3</p> <p>MKT103 F Principles of Advertising 3</p> <p>BUS100 F Introduction to Business 3</p> <p>BUS170 F Principles of E-Business 3</p> <p>BUS185 F Creativity Matters!</p>	2022 Fall	Updating certificate to streamline the courses. Units changed from 31-33 to 18-19 in order to reduce the number of required courses.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p style="text-align: center;">3</p> <p>BUS111 F Business Communications</p> <p style="text-align: center;">3</p> <p>or</p> <p>BUS211 F Critical Reasoning and Writing for Business</p> <p style="text-align: center;">3</p> <p>or</p> <p>BUS211HF Honors Critical Reasoning and Writing for Business</p> <p style="text-align: center;">3</p> <p>BUS295 F Business Internship</p> <p style="text-align: center;">2 - 4</p> <p>Total Units</p> <p style="text-align: center;">18 - 19</p>		
Communication Studies	<ul style="list-style-type: none"> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Adding Courses to "Restricted Electives"</li> <li>• Course Unit Revision</li> </ul>	<p><b>Communication Studies Associate in Arts Degree for Transfer (FY 2021)</b></p> <p>The Associate in Arts Degree in Communication Studies for Transfer, also called the Communication Studies AA-T Degree, prepares students to transfer to CSUs that offer bachelor's degrees in Communication Studies. Ed Code Section 66746-66749 states students earning the Communication Studies AA-T degree will be granted priority for admission as a Communication Studies major to a local CSU, as determined by the CSU campus to which the student applies. Students planning to attend other universities will benefit from this degree, as well. Communication Studies prepares students to identify and solve communication problems, to facilitate effective communication in professional and</p>	2021 Fall	We are updating the AA-T in order to reflect the unit reduction in two courses: COMM 100 F FROM 4 units lecture TO 3 units lecture, and COMM 135 F FROM 4 units lecture TO 3 units lecture. We are moving JOUR 110 F and JOUR 110HF back to Category B from Category C. This proposal is intended to be approved for Fall 2021, as a fast-track approval, due to the unit reduction of COMM 100 F and COMM 135 F.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>interpersonal interactions to develop collaborative forms of problem solving and decision making. While a baccalaureate degree is recommended preparation for those considering communication focused careers in fields such as education, training and development, sales, community relations, public relations, the ministry, law, business, entertainment, nonprofit organizations and government, completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. *For students transferring to CSU Fullerton and interested in majoring in Public Relations it is recommended that you take JOUR 101 F and JOUR 110 F as your elective options as those courses are required for the Public Relations major at CSU Fullerton.</p> <p>*COMM 138 F is a course that may be taken up to four times for 2 units each time. Students may count up to 3 units of COMM 138 F in List B of the Communication Studies AA-T. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (b) A</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A P (Pass) grade is an acceptable grade for a course in the major only if the P is defined to be equivalent to a C or better. This degree requires a total of 18 units in the major, in addition to other degree requirements.</p> <p><b>Communication Studies Associate in Arts Degree for Transfer (FY 2021)</b></p> <p>Required Course (3 units)</p> <p style="padding-left: 40px;">Units</p> <p>COMM100 F Public Speaking (R 2021, 3 units)</p> <p style="padding-left: 40px;">3</p> <p>List A. Select 6 units. Students may choose from the following courses:</p> <p style="padding-left: 40px;">Units</p> <p>COMM105 F Interpersonal Communication</p> <p style="padding-left: 40px;">3</p> <p>COMM124 F Small Group Communication</p> <p style="padding-left: 40px;">3</p> <p>COMM135 F Essentials of Argumentation (3-unit revision awaiting IGETC approval; hopefully Fall 2021)</p> <p style="padding-left: 40px;">3</p>		

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>List B. Select 6 units. Students may choose from any course not used in List A and/or any of the following courses:</p> <p style="text-align: center;">Units</p> <p>COMM120 F Intercultural Communication 3</p> <p>COMM138 F Forensics 2</p> <p>JOUR110 F Mass Media Survey 3</p> <p>or</p> <p>JOUR110HF Honors Mass Media Survey 3</p> <p>List C. Select 3 units. Students may choose from any course not used in Lists A or B or from any of the following courses:</p> <p style="text-align: center;">Units</p> <p>ANTH102 F Cultural Anthropology 3</p> <p>or</p> <p>ANTH102HF Honors Cultural Anthropology 3</p> <p>JOUR101 F Reporting and Writing 3</p> <p>PSY101 F General Psychology 3</p> <p>or</p> <p>PSY101HF Honors General Psychology 3</p> <p>SOC101 F Introduction to Sociology 3</p> <p>or</p> <p>SOC101HF Honors Introduction to Sociology 3</p> <p>Total Units</p>		

MODIFY DEGREES/CERTIFICATES																						
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION																		
		18																				
Drafting Technology	<ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Removing Courses from "Required"</li> <li>• Adding Courses to "Required"</li> </ul>	<p><b>Industrial Drafting Associate in Science Degree (R 2022)</b></p> <p>The Industrial Drafting Associate in Science Degree provides the skills and knowledge for those who wish to pursue a career as a Mechanical Engineer or CAD operator/designer in fields related to engineering, tool design, and 3D Parametric Modeling in a manufacturing environment as well as other fields. This degree requires 29 units in the major in addition to other graduation requirements. At least one half of the units toward the major must be completed at Fullerton College.</p> <p><b>Industrial Drafting Associate in Science Degree (R 2022)</b></p> <p>Required Courses</p> <table> <tr> <td></td> <td>Units</td> </tr> <tr> <td>DRAF101 F Blueprint Reading for Manufacturing</td> <td>2</td> </tr> <tr> <td>DRAF140 F AutoCAD For Industry</td> <td>3</td> </tr> <tr> <td>DRAF141 F Advanced CAD for Industry</td> <td>3</td> </tr> <tr> <td>DRAF171 F Fundamentals of Drafting</td> <td>2</td> </tr> <tr> <td>DRAF173 F Geometric Dimensioning and Tolerancing</td> <td>2</td> </tr> <tr> <td>DRAF944 F Solidworks</td> <td>3</td> </tr> <tr> <td>DRAF945 F Advanced Solidworks</td> <td>3</td> </tr> <tr> <td>MACH150 F CNC Programming Using Mastercam</td> <td></td> </tr> </table>		Units	DRAF101 F Blueprint Reading for Manufacturing	2	DRAF140 F AutoCAD For Industry	3	DRAF141 F Advanced CAD for Industry	3	DRAF171 F Fundamentals of Drafting	2	DRAF173 F Geometric Dimensioning and Tolerancing	2	DRAF944 F Solidworks	3	DRAF945 F Advanced Solidworks	3	MACH150 F CNC Programming Using Mastercam		2022 Fall	Removed DRAF 143 F (3 units) Added DRAF 945 F (3 units) in order to better align courses to the degree.
	Units																					
DRAF101 F Blueprint Reading for Manufacturing	2																					
DRAF140 F AutoCAD For Industry	3																					
DRAF141 F Advanced CAD for Industry	3																					
DRAF171 F Fundamentals of Drafting	2																					
DRAF173 F Geometric Dimensioning and Tolerancing	2																					
DRAF944 F Solidworks	3																					
DRAF945 F Advanced Solidworks	3																					
MACH150 F CNC Programming Using Mastercam																						



MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p style="text-align: center;">3</p> <p>or</p> <p>MACH154 F CNC Programming Using Surfcam</p> <p style="text-align: center;">3</p> <p>MACH116 F Machine Tools</p> <p style="text-align: center;">2</p> <p>TECH108 F Manufacturing Processes</p> <p style="text-align: center;">3</p> <p>WELD100 F Introduction to Welding</p> <p style="text-align: center;">3</p> <p>Total Units</p> <p style="text-align: center;">29</p>		
History	<ul style="list-style-type: none"> <li>• Adding Courses to "Restricted Electives"</li> <li>• Course Title Revision</li> </ul>	<p><b>History Associate in Arts Degree (N 2022)</b></p> <p>The History Associate in Arts Degree is designed to prepare students to acquire basic historical knowledge and academic skills, both to transfer to a four-year institution, and to understand historical causes of current events. History is the study of change over time. Historians analyze cause and effect, construct narratives from primary and secondary sources, and try to explain the actions of people in the past. Students in history courses learn more than dates, names, and events. They also learn how to interpret, debate, and draw conclusions. History majors develop a broad perspective on the human experience, and appreciate how the past shaped the present. A History degree is an excellent general preparation for careers in education, law, historical research, historical preservation,</p>	2022 Fall	Adding new course, HIST 273 F, to "restricted electives." Added missing CIP code. Updating course name, ETHS 160 F, to American Indian History. ETHS 160 F has proposed a title change FROM ETHS 160 F History of the Native Americans TO ETHS 160 F American Indian History.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>government, journalism, media, and communication. This degree requires 18 units in the major in addition to other graduation requirements.</p> <p><b>History Associate in Arts Degree (N 2022)</b></p> <p>Required Courses: 6 units</p> <p style="text-align: center;">Units</p> <p>HIST170 F History of the United States to 1877 3</p> <p>or</p> <p>HIST170HF Honors History of the United States to 1877 3</p> <p>HIST171 F History of the United States since 1877 3</p> <p>or</p> <p>HIST171HF Honors History of the United States since 1877 3</p> <p>Restricted Electives: List A 6 units</p> <p style="text-align: center;">Units</p> <p>HIST110 F Western Civilizations to 1550 3</p> <p>or</p> <p>HIST110HF Honors Western Civilizations to 1550 3</p> <p>HIST111 F Western Civilizations since 1550 3</p> <p>or</p> <p>HIST111HF Honors Western Civilizations since 1550 3</p>		

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		HIST112 F World Civilizations to 1550 3 or HIST112HF Honors World Civilizations to 1550 3 HIST113 F World Civilizations Since 1550 3 or HIST113HF Honors World Civilizations Since 1550 3  Restricted Electives: List B, Group 1 3 units Any List A course not used above OR Units ETHS130 F African-American History I 3 ETHS131 F African-American History II 3 ETHS151 F Chicana/o History I 3 ETHS152 F Chicana/o History II 3 ETHS160 F American Indian History 3 ETHS171 F Asian Pacific Islander American History 3 HIST154 F Ancient Egypt 3 HIST160 F Asian Civilizations I 3 HIST161 F Asian Civilizations II 3 HIST165 F Introduction to the Middle East 3		

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		HIST270 F Women in United States History 3  Restricted Electives List B, Group 2 3 units Any List A course not used above OR Units HIST151 F Survey of British History I 3 HIST152 F Survey of British History II 3 HIST190 F History of the Americas I 3 HIST191 F History of the Americas II 3 HIST273 F United States Environmental History 3 HIST275 F History of California 3  Total Units 18		
Interior Design	<ul style="list-style-type: none"> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Adding Courses to "Required"</li> <li>• Course Title Revision</li> </ul>	<p><b>Commercial Interior Design Certificate</b></p> <p>The Commercial Interior Design Certificate is designed to prepare the student for an entry level position within a commercial interior design establishment such as in hospitality, food service, health care, education, and office design. Areas of specialization include lighting, space planning, CAD operator and product specialist. In addition, the student will qualify to take the IDEX (Interior Design Examination)</p>	2022 Fall	Updating course title of ARCH 924 F in certificate. Course title change FROM "ARCH 924 F Architectural CAD II" TO "ARCH 924 F Architectural CAD II Beginning Revit."

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>administered by the California Council for Interior Design Certification (CCIDC) leading to the professional designation of Certified Interior Designer in the State of California. This certificate option builds on the foundation of the initial Interior Design Assistant Certificate by requiring completion of advanced interior design courses, for a total of 50-54 units. A minimum grade of C is required for all courses.</p> <p><b>Commercial Interior Design Certificate</b></p> <p>Required Core Courses (28 units) from the Interior Design Assistant Certificate</p> <p style="text-align: center;">Units</p> <p>ARCH124 F Architectural CAD I 3</p> <p>ARCH924 F Architectural CAD II Beginning Revit 3</p> <p>IDES100 F Fundamentals of Interior Design 3</p> <p>IDES105 F Interior Design Studio I 2</p> <p>IDES110 F Drafting for Interior Design 3</p> <p>IDES130 F Applied Color and Design Theory 4</p> <p>IDES150 F Interior Materials and Products 4</p> <p>IDES180 F History of Architecture and Furnishings I 3</p> <p>IDES190 F History of Architecture and Furnishings II</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p style="text-align: center;">3</p> <p>Required Courses for Commercial Design Certificate (17-19 units) Units</p> <p>IDES175 F Space Planning II 3</p> <p>IDES200 F Interior Illustration I 2</p> <p>IDES210 F Fundamentals of Lighting 3</p> <p>IDES215 F Interior Design Studio II 2</p> <p>IDES225 F Interior Illustration II 2</p> <p>IDES230 F Business and Professional Practice 3</p> <p>IDES240 F Interior Design Internship 2 - 4</p> <p>Restricted Electives (5-7 units) Units</p> <p>CSTR030 F Construction Plans Reading 3</p> <p>IDES265 F Interior Design Studio III 2</p> <p>IDES220 F Interior Design Building Codes 3</p> <p>MKT208 F Principles of Selling 3</p> <p>IDES260 F Interior Illustration III 2</p> <p>Total Units 50 - 54</p>		
Interior Design	• Course Title Revision	<b>Interior Design Assistant Certificate</b>	2022 Fall	Course Title Revision FROM "ARCH 924 F Architectural CAD II" TO

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>The Interior Design Assistant Certificate provides the student with broad knowledge of the interior design profession and careers therein. Entry level skills will be acquired to serve as an assistant to a commercial or residential interior designer, or merchandising in a retail setting. This certificate lays the foundation for acquiring the Associate of Science Interior Design Degree or the Commercial Interior Design Certificate and/or Residential Design Certificate. This certificate requires the completion of 28 units. A minimum grade of C is required for each course.</p> <p><b>Interior Design Assistant Certificate</b></p> <p>Required Courses (28 units)</p> <p>Units</p> <p>ARCH124 F Architectural CAD I 3</p> <p>ARCH924 F Architectural CAD II Beginning Revit 3</p> <p>IDES100 F Fundamentals of Interior Design 3</p> <p>IDES105 F Interior Design Studio I 2</p> <p>IDES110 F Drafting for Interior Design 3</p> <p>IDES130 F Applied Color and Design Theory 4</p> <p>IDES150 F Interior Materials and Products 4</p> <p>IDES180 F History of Architecture and Furnishings I</p>		<p>“ARCH 924 F Architectural CAD II Beginning Revit.”</p>

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3 IDES190 F History of Architecture and Furnishings II 3  Total Units 28		
Interior Design	• Course Title Revision	<p><b>Interior Design Associate in Science Degree</b></p> <p>The Interior Design Associate in Science Degree is designed to prepare the student for entry level work in the field of residential or commercial interior design. Career avenues include, but are not limited to, Space Planning, Lighting Specialties, Retail Showroom, Merchandising, Illustration, Remodeling, Materials and Products Specialist, Project Coordinator, and Kitchen &amp; Bath Design. This degree requires a total of 53-57 units in the major in addition to other graduation requirements.</p> <p><b>Interior Design Associate in Science Degree</b></p> <p>Required Courses (48-50 units) Units</p> <p>ARCH124 F Architectural CAD I 3</p> <p>ARCH924 F Architectural CAD II Beginning Revit 3</p> <p>IDES100 F Fundamentals of Interior Design 3</p> <p>IDES105 F Interior Design Studio I</p>	2022 Fall	Course Title Revision FROM "ARCH 924 F Architectural CAD II" TO "ARCH 924 F Architectural CAD II Beginning Revit."



**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		2 IDES110 F Drafting for Interior Design		
		3 IDES130 F Applied Color and Design Theory		
		4 IDES150 F Interior Materials and Products		
		4 IDES170 F Space Planning I		
		3 IDES175 F Space Planning II		
		3 IDES180 F History of Architecture and Furnishings I		
		3 IDES190 F History of Architecture and Furnishings II		
		3 IDES200 F Interior Illustration I		
		2 IDES210 F Fundamentals of Lighting		
		3 IDES215 F Interior Design Studio II		
		2 IDES225 F Interior Illustration II		
		2 IDES230 F Business and Professional Practice		
		3 IDES240 F Interior Design Internship		
		2 - 4  Restricted Electives (5-7 units) Units		
		CSTR030 F Construction Plans Reading		
		3 IDES220 F Interior Design Building Codes		
		3		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>IDES260 F Interior Illustration III 2</p> <p>IDES265 F Interior Design Studio III 2</p> <p>IDES275 F Interior Design Studio IV 2</p> <p>MKT208 F Principles of Selling 3</p> <p>Total Units 53 – 57</p>		
Interior Design	<ul style="list-style-type: none"> <li>Course Title Revision</li> </ul>	<p><b>Residential Interior Design Certificate</b></p> <p>The Residential Interior Design Certificate is designed to prepare the student for an entry level position within a residential interior design establishment. In addition, the student will qualify to take the IDEX (Interior Design Examination) administered by the California Council for Interior Design Certification (CCIDC) leading to the professional designation of Certified Interior Designer in the State of California. This certificate option requires the completion of the Interior Design Assistant Certificate and additionally provides advanced courses in interior design. This certificate requires a total of 50-54 units. A minimum grade of C is required for all courses.</p> <p><b>Residential Interior Design Certificate</b></p> <p>Required Core Courses (28 units) from the Interior Design Assistant Certificate</p> <p>Units ARCH124 F Architectural CAD I 3</p>	2022 Fall	Course Title Revision FROM “ARCH 924 F Architectural CAD II” TO “ARCH 924 F Architectural CAD II Beginning Revit.”

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		ARCH924 F Architectural CAD II Beginning Revit 3		
		IDES100 F Fundamentals of Interior Design 3		
		IDES105 F Interior Design Studio I 2		
		IDES110 F Drafting for Interior Design 3		
		IDES130 F Applied Color and Design Theory 4		
		IDES150 F Interior Materials and Products 4		
		IDES180 F History of Architecture and Furnishings I 3		
		IDES190 F History of Architecture and Furnishings II 3		
		Required Courses for Residential Interior Design Certificate (17-19 units) Units		
		IDES170 F Space Planning I 3		
		IDES200 F Interior Illustration I 2		
		IDES210 F Fundamentals of Lighting 3		
		IDES215 F Interior Design Studio II 2		
		IDES225 F Interior Illustration II 2		
		IDES230 F Business and Professional Practice 3		
		IDES240 F Interior Design Internship		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p style="text-align: center;">2 - 4</p> <p style="text-align: center;">Restricted Electives (5-7 units) Units</p> <p>CSTR030 F Construction Plans Reading 3</p> <p>IDES220 F Interior Design Building Codes 3</p> <p>IDES260 F Interior Illustration III 2</p> <p>IDES275 F Interior Design Studio IV 2</p> <p>MKT208 F Principles of Selling 3</p> <p>Total Units 50 - 54</p>		
Physical Education	<ul style="list-style-type: none"> <li>• Six-Year Review</li> <li>• CIP Code Revision</li> <li>• Removing Courses from "Required"</li> <li>• Adding Courses to "Required"</li> </ul>	<p><b>Pilates Certificate</b></p> <p>The Pilates Certificate is designed to educate and prepare students to become Certificated Pilates Instructors in the health and wellness industry. Upon successful completion, students will earn a certificate and be qualified to teach matwork and exercises utilizing Pilates equipment, including Reformer, Cadillac, Spine Corrector and Chair at facilities which offer Pilates. Students must present current CPR and First Aid cards to receive certificate. This certificate requires a total of 18 units.</p> <p><b>Pilates Certificate</b></p> <p>Required Courses (18 units) Units</p> <p>PE223 F Pilates Mat I 1</p> <p>PE224 F Pilates Mat II</p>	2021 Fall	<p>Program revision in order to serve students, which include the deletion of PE 271 F, PE 272 F, PE 273 F and PE 274 F, and the reactivation of PE 225 F and PE 226 F.</p> <p>NOTE: Advisory Meeting Minutes (from 2016, 2017 and 2020) are in Attach Files.</p>

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p align="center">1 PE225 F Pilates Reformer</p> <p align="center">2 PE226 F Pilates Apparatus</p> <p align="center">2 PE227 F Effective Teaching Methods for Pilates</p> <p align="center">2 PE228 F Pilates Observation and Evaluation</p> <p align="center">2 PE229 F Pilates Clinic</p> <p align="center">2 PE236 F Prevention and Care of Athletic Injuries</p> <p align="center">3 WELL265 F Movement Anatomy</p> <p align="center">3 *Students must present current CPR and First Aid cards to receive certificate.</p> <p align="center">Total Units 18</p>		
Paralegal Studies	<ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Removing Courses from "Restricted Electives"</li> </ul>	<p><b>Paralegal Studies Associate in Science Degree (R 2022)</b></p> <p>The Paralegal Studies Associate in Science Degree is designed to prepare students for employment in a paraprofessional capacity as an assistant to an attorney in private practice, in a governmental agency, or in private industry. Paralegals may perform many tasks under the supervision of a licensed attorney including preparation of forms and pleadings, interviewing of clients, researching and writing legal documents, managing a law office, and preparing word processing forms and documents. This program is not intended to prepare</p>	2022 Fall	Removing PLEG 090 and deleting the course. No change in units.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>students for the practice of law. The Paralegal studies program is approved by the American Bar Association (ABA). A minimum grade of C is required in each course taken. This program requires completion of its own unique General Education pattern that is ABA approved. Students must take at least nine semester credits, or the equivalent, of legal specialty courses through synchronous instruction. This degree requires a total of 27 units in the major in addition to other graduation requirements.</p> <p><b>Paralegal Studies Associate in Science Degree (R 2022)</b></p> <p>Required Courses: (21 units)</p> <p style="padding-left: 40px;">Units</p> <p>PLEG101 F Introduction to Paralegal Studies 3</p> <p>PLEG104 F Introduction to Legal Research and Terminology 3</p> <p>PLEG105 F Introduction to Legal Writing 3</p> <p>PLEG116 F Computers in the Law Office 3</p> <p>PLEG201 F Civil Litigation I 3</p> <p>PLEG202 F Civil Litigation II 3</p> <p>PLEG207 F Computer Assisted Legal Research 3</p> <p>Restricted Electives: (6 units)</p> <p style="padding-left: 40px;">Units</p> <p>PLEG203 F Tort Law</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3 PLEG204 F Family Law		
		3 PLEG205 F Probate, Wills and Trusts		
		3 PLEG206 F Bankruptcy Law and Procedure		
		3 PLEG208 F Workers' Compensation Law		
		3 PLEG209 F Criminal Law and Procedures		
		3 PLEG210 F Paralegal Internship		
		2 - 4 PLEG211 F Real Property Law and Procedures		
		3 PLEG213 F Employment and Labor Law		
		3 PLEG214 F Contract Law and Procedure		
		3 PLEG215 F Discovery in Electronic Age		
		3 PLEG216 F Computers in the Law Office II		
		3 PLEG217 F Immigration Law		
		3 PLEG218 F Entertainment and Sports Law		
		3 PLEG219 F Intellectual Property		
		3 PLEG220 F Elder Law		
		3 PLEG221 F Ethics for Paralegals		
		2 PLEG225 F Law Office Management		

**MODIFY DEGREES/CERTIFICATES**

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3 PLEG223 F Advanced Legal Research and Writing 3 PLEG226 F Constitutional Law 3 PLEG227 F International Law 3  Total Units 27		
Paralegal Studies	<ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Removing Courses from "Restricted Electives"</li> </ul>	<p><b>Paralegal Studies Certificate (R 2022)</b></p> <p>The Paralegal Studies Certificate may be awarded to those students completing the required coursework, and that have an Associate in Science Degree, an Associate of Arts Degree, a Bachelor’s or higher degree from a regionally-accredited college or university. All students with an associate degree must have their transcripts evaluated for General Education requirements as listed in the General Education requirements for the Associate in Science degree in Paralegal Studies. The Paralegal Studies Program is approved by the American Bar Association (ABA). An additional 6 units must be chosen from the restricted electives listed below. A minimum grade of C is required in each course taken. At least one-half of the units toward the certificate must be completed at Fullerton College. This certificate requires a total of 27 units. Students must take at least nine semester credits, or the equivalent, of legal specialty courses through synchronous</p>	2022 Fall	Removing PLEG 090 F from electives. No change to units.







MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Adding Courses to "Restricted Electives"</li> <li>• Removing Courses from "Restricted Electives"</li> </ul>	<p>The Real Estate Brokers Certificate is designed to prepare students for a career as a real estate broker.</p> <p>The program will provide the details and classroom experience for the student seeking the real estate brokers designation. Upon program completion, students will have completed the courses required to sit for the California Real Estate Brokers license. A minimum grade of C is required in each course taken. This certificate requires 24-24.5 units.</p> <p><b>Real Estate Brokers Certificate (F2022)</b></p> <p>Required Courses: (6 units) Units</p> <p>RE101 F Principles of Real Estate 3</p> <p>RE201 F Real Estate Practice 3</p> <p>Restricted Electives: (18-18.5 units) Units</p> <p>RE102 F Legal Aspects of Real Estate 3</p> <p>RE103 F Escrow 3</p> <p>RE202 F Real Estate Finance 3</p> <p>RE205 F Property Management 3</p> <p>RE206 F Real Estate Economics 3</p> <p>RE207 F Mortgage Loan Brokering in California 3</p> <p>RE208 F Basic Appraisal Principles and Procedures 3.5</p>		Revision FROM "Real Estate Sales Certificate" TO "Real Estate Brokers Certificate." Unit Revision FROM 18-20 TO 24-24.5 in order to improve student preparation for employment.



MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>the major, in addition to other graduation requirements.</p> <p><b>Real Estate Management Associate in Science Degree (FY 2022)</b></p> <p>Complete 15-15.5 units from the following:</p> <p style="padding-left: 40px;">Units</p> <p>RE101 F Principles of Real Estate 3</p> <p>RE102 F Legal Aspects of Real Estate 3</p> <p>RE103 F Escrow 3</p> <p>RE201 F Real Estate Practice 3</p> <p>RE202 F Real Estate Finance 3</p> <p>RE205 F Property Management 3</p> <p>RE206 F Real Estate Economics 3</p> <p>RE208 F Basic Appraisal Principles and Procedures 3.5</p> <p>RE252 F Advanced Real Estate Finance 3</p> <p>One course from the following for a total of 3-4 units:</p> <p style="padding-left: 40px;">Units</p> <p>BUS112 F Public Speaking for Business 4</p> <p>CIS100 F Introduction to Personal Computers 4</p> <p>CIS111 F Introduction to Information Systems</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p style="text-align: center;">4</p> <p>CIS150 F Introduction to the Internet</p> <p style="text-align: center;">3</p> <p>MKT103 F Principles of Advertising</p> <p style="text-align: center;">3</p> <p>MKT151 F Digital Marketing</p> <p style="text-align: center;">3</p> <p>MKT208 F Principles of Selling</p> <p style="text-align: center;">3</p> <p>BUS295 F Business Internship</p> <p style="text-align: center;">2 - 4</p> <p>Total Units</p> <p style="text-align: center;">18 - 19.5</p>		
Real Estate	<ul style="list-style-type: none"> <li>• Program Unit Revision</li> <li>• Program SLOA Revision</li> <li>• Removing Courses from "Required"</li> <li>• Adding Courses to "Required"</li> <li>• Adding Courses to "Restricted Electives"</li> <li>• Removing Courses from "Restricted Electives"</li> </ul>	<p><b>Real Estate Management Certificate (FY 2022)</b></p> <p>By completing the Real Estate Management Certificate, the student will meet the educational requirements to apply for a Real Estate Salesperson License and the Real Estate Brokers' License with the California Department of Real Estate. A minimum grade of C is required in each course taken. This certificate requires 18-19.5 units.</p> <p><b>Real Estate Management Certificate (FY 2022)</b></p> <p>Complete 15-15.5 units from the following:</p> <p style="text-align: center;">Units</p> <p>RE101 F Principles of Real Estate</p> <p style="text-align: center;">3</p> <p>RE102 F Legal Aspects of Real Estate</p> <p style="text-align: center;">3</p> <p>RE103 F Escrow</p> <p style="text-align: center;">3</p> <p>RE201 F Real Estate Practice</p> <p style="text-align: center;">3</p>	2022 Fall	Revised courses to be consistent with skills required in this industry. This is a program revision; LAOCRC and labor market data are not required. Units changed FROM 36-40 units TO 18-19.5 units to be consistent with industry standards.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		RE202 F Real Estate Finance 3		
		RE205 F Property Management 3		
		RE206 F Real Estate Economics 3		
		RE208 F Basic Appraisal Principles and Procedures 3.5		
		RE252 F Advanced Real Estate Finance 3		
		One course from the following for a total of 3-4 units: Units		
		BUS112 F Public Speaking for Business 4		
		CIS100 F Introduction to Personal Computers 4		
		CIS111 F Introduction to Information Systems 4		
		CIS150 F Introduction to the Internet 3		
		MKT151 F Digital Marketing 3		
		MKT208 F Principles of Selling 3		
		MKT103 F Principles of Advertising 3		
		BUS295 F Business Internship 2 - 4		
		Total Units 18 - 19.5		

## NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>X</u>
		Resolution	<u>          </u>
<b>DATE:</b>	April 27, 2021	Information	<u>          </u>
		Enclosure(s)	<u>X</u>
<b>SUBJECT:</b>	North Orange Continuing Education Curriculum Matters		

**BACKGROUND:** The Office of Instruction and the North Orange Continuing Education Curriculum Committee and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of North Orange Continuing Education and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; and (5) to restructure programmatic curricula.

All curriculum is submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is being submitted by Dr. Kimberley H. Stiemke, Chair of the North Orange Continuing Education Curriculum Committee and Dr. Karen Bautista, Vice President of Instruction.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

**How does this relate to Board Policy:** The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Funding for all curricula comes from the campus current year fund 11200.



**RECOMMENDATION:** It is recommended that the Board approve the attached summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2021. The curricula have been signed by the Campus Curriculum Committee Chairperson and the President and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

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Recommended by



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Approved for Submittal

5.c.2

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Item No.

**North Orange Continuing Education**  
**2020-2021**

Pending Board approval on April 27, 2021.  
 Approved by District Curriculum Coordinating Committee on April 9, 2021.  
 Approved by North Orange Continuing Education Curriculum Committee on  
 February 9, 2021, March 9, 2021, and April 8, 2021.

<b>New Courses</b>				
<b>Crs Id</b>	<b>Title</b>	<b>Hours</b>	<b>Justification</b>	<b>Effective</b>
<b>CTE / Business Accounting</b>				
BUSA 100	Accounting Fundamentals for Bookkeepers	36	Accounting Fundamentals for Bookkeepers covers the materials to prepare bookkeepers for part one of the certification exam - accounting fundamentals.	Fall 2021
BUSA 101	Accounting Principles for Bookkeepers	36	Accounting Principles for Bookkeepers covers the materials to prepare bookkeepers for part two of the certification exam – accounting principles.	Fall 2021
BUSA 102	Payroll Fundamentals for Bookkeepers	36	Payroll Fundamentals for Bookkeepers covers the materials to prepare bookkeepers for part three of the certification exam - payroll fundamentals.	Fall 2021
<b>CTE Early Childhood Development</b>				
ECED 100	Early Childhood Development	54	Designed to reflect current standards in the field of early childhood education, specifically California Community Colleges Family and Consumer Sciences, Family and Consumer Sciences Program Plan, 2009. This outlines core components and student learning outcomes for child growth and development curriculum along with other ECE courses. It is an alignment project among the colleges, which would better align noncredit with the credit program to facilitate student transition to the colleges as well.	Fall 2021

## North Orange Continuing Education

2020-2021

New Courses				
Crs Id	Title	Hours	Justification	Effective
ECED 105	Family and Community Relationships	36	Designed to reflect current standards in ECE field.	Fall 2021
ECED 110	Early Childhood Education: Principles and Practice	54	Designed to reflect current standards in the field of early childhood education. Program Principles I and II are being merged to form this single course, which will provide students with seamless instruction on ECE program principles.	Fall 2021
ECED 115	Child Health and Safety	36	Designed to reflect current standards for the early childhood education.	Fall 2021
ECED 120	Curriculum for Early Childhood Education, Introduction	54	Designed to reflect current standards in the field of early childhood education.	Fall 2021
ECED 200	Early Childhood Education: Science and Math	36	Designed to reflect current standards in the field of early childhood education.	Fall 2021
ECED 205	Children with Special Needs	36	Provide short-term vocational training in early childhood education, a high demand occupation, that addresses special needs children.	Fall 2021
ECED 210	Infant-Toddler Care and Education	54	This course will replace the ECE 124 Infant Care I and ECE 126 Infant Care II courses.	Fall 2021
ECED 215	Language Arts and Literacy in Early Childhood	36	Designed to reflect current standard for early childhood education based on the California Community Colleges Family and Consumer Sciences Plan.	Fall 2021

## North Orange Continuing Education

2020-2021

<b>New Courses</b>				
Crs Id	Title	Hours	Justification	Effective
ECED 220	Early Childhood Education: Creative Experiences	36	Designed to reflect current standards in the field of early childhood education.	Fall 2021
ECED 225	Early Childhood Education: Music and Movement	36	Designed to reflect current standards in the field of early childhood education.	Fall 2021
ECED 400	Child Care Supervision and Administration	54	Designed to meet the needs of local businesses, community members, and partners by preparing a competent, skilled workforce as administrators in licensed private preschool or childcare center.	Fall 2021
<b>Emeritus/ Older Adults</b>				
EMER 404	Growing and Maintaining a Home-based Business	36	Many students have successfully started their own home-based businesses but are in need of additional education, training and support to maintain and grow their established home-based businesses.	Fall 2021
<b>ESL / English as a Second Language</b>				
ESLA 182	ESL Speaking Skills- Beginning	36- 72	The ESL program is reviewing specialty courses in order to meet students' learning needs based on their levels of proficiency. This new course also consolidates the Pronunciation-Conversation Skills course content into one more integrated communication skills course.	Fall 2021
ESLA 183	ESL Speaking Skills, Intermediate to Advanced	36- 72	The ESL program has been modifying old specialty ESL course offerings to better target students' language learning needs and levels. This course replaces an outdated ESL Pronunciation/ Conversation Skills class in an effort to provide more robust speaking curriculum that better prepares students for many different types of speaking situations that they will	Fall 2021

**North Orange Continuing Education**  
**2020-2021**

<b>New Courses</b>				
Crs Id	Title	Hours	Justification	Effective
			encounter in everyday life, in the workplace, and in higher education.	
ESLA 229	ESL Integrated Skills, Beginning Literacy	216-252	The ESL program is combining two core ESL courses (fundamentals and civics preparation) into one 18 week long course in order to simplify access to English language learning for the student population, adult immigrants to the United States. The courses are also being revised to better fit within a semester-based calendar. 21st century digital skills are being added to all ESL courses along with attention to cross cultural awareness and sensitivity.	Fall 2021
ESLA 230	ESL Integrated Skills-Beginning Low	216-252	The ESL program is reviewing the content of ESL core classes to reflect the 2020-2021 new academic year calendar, which will change from a 12-week to an 18-week semester. Digital literacy skills will also be added to the content of the new course.	Fall 2021
ESLA 231	ESL Integrated Skills-Beginning High	216-252	The ESL program is reviewing the content of ESL core classes to reflect the 2020-2021 new academic year calendar, which will change from a 12-week to an 18-week semester. Digital literacy skills will also be added to the content of the new course.	Fall 2021
ESLA 232	ESL Integrated Skills-Intermediate Low	216-252	The ESL program is reviewing the content of ESL core classes to reflect the 2020-2021 new academic year calendar, which will change from a 12-week to an 18-week semester. Digital literacy skills will also be added to the content of the new course.	Fall 2021
ESLA 233	ESL Integrated Skills, Intermediate High	216-252	The ESL program is combining two core ESL courses (fundamentals and civics preparation) into one 18 week long course in order to simplify access to English language learning for the student population, adult immigrants to the United States. The courses are also being revised	Fall 2021

**North Orange Continuing Education**  
**2020-2021**

<b>New Courses</b>				
Crs Id	Title	Hours	Justification	Effective
			to better fit within a semester-based calendar. 21st century digital skills are being added to all ESL courses along with attention to cross cultural awareness and sensitivity.	
ESLA 234	ESL Integrated Skills, Advanced	216-252	The ESL program is combining two core ESL courses (fundamentals and civics preparation) into one 18 week long course in order to simplify access to English language learning for the student population, adult immigrants to the United States. The courses are also being revised to better fit within a semester-based calendar. 21st century digital skills are being added to all ESL courses along with attention to cross cultural awareness and sensitivity.	Fall 2021
<b>Basic Skills / High School Diploma</b>				
IHSD 100	High School English A	72	To provide the opportunity to develop basic English skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021
IHSD 101	High School English B	72	To provide the opportunity to develop basic English skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021
IHSD 116	High School Math A	36	To provide the opportunity to develop basic math skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021
IHSD 117	High School Math B	36	To provide the opportunity to develop basic math skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021

**North Orange Continuing Education**  
**2020-2021**

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<b>New Courses</b>				
<b>Crs Id</b>	<b>Title</b>	<b>Hours</b>	<b>Justification</b>	<b>Effective</b>
IHSD 118	High School Math C	36	To provide the opportunity to develop basic math skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021
IHSD 119	High School Math D	36	To provide the opportunity to develop basic math skills and earn High School Diploma residency credits in a fully online modality.	Fall 2021

<b>LEAP / Parenting</b>				
PARN 102	Connected Parenting	18	Designed to teach parents effective responses to caregiving.	Fall 2021

# North Orange Continuing Education

2020-2021

Revised Courses				
Crs Id	Title	Hours	Justification	Effective
<b>Basic Skills / High School Diploma</b>				
ABED 105	NOCE Learning Center	36- 150	Update distance education addendum.	Fall 2021
ABED 106	Literacy & Basic Skills Beginning	72	Update course hours. Addition of distance education addendum.	Fall 2021
<b>Emeritus / Older Adults</b>				
EMER 104	Needlecrafts, Knitting, Crochet for Older Adults	36	Make adjustments in the hours from 24 to 36 to reflect the new academic calendar; changing from 12 week trimesters to 18 week semesters. Subject code change from CRAE 104.	Fall 2021
EMER 155	Writing Your Life Story for Older Adults	36	Make adjustments in the hours from 24 to 36 to reflect the new academic calendar; changing from 12-week trimesters to 18 week semesters. Subject code change from ABE 440.	Fall 2021
EMER 200	Ceramics for Older Adults	36	Make adjustments in the hours from 24 to 36 to reflect the new academic calendar; changing from 12-week trimesters to 18 week semesters. Subject code change from CRAE 101.	Fall 2021
EMER 210	China Painting for Older Adults	36	Make adjustments in the hours from 24 to 36 to reflect the new academic calendar; changing from 12-week trimesters to 18 week semesters. Subject code change from CRAE 103.	Fall 2021



# North Orange Continuing Education

2020-2021

Revised Courses				
Crs Id	Title	Hours	Justification	Effective
<b>CTE/ Early Childhood Development</b>				
MEDO 118	Pediatric First Aid & CPR	8	Class offered as a service to our Early Childcare Education program students. Update to reflect updates to course curriculum.	Fall 2021
<b>CTE / Pharmacy Technician</b>				
PTEC 100	Pharmacy Technician, Introduction	60	Update distance education addendum.	Fall 2021
PTEC 105	Pharmacy Operations Lab	36	Update distance education addendum.	Fall 2021
PTEC 110	Pharmaceutical Mathematics	36	Update distance education addendum.	Fall 2021
PTEC 115	Pharmacology I	36	Update distance education addendum.	Fall 2021
PTEC 120	Pharmacology II	36	Update distance education addendum.	Fall 2021
PTEC 125	Human Relations for Healthcare Workers	36	Update distance education addendum.	Fall 2021
PTEC 200	Pharmacy Technician, Lab for the In-Patient	48	Update distance education addendum.	Fall 2021

# North Orange Continuing Education

2020-2021

<b>Revised Courses</b>				
Crs Id	Title	Hours	Justification	Effective
PTEC 205	Pharmacy Technician, Lab for the Out-Patient	48	Update distance education addendum.	Fall 2021
PTEC 300	Pharmacy Technician Practical Career Training - Entry	18	Update distance education addendum.	Fall 2021
PTEC 301	Pharmacy Technician Advanced Level Lecture	48	Update distance education addendum.	Fall 2021
PTEC 302	Pharmacy Technician Advanced Level Lab	60	Update distance education addendum.	Fall 2021
PTEC 305	Pharmacy Technician Practical Career Training - Advanced	18	Update distance education addendum.	Fall 2021
PTEC 310	Pharmacy Technician Certification Exam Review	20	Update distance education addendum.	Fall 2021
<b>CTE / Medical Device</b>				
QAMD 400	Medical Device Quality Assurance Specialist, Introduction	36	Quality assurance is a vital area of importance for the medical device industry because it focuses on remaining compliant with the various regulations and requirements of the industry. Between 1998 and 2005 the medical device industry experienced over a 4% employment growth in the U.S. Additionally, Orange County holds one of the largest clusters of medical device companies nationally. Subject code change from BMGR 645.	Fall 2021
QAMD 405	Regulatory Affairs for Medical Devices	36	Medical device regulatory compliance is essential to a medical device company's survival. Between 1998 and 2005 the medical device industry experienced over a 4% employment growth in the U.S. Additionally, Orange County holds one of the largest clusters of medical device companies nationally. Subject code change from BMGR 648.	Fall 2021

# North Orange Continuing Education

2020-2021

Revised Courses				
Crs Id	Title	Hours	Justification	Effective
QAMD 410	Document and Database Management for Medical Devices	36	Good document management systems reduce costs for information handling and storage. It also both improves and protects access to information, provides for regulatory compliance and improves operating efficiencies within medical device companies. Subject code change from BMGR 651.	Fall 2021
QAMD 415	Quality Assurance for Medical Devices	36	The FDA regulates various aspects of the medical device industry through audits and other regulatory measures. Therefore, employers are interested in attracting employees who have the knowledge and skills to ensure the company is prepared for FDA audits and other FDA oversight activities. Subject code change from BMGR 654.	Fall 2021
QAMD 420	Technical Writing for Bio-Medical Industries	36	Medical device manufacturing is a complex work environment and it is a document intensive work environment. Written documentation is the narrative describing the lifecycle of any medical device - it is an archive of design controls and changes. Technical writing is needed in both small and large medical device companies. Subject code change from BMGR 657.	Fall 2021
QAMD 425	Quality Auditing for Medical Devices	36	Quality auditing is a vital area of importance for the medical device industry because it focuses on remaining compliant with the various regulations and requirements of the industry. Learning how to develop, deploy and maintain systems of business practices that assure marketplace superiority of the products and services to support companies is a skill that companies are searching for in new employees. Subject code change from BMGR 660.	Fall 2021

# North Orange Continuing Education

2020-2021

## New Programs

### CTE – Bookkeeper Certificate

Program and Program Description		Effective Term	Justification
<p><b>Bookkeeping Certificate</b></p> <p>The Bookkeeper certificate is designed to prepare students for a career as an entry-level bookkeeper or to provide the necessary knowledge of basic bookkeeping functions for business owners or entrepreneurs. Bookkeepers maintain their employers' financial records by using accounting software and other tools. As they play such a significant role in determining their companies' success, employers want only the most highly trained and ethical bookkeepers. As a result, employers prefer bookkeepers with industry knowledge. Students can be expected to learn the following: accounting fundamentals, accounting principles, payroll functions and QuickBooks. Students may work as a bookkeeper, then may take the national certification exam after working full-time for a total for in a least two years or for a comparable number of part-time hours</p>		<p>Fall 2021</p>	<p>The bookkeeper certificate is designed to prepare students for a career as an entry-level bookkeeper or to provide the necessary knowledge of basic bookkeeping functions for business owners or entrepreneurs. Bookkeepers maintain their employers' financial records by using accounting software and other tools. As they play such a significant role in determining their companies' success, employers want only the most highly trained and ethical bookkeepers. As a result, employers prefer bookkeepers with industry knowledge. Students can be expected to learn the following: accounting fundamentals, accounting principles, payroll functions and QuickBooks. Students may work as a bookkeeper, then may take the national certification exam after working full-time for a total for a least two years or for a comparable number of part-time hours.</p>
<b>Core Courses</b>		<b>Hours</b>	
BUSA100	Accounting Fundamentals for Bookkeepers	36	
BUSA101	Accounting Principles for Bookkeepers	36	
BUSA102	Payroll Fundamentals for Bookkeepers	36	
COMP650	QuickBooks Fundamentals for Financial Office Applications	36	
<b>Total Core Hours:</b>		<b>144</b>	
<b>Total Program Hours:</b>		<b>144</b>	

# North Orange Continuing Education

2020-2021

## New Programs

### CTE – Early Childhood Education

Program and Program Description	Effect Term	Justification																
<p><b>ECE Preschool Teacher Assistant</b></p> <p>The ECE Preschool Teacher Assistant certificate is designed, as the first level in a series of certificate options, to prepare students for entry-level childcare and educational support in a variety of state licensed facilities including preschool and childcare centers. Students can be expected to learn the following: developmental stages of children from prenatal to middle childhood, theories in early childhood education, developmentally appropriate curriculum and practice, examination of the history, basic principles, and philosophies of various types of early childhood programs. With a solid foundation in the core areas of early childhood education, students will be better prepared to meet the demands in assisting classroom teachers in caring for young children. Students completing these courses will open his meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified preschool assistant teacher.</p>	<p>Fall 2021</p>	<p>The ECE Preschool Teacher Assistant certificate is designed, as the first level in a series of certificate options, to prepare students for entry-level childcare and educational support in a variety of state licensed facilities including preschool and childcare centers. Students can be expected to learn the following: developmental stages of children from prenatal to middle childhood, theories in early childhood education, developmentally appropriate curriculum and practice, examination of the history, basic principles, and philosophies of various types of early childhood programs. With a solid foundation in the core areas of early childhood education, students will be better prepared to meet the demands in assisting classroom teachers in caring for young children. Students completing these courses will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified preschool assistant teacher.</p>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Core Courses</th> <th style="width: 20%;">Hours</th> </tr> </thead> <tbody> <tr> <td>ECED 100    Early Childhood Development</td> <td style="text-align: center;">54</td> </tr> <tr> <td>ECED 105    Family Community Relationships</td> <td style="text-align: center;">36</td> </tr> <tr> <td>ECED 110    Early Childhood Education: Principles and Practice</td> <td style="text-align: center;">54</td> </tr> <tr> <td>MEDO 118    Pediatric CPR &amp; First Aid</td> <td style="text-align: center;">8</td> </tr> <tr> <td>or</td> <td>Any Title 22 Recognized Pediatric CPR/First Aid Training</td> </tr> <tr> <td style="text-align: right;"><b>Total Core Hours:</b></td> <td style="text-align: center;"><b>152</b></td> </tr> <tr> <td colspan="2" style="background-color: #003366; color: white; text-align: center;"><b>Total Program Hours: 152</b></td> </tr> </tbody> </table>	Core Courses	Hours	ECED 100    Early Childhood Development	54	ECED 105    Family Community Relationships	36	ECED 110    Early Childhood Education: Principles and Practice	54	MEDO 118    Pediatric CPR & First Aid	8	or	Any Title 22 Recognized Pediatric CPR/First Aid Training	<b>Total Core Hours:</b>	<b>152</b>	<b>Total Program Hours: 152</b>			
Core Courses	Hours																	
ECED 100    Early Childhood Development	54																	
ECED 105    Family Community Relationships	36																	
ECED 110    Early Childhood Education: Principles and Practice	54																	
MEDO 118    Pediatric CPR & First Aid	8																	
or	Any Title 22 Recognized Pediatric CPR/First Aid Training																	
<b>Total Core Hours:</b>	<b>152</b>																	
<b>Total Program Hours: 152</b>																		

# North Orange Continuing Education

2020-2021

## New Programs

### CTE – Early Childhood Education

Program and Program Description	Effect Term	Justification
<p><b>ECE Preschool Teacher</b></p> <p>The ECE Preschool Teacher certificate is designed, as the second level in a series of certificate options, to prepare students for entry into childcare and educational support in a variety of state licensed facilities including preschool and child care centers. Students can be expected to learn the following: developmental stages of children from prenatal to middle childhood, sociological relationships between family and society, health and safe practices in a child care setting, skills and knowledge needed for developing emergency plans and responding to health, an examination of the history, basic principles, philosophies of various types of early childhood programs and an overview of knowledge and skills related to developing and providing appropriate curriculum and environments for young children. With a solid foundation in the core areas of early childhood education, students will be well prepared to meet the demands in caring for young children. Students completing these courses will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified preschool teacher</p>	<p>Fall 2021</p>	<p>The ECE Preschool Teacher certificate is designed, as the second level in a series of certificate options, to prepare students for entry into childcare and educational support in a variety of state licensed facilities including preschool and child care centers.</p> <p>Students can be expected to learn the following: developmental stages of children from prenatal to middle childhood, sociological relationships between family and society, health and safe practices in a child care setting, skills and knowledge needed for developing emergency plans and responding to health, an examination of the history, basic principles, philosophies of various types of early childhood programs and an overview of knowledge and skills related to developing and providing appropriate curriculum and environments for young children. With a solid foundation in the core areas of early childhood education, students will be well prepared to meet the demands in caring for young children. Students completing these courses will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified preschool teacher.</p>
<b>Core Courses</b>	<b>Hours</b>	
ECED 100	Early Childhood Development	54
ECED 105	Family Community Relationships	36
ECED 120	Curriculum for Early Childhood Education, Introduction	54
ECED 115	Child Health and Safety	36
ECED 110	Early Childhood Education: Principles and Practice	54
ECED 205	Children with Special Needs	36
MEDO 118	Pediatric CPR & First Aid	8
or	Any Title 22 Recognized Pediatric CPR/First Aid Training	
<b>Total Core Hours:</b>		<b>278</b>
<b>Elective Courses</b>		
ECED 215	Language Arts and Literacy	36
ECED 225	Early Childhood Education: Music and Movement	36
ECED 200	Early Childhood Education: Science and Math	36
ECED 220	Early Childhood Education: Creative Experiences	36
<b>Total Elective Hours:</b>		<b>36</b>
<b>Total Program Hours:</b>		<b>314</b>

# North Orange Continuing Education

2020-2021

## New Programs

### CTE – Early Childhood Education

Program and Program Description	Effect Term	Justification																																				
<p><b>ECE Infant Care Teacher</b></p> <p>The ECE Infant Care Teacher certificate is designed, as an optional level in a series of certificate options, to prepare students for entry into childcare and education support in a variety of state licensed facilities including preschool and childcare center. In addition to the requirements of completing five core courses, students can be expected to learn the following: theories, principles, and practices of an infant/toddler program. Content includes respectful and responsive caregiving, licensing and regulation issues, philosophy, infant and family needs, activities and routines, enriching safe and healthy environments with an emphasis on developmentally appropriate and culturally sensitive care in group settings. Students completing these courses will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified infant care teacher.</p>	<p>Fall 2021</p>	<p>The ECE Infant Care Teacher certificate is designed, as an optional level in a series of certificate options, to prepare students for entry into childcare and education support in a variety of state licensed facilities including preschool and childcare center. In addition to the requirements of completing eight core courses, students can be expected to learn the following: theories, principles, and practices of an infant/toddler program. Content includes respectful and responsive caregiving, licensing and regulation issues, philosophy, infant and family needs, activities and routines, enriching safe and healthy environments with an emphasis on developmentally appropriate and culturally sensitive care in group settings. Students completing these courses will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a fully qualified infant care teacher.</p>																																				
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# North Orange Continuing Education

2020-2021

## New Programs

### CTE – Early Childhood Education

Program and Program Description	Effect Term	Justification	
<p><b>ECE Preschool Director</b>                      The ECE Preschool Director certificate is designed, as the fourth level in a series of certificate options, to prepare students with the academic tools to plan and administer a childcare program in a variety of state licensed facilities including preschool or childcare centers. In the program, students are required to complete the nine core courses which prepare the students with a solid foundation in early care and education. In addition, students can be expected to learn and develop needed knowledge and skills to manage and supervise in an administrative position and participate in the workplace efficiently. This includes administrative tools and techniques needed to organize, open, and operate an early care education program. To be eligible for this certificate, two enriched elective courses are required as well. Students completing this program will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a Center Director.</p>	Fall 2021	The ECE Preschool Director certificate is designed, as the fourth level in a series of certificate options, to prepare students with the academic tools to plan and administer a childcare program in a variety of state licensed facilities including preschool or childcare centers. In the program, students are required to complete the nine core courses which prepare the students with a solid foundation in early care and education. In addition, students can be expected to learn and develop needed knowledge and skills to manage and supervise in an administrative position and participate in the workplace efficiently. This includes administrative tools and techniques needed to organize, open, and operate an early care education program. To be eligible for this certificate, two enriched elective courses are required as well. Students completing this program will meet the requirements of the Department of Social Services to work in a licensed private preschool or childcare center as a Center Director.	
<b>Core Courses</b>	<b>Hours</b>		
ECED 100	Early Childhood Development		54
ECED 105	Family Community Relationships		36
ECED 120	Curriculum for Early Childhood Education, Introduction		54
ECED 115	Child Health and Safety		36
ECED 110	Early Childhood Education: Principles and Practice		54
ECED 205	Children with Special Needs		36
ECED 210	Infant Toddler Care and Education		54
ECED 400	Child Care Supervision and Administration		54
MEDO 118	Pediatric CPR & First Aid		8
Or	Any Title 22 Recognized Pediatric CPR/First Aid Training		
<b>Total Core Hours:</b>			<b>386</b>
<b>Elective Courses</b>			
ECED 215	Language Arts and Literacy		36
ECED 225	Early Childhood Education: Music and Movement		36
ECED 200	Early Childhood Education: Science and Math	36	
ECED 220	Early Childhood Education: Creative Experiences	36	
<b>Total Elective Hours:</b>		<b>72</b>	
<b>Total Program Hours:</b>		<b>458</b>	



**New Programs**

**English as a Second Language (ESL)**

Program and Program Description		Effect Term	Justification									
<p><b>ESL Speaking Skills-Beginning</b>                      This is a focused language program. The program has one required course: ESL Speaking Skills, Beginning and at least one elective course: ESL Grammar Review, Beginning or ESL Vocabulary Review, Beginning. Students can choose the elective course based on their personal goals and needs.</p>		Fall 2021	The main goal of the ESL Speaking Skills, Beginning certificate program is to assist ESL students at the beginning level of ESL in developing English listening and speaking skills, specifically improving and building accuracy and fluency. The program will provide an opportunity to develop spoken language used to express students' basic needs in a variety of settings. The specialty classes aim at building specific skills to support the more integrated core ESL courses. The topics are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL Speaking program is designed to help students begin to bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to improve their skills through a variety of skill building activities.									
<table border="1"> <thead> <tr> <th align="left" colspan="2">Core Courses</th> <th align="center">Hours</th> </tr> </thead> <tbody> <tr> <td>ESLA 182</td> <td>ESL Speaking Skills, Beginning</td> <td align="center">36</td> </tr> <tr> <td align="right" colspan="2"><b>Total Core Hours:</b></td> <td align="center"><b>36</b></td> </tr> </tbody> </table>				Core Courses		Hours	ESLA 182	ESL Speaking Skills, Beginning	36	<b>Total Core Hours:</b>		<b>36</b>
Core Courses				Hours								
ESLA 182	ESL Speaking Skills, Beginning			36								
<b>Total Core Hours:</b>				<b>36</b>								
<p><b>Elective Courses-Students must complete one of the following courses:</b></p> <table border="1"> <tbody> <tr> <td>ESLA 222</td> <td>ESL Grammar Review, Beginning</td> <td align="center">36</td> </tr> <tr> <td>ESLA 225</td> <td>ESL Vocabulary Review, Beginning</td> <td align="center">36</td> </tr> <tr> <td align="right" colspan="2"><b>Total Elective Hours:</b></td> <td align="center"><b>36</b></td> </tr> </tbody> </table>				ESLA 222	ESL Grammar Review, Beginning	36	ESLA 225	ESL Vocabulary Review, Beginning	36	<b>Total Elective Hours:</b>		<b>36</b>
ESLA 222	ESL Grammar Review, Beginning			36								
ESLA 225	ESL Vocabulary Review, Beginning			36								
<b>Total Elective Hours:</b>		<b>36</b>										
<b>Total Program Hours:</b>		<b>72</b>										

**New Programs**

**English as a Second Language (ESL)**

Program and Program Description		Effect Term	Justification	
<p><b>ESL Speaking Skills-Intermediate to Advanced</b>                      This is a focused language program. The program has one required course: ESL Speaking Skills, Intermediate to Advanced and at least one elective course: Intermediate Grammar Review or Intermediate Vocabulary Review. Students can choose the elective course based on their personal goals and needs.</p>		Fall 2021	The main goal of the ESL Speaking Skills, Intermediate to Advanced certificate program is to provide ESL Intermediate to Advanced level students with targeted speaking skill building opportunities. Learning a language involves many hours of intentional practice, and as individuals with different learning styles and strengths, our students need opportunities to sharpen the skills that need attention. This program aims to give students opportunities to hone in on and get focused practice in speaking, including developing effective conversation strategies, improving pronunciation, and practicing speaking in a variety of contexts.	
<b>Core Courses</b>				<b>Hours</b>
ESLA 183	ESL Speaking Skills, Intermediate to Advanced			36
<b>Total Core Hours:</b>				<b>36</b>
<b>Elective Courses</b>				
ESLA 813	Intermediate Grammar Review			36
ESLA 814	Intermediate Vocabulary Review			36
<b>Total Elective Hours:</b>		<b>36</b>		
<b>Total Program Hours:</b>		<b>72</b>		

# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification																
<p><b>ESL Integrated Skills-Beginning Literacy</b>                      This is an integrated language program. The program has two required courses: ESL Integrated Skills, Beginning Literacy and ESL Learning Center. The Integrated Skills course is designed to give students the practice to develop skills in speaking, listening, reading and writing based on topics relevant to their lives, experiences and goals. It also applies language skills within the context of everyday real life topics along with civics-related topics with the goals of helping students access the language needed to function in their day to day lives, learn about community resources, and identify the tools needed to become active community participants. The second course, ESL Learning Center, provides students with individualized skill building activities to reinforce the learning objectives covered in the required courses.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left;">Core Courses</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td>ESLA 229      ESL Integrated Skills, Beginning Literacy</td> <td style="text-align: right;">216</td> </tr> <tr> <td>ESLA 001      ESL Learning Center</td> <td style="text-align: right;">18</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: right;">Total Core Hours:</td> <td style="text-align: right;">234</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="2" style="text-align: center;"><b>Elective Courses</b></td> </tr> <tr> <td> </td> <td style="text-align: right;">0</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: right;">Total Elective Hours:</td> <td style="text-align: right;">0</td> </tr> <tr style="background-color: #003366; color: white;"> <td style="text-align: right;"><b>Total Program Hours:</b></td> <td style="text-align: right;"><b>234</b></td> </tr> </tbody> </table>	Core Courses	Hours	ESLA 229      ESL Integrated Skills, Beginning Literacy	216	ESLA 001      ESL Learning Center	18	Total Core Hours:	234	<b>Elective Courses</b>			0	Total Elective Hours:	0	<b>Total Program Hours:</b>	<b>234</b>	<p>Fall 2021</p>	<p>The main goal of the ESL Beginning Literacy certificate program is to assist ESL students at the Beginning Literacy level of ESL in developing basic language skills in order to communicate their immediate needs in everyday situations. The ESL courses aim at building all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' needs in navigating through a classroom setting in preparation for future success in subsequent ESL levels. Basic grammar, vocabulary, and pronunciation are covered within the context of those topics. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL Beginning Literacy courses are designed to help students begin to bridge any language and cultural gap that exist as a result of not having been educated in the U.S. system. Students will have opportunities to develop their English language ability through a variety of skill building activities.</p>
Core Courses	Hours																	
ESLA 229      ESL Integrated Skills, Beginning Literacy	216																	
ESLA 001      ESL Learning Center	18																	
Total Core Hours:	234																	
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	0																	
Total Elective Hours:	0																	
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# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification									
<p><b>ESL Integrated Skills-Beginning Low</b>                      This is a specialized language program. The program has two required courses: ESL Integrated Skills- Beginning Low and ESL Learning Center. Although both classes will teach all four language skills through oral and written communication, ESL Integrated Skills will emphasize the meanings and usage of Beginning level English forms and functions that are frequently used in everyday situations and the ESL Learning Center will support students in achieving their individual language goals.</p>	Fall 2021	The main goal of the ESL Integrated Skills certificate program is to assist ESL students at the Beginning levels of ESL in developing English language skills, specifically the understanding of the meanings and usages of English language forms and functions to assist students in expressing basic needs in many different settings. These ESL classes discuss the topics that are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. These classes are designed to help students begin to bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to improve their skills through a variety of competency-based activities.									
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ESLA 230	ESL Integrated Skills, Beginning Low		216								
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# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification					
<p><b>ESL Integrated Skills-Beginning High</b>                      This is a specialized language program. The program has two required courses: ESL Integrated Skills- Beginning Low and ESL Learning Center. Although both classes will teach all four language skills through oral and written communication, ESL Integrated Skills will emphasize the meanings and usage of Beginning level English forms and functions that are frequently used in everyday situations and the ESL Learning Center will support students in achieving their individual language goals.</p>	Fall 2021	The main goal of the ESL Integrated Skills certificate program is to assist ESL students at the Beginning levels of ESL in developing English language skills, specifically the understanding of the meanings and usages of English language forms and functions to assist students in expressing basic needs in many different settings. These ESL classes discuss the topics that are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. These classes are designed to help students begin to bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to improve their skills through a variety of competency-based activities.					
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Core Courses	Hours						
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# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification																								
<p><b>ESL Integrated Skills-Intermediate Low</b>                      This is a specialized language program. The program has two required courses: ESL Integrated Skills- Beginning Low and ESL Learning Center. Although both classes will teach all four language skills through oral and written communication, ESL Integrated Skills will emphasize the meanings and usage of Beginning level English forms and functions that are frequently used in everyday situations and the ESL Learning Center will support students in achieving their individual language goals.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d9e1f2;">Core Courses</th> <th style="background-color: #d9e1f2;">Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ESLA 232</td> <td>ESL Integrated Skills, Intermediate Low</td> <td style="text-align: center;">216</td> </tr> <tr> <td style="text-align: center;">ESLA 001</td> <td>ESL Learning Center</td> <td style="text-align: center;">18</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Core Hours:</b></td> <td style="text-align: center;"><b>234</b></td> </tr> <tr> <th colspan="3" style="background-color: #d9e1f2;">Elective Courses</th> </tr> <tr> <td></td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Elective Hours:</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Program Hours:</b></td> <td style="text-align: center;"><b>234</b></td> </tr> </tbody> </table>	Core Courses		Hours	ESLA 232	ESL Integrated Skills, Intermediate Low	216	ESLA 001	ESL Learning Center	18	<b>Total Core Hours:</b>		<b>234</b>	Elective Courses				n/a	0	<b>Total Elective Hours:</b>		<b>0</b>	<b>Total Program Hours:</b>		<b>234</b>	<p>Fall 2021</p>	<p>The main goal of the ESL Integrated Skills certificate program is to assist ESL students at the Intermediate levels of ESL in developing English language skills, specifically the understanding of the meanings and usages of English language forms and functions to assist students in expressing basic needs in many different settings. These ESL classes discuss the topics that are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. These classes are designed to help students begin to bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to improve their skills through a variety of competency-based activities.</p>
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# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification								
<p><b>ESL Integrated Skills-Intermediate High</b>                      This is an integrated language program. The program has two required courses: ESL Integrated Skills, Intermediate High; and ESL Learning Center. The Integrated Skills course is designed to give students the practice to build their fluency in speaking, listening, reading and writing based on topics relevant to their lives, experiences and goals. The course also applies language skills within the context of students' day to day English language needs along with civics-related topics with the goals of helping students improve their fluency in English, have knowledge of community resources, and have the tools needed to become active community participants. The elective course, ESL Learning Center, provides students with individualized skill building activities to reinforce the learning objectives covered in the required courses.</p>	Fall 2021	The main goal of the ESL Intermediate High certificate program is to assist ESL students at the advanced level of ESL in developing the language fluency skills needed to function effectively as community members in many different settings. The ESL courses aim at improving fluency in all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Grammar, vocabulary, and pronunciation are covered within the context of those topics. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL Intermediate High courses are designed to help students bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to increase their skills through a variety of fluency building activities								
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Core Courses	Hours									
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# North Orange Continuing Education

2020-2021

## New Programs

### English as a Second Language (ESL)

Program and Program Description	Effect Term	Justification																
<p><b>ESL Integrated Skills-Advanced</b>                      This is an integrated language program. The program has two required courses: ESL Integrated Skills, Advanced; and ESL Learning Center. The Integrated Skills course is designed to give students the practice to strengthen their fluency in speaking, listening, reading and writing based on topics relevant to their lives, experiences and goals. The course also applies language skills within the context of students' day to day English language needs along with civics-related topics with the goals of helping students increase their fluency in English, have extensive knowledge of community resources, and master the tools needed to become active community participants. The elective course, ESL Learning Center, provides students with individualized skill building activities to reinforce the learning objectives covered in the required courses.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left;">Core Courses</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td>ESLA 234      ESL Integrated Skills, Advanced</td> <td style="text-align: right;">216</td> </tr> <tr> <td>ESLA 001      ESL Learning Center</td> <td style="text-align: right;">18</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: right;"><b>Total Core Hours:</b></td> <td style="text-align: right;"><b>234</b></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2">Elective Courses</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">n/a</td> <td style="text-align: right;">0</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: right;"><b>Total Elective Hours:</b></td> <td style="text-align: right;"><b>0</b></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr style="background-color: #0066b3; color: white;"> <td style="text-align: right;"><b>Total Program Hours:</b></td> <td style="text-align: right;"><b>234</b></td> </tr> </table>	Core Courses	Hours	ESLA 234      ESL Integrated Skills, Advanced	216	ESLA 001      ESL Learning Center	18	<b>Total Core Hours:</b>	<b>234</b>	Elective Courses		n/a	0	<b>Total Elective Hours:</b>	<b>0</b>	<b>Total Program Hours:</b>	<b>234</b>	<p>Fall 2021</p>	<p>The main goal of the ESL Advanced certificate program is to assist ESL students at the advanced level of ESL in developing the language fluency skills needed to fully function as community members in many different settings. The ESL courses aim at developing fluency in all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' needs in navigating through many different aspects of an English-speaking setting. Grammar, vocabulary, and pronunciation are covered within the context of those topics. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL Advanced courses are designed to help students bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to hone their skills through a variety of fluency strengthening activities.</p>
Core Courses	Hours																	
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# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	_____
<b>DATE:</b>	April 27, 2021	Resolution	_____
<b>SUBJECT:</b>	North Orange Continuing Education Guided Pathways Scale of Adoption Assessment (SOAA)	Information	X
		Enclosure(s)	X

**BACKGROUND:** At the December 12, 2017 board meeting, the members had an opportunity to review Cypress College, Fullerton College, and NOCE's Guided Pathways self-assessment. The State Chancellor's Office requires all credit colleges to submit a progress report on their Guided Pathways Scale of Adoption Assessment on an annual basis. NOCE is not required to complete or submit a plan to the State Chancellors Office; however, by completing the plan, NOCE is able to report on Guided Pathways progress as well as provide evidence for the next accreditation. The last Scale of Adoption Plan progress report was submitted for Board review in July 2020.

NOCE has worked with faculty, staff, administrators, and students to update the plan through the Student Equity and Achievement (SEA) Program Workgroup and has gone through the shared governance process of presenting the plan at Academic Senate.

It is being presented to the Board as information and review. This item is being submitted by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of NOCE.


**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: NOCCCD will provide comprehensive support, equitable opportunities, cocurricular programming, and clear pathways to ensure that students achieve their educational and career goals. Specifically, Strategic Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

**How does this relate to Board Policy?** This item is being submitted in accordance with Board Policy 3250: Institutional Planning.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All institutions in the District will be allocated funding from the Guided Pathways Award program to implement their multi-year plans.

**RECOMMENDATION:** It is recommended that the Board receive, as information, NOCE's Guided Pathways Scale of Adoption Assessment (SOAA) progress report.

Cherry Li-Bugg  
Recommended by

  
Approved for Submittal

5.d.1  
Item No.



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**  
**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name:** North Orange Continuing Education

**Date:** March 2021

**Key:**

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) An NOCE Career Interest Workgroup identified program clusters (meta-majors) to further facilitate career exploration. Career Interest clusters have been shared with the Counseling and Student Services department and SEA Program Workgroup during 2019-2020.</p> <p>2) NOCE’s new website launched in September 2020 and features a program/goal finder, a guided pathways tool where community members can funnel information on the site based on their interests/goals, who they are, or where they want to take classes. The new site has a robust search and translation features. Webpages include</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Vet and adopt NOCE career interest clusters and incorporate as part of the NOCE’s school-wide program mapping effort and promote to create a common language across departments.</p> <p>2) Create greater awareness among faculty, staff and students on the new website features and program information available. Ensure information is accessible and easily available to students underrepresented and underserved in higher education.</p>

		<p>recommendations for other related programs to direct students to broad career-focused academic programs.</p>	<p><i>Timeline for implementing next steps:</i>  1) Fall 2021  2) Fall 2021</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) NOCE CTE certificates are developed based on the Labor Market Information findings. CTE is in the process of developing pathways to credit bearing programs in the same discipline, e.g., Funeral Assistant and Early Childhood Education. Work-based learning opportunities continue to expand. During spring 2021, a new I-BEST program, Personal Care Aide, will provide ESL students an opportunity to complete all certificate requirements for Personal Care Aide (CTE) and ESL for Workforce Preparation, Advanced in one semester.</p> <p>2) Career Launch Academy was purchased to assist students with preparing and obtaining internships. Unlimited licenses have been purchased in order to provide access to all students. Students who have used the program have been successful in obtaining employment.</p> <p>3) To meet AB 705 requirements, the Basic Skills Program began offering lecture-based math courses at Cypress College. In collaboration with Cypress</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to expand I-BEST and cohort based certificate programs. Expand certificate offerings to include stackable certificates for students to enter the workforce more quickly while continuing their education for additional certificates.</p> <p>2) NOCE Career Connect is estimated to be launched in spring 2021 for job opportunities as well as access to LinkedIn Learning. Network Connection training will be provided to Career Resource Center staff in order to better support students who are going through the job search process.</p> <p>3) Expand noncredit pre-collegiate basic skills offerings, develop new CTE certificates to meet current labor market demands and create additional I-BEST programs to match current NOCE CTE offerings.</p> <p>4) Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum development and alignment of courses as well as partnering with sister</p>

		<p>and Fullerton Colleges, NOCE built six college prep courses and is currently offering four College Prep Math courses and one College Prep English course. NOCE College Prep English and Math courses are open to students in all programs. In addition, NOCE has been State approved to offer Math Skills 1, 2, &amp; 3 CDCP programs. ESL Academic Success program bridges ESL students with college programs to be successful in this academic setting.</p> <p>4) CTE and ESL are working closely with student services to guide students in their exploration of further education and career opportunities. For example, CTE and ESL students participate in Fullerton and Cypress College tours through the ACCT program. ESL Academic Success courses prepare students to transition to college or university and ESL workforce preparation certificates prepare students for careers.</p> <p>5) DSS programs are designed to guide and prepare students for employment and transitioning to other educational goals (noncredit CTE, credit instruction) including: DSS classes, Workability III, College to Career, Mobility, ARISE Lab, CAEP Job Development and</p>	<p>colleges to deliver transition to college course offerings.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> <li>1) Spring 2022</li> <li>2) Spring 2021</li> <li>3) Fall 2022</li> <li>4) Fall 2021</li> </ol>
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		<p>Workforce, Equity Coaching, Transition Training, etc.</p> <p>6) Career training for older adults provided through the Emeritus Program by LEAP includes individual goal setting and technology skills for re-careering adults.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Regional SWP marketing project included NOCE CTE in the Future Built campaign consisting of a publication View Book and a website mapping CTE offerings of all community colleges in OC plus NOCE. The revised NOCE website includes pages for career resources, including Career Coach, and transition to college. Information for each CTE certificate includes salary and projected job growth on the website and in the program guide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to refine communication about NOCE offerings to students, including mapping to colleges. Career Resource Center and Counseling and Student Services department workshops are available to students throughout the semester and are currently offered virtually. Continue making workshops accessible and available on the website.</p> <p><i>Timeline for implementing next steps:</i> 1) Fall 2021</p>

<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Sequences of courses for NOCE certificates and HSDP are published in the NOCE catalog. In fall 2019, a new fully online format of the catalog became available on the website. The new catalog features interactive links with certificate requirements, certificate plan of study, and a list of courses for each certificate.</p> <p>2) NOCE is working to increase awareness of course requirements and Career Development and College Preparation (CDCP) certificates, which includes CTE, ESL, and Basic Skills, by ensuring that information is easily accessible on the website. CTE Program Guides are reviewed and updated regularly.</p> <p>3) Counselors use DegreeWorks when developing educational plans to advise students. During fall 2020, work was done to input courses and certificates so that students and counselors can accurately see what classes need to be completed using DegreeWorks.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Implementation of Modo app to increase student engagement on smartphones/ devices and unify student information experiences with personalization possibilities. This is a communication and resource tool in progress.</p> <p>2) Workshops are being offered to provide students with program information, for example CTE Welcome Workshops and Personal Care Aide Program Information sessions. These workshops provide an overview of courses needed and student services at NOCE. The CTE Welcome Workshops include live workshops as well as information for instructors to add their Canvas page.</p> <p>3) Previous catalog year program information will be input into DegreeWorks. Internal organizational structure and maintenance still needs to be discussed and formalized. Districtwide training and a student marketing campaign will take place to encourage students to access DegreeWorks during spring 2021.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) TBD  2) Spring 2021</p>
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			3) Fall 2020/spring 2021 clean-up; Summer 2021 for discussions about auto-awarding process
e. Required math courses are appropriately aligned with the student’s field of study ( <i>Note: This essential practice was moved from Area 2</i> )	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>CTE, DSS, &amp; HSDP math courses are properly aligned and contextualized with the requirements of the field. Additionally, students wishing to upgrade their basic math skills can access customized Math modules through Math direct instruction (when in-person instruction is available), NOCE Learning Centers, and the College Prep Basic Math curriculum.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019 College Prep Math Courses</p> <p>Fall 2015 Direct Instruction-Math workshops</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Further work needs to be done in developing a fitting instructional model to assist NOCE CTE students with the mastery of Math skills required for their programs of study. There is exploration of additional Math opportunities along the CTE pathway.</p> <p><i>Timeline for implementing next steps:</i></p> <p><b>TBD</b></p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Programs offering certificates of completion, like ESL, HSDP, DSS and CTE require at least an orientation and in most cases, educational planning. The HSDP requires new students to complete an educational plan at the start of their program and many CTE programs have created an assignment or course requirement for students to meet with a counselor. ESL students are also encouraged to meet with a counselor early in their program. DSS Counselors meet with each new student to conduct an intake interview that includes orientation, disability verification, identification of needed accommodations, development of educational and vocational goals. They collaborate closely with general counselors.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Direct outreach to new or prospective students is taking place through newsletters, email or phone contact, and workshops. This outreach is focused on ensuring students have the information they need to register, encourage students to complete an educational plan, and more fully explain programs of study and career opportunities. Continue comprehensive marketing campaign which began in summer 2020 to create greater awareness about NOCE programs within the community through social media and radio marketing.</p> <p>2) Expand access to career exploration through workshops and classes. Career Resource Center and ACCT workshops have moved online so students can</p>

		<p>2) All NOCE student have access to the Career Resource Center and the ACCT program. The Career Resource Center offers a variety of career exploration workshops and resources, including Career Coach which allows students to take a career assessment, browse careers, and see programs available at NOCE and the two credit colleges in our district. The ACCT Program provides opportunities for college and career transition exploration through workshops and college tours. Any students can also be referred to the Career Resource Center for additional, targeted support.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>access them live virtually or view the recording at a later time.</p> <p><i>Timeline for implementing next steps:</i> 1) Spring 2021 2) Spring 2021</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Students with disabilities who enrolled in CTE courses receive tutoring and additional support from educational coaches. Education coaching varies based on student and their individual needs. DSS identifies and provides accommodations for students based on their area of disability and educational limitation.</p> <p>2) All students are encouraged to use the ESL and Basic Skills Learning Centers.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Institutionalize support programs such educational coaches. Explore creating a first year experience support program to improve retention for students identified in the student equity plan.</p> <p>2) As NOCE launches online classes, develop ways to offer students support services online including offering online counseling using Zoom and piloting Cranium Café. Combine Business Computer Skills Lab with the</p>

		<p>3) Additional support for students includes I-BEST options for selected CTE gateway courses and IET for intermediate/advanced level ESL students</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>Career Resource Center to provide in-person support as well as an option to take an online class (technology issues, LinkedIn Learning). ESL modules have been developed to support students with online learning.</p> <p>3) Expand I-BEST offerings and IET pathways to cover all CTE certificates. Increase targeted outreach and marketing so ESL students are aware of the I-BEST offerings and support specifically for ELLs.</p> <p><i>Timeline for implementing next steps:</i> 1) Ongoing 2) Spring 2021 3) Fall 2021</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>In addition to repeatability of noncredit courses, Math direct instruction, academic support in the Learning Centers, and self-paced studies in HS labs help students meet math requirements. Students have access to one-on-one or group math tutoring and embedded counseling which includes career and educational planning. The College Prep Math program enables students to improve their math skills through offering Basic Math, Pre-Algebra, and Elementary Algebra courses. Students in this program may receive additional academic support and</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Offer additional sections of noncredit lecture-based math courses on credit campuses.</p> <p><i>Timeline for implementing next steps:</i> <i>TBD</i></p>

		<p>free tutoring service through the Basic Skills Learning Centers. The Basic Skills GED/HiSet Prep program’s Math/Science lecture style classes provide the math readiness skills needed for students to succeed academically.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i> In addition to repeatability of noncredit courses, English direct instruction at the Anaheim HS Lab, Learning Centers with embedded tutoring and self-paced studies in HS labs supports help academically underprepared students meet the language arts, reading and writing requirements. ESL Academic Success Program focuses on academic reading, writing, listening, and speaking for noncredit students as well as embedding technology skill-building into the curriculum. These courses are designed for students wishing to transition to credit bearing courses. Students can receive additional support through the ESL lab and learning center. The College Prep English program provides the reading and writing skills needed for students to succeed academically. Students in this program may receive additional academic support and free tutoring service</p>	<p><i>Next steps: (1,000 character)</i> Offer additional noncredit lecture-based English courses on credit campuses.</p> <p><i>Timeline for implementing next steps: TBD</i></p>

		<p>through the Basic Skills Learning Centers.</p> <p>The Basic Skills GED/HiSet Prep program's English/Social Science lecture style classes enable students to gain the literacy, reading and writing skills needed to succeed in their coursework.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Fall 2015 Direct Instruction--English Workshops  Fall 2019 College Prep English Program</p>	
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i>  Helping poorly prepared students to succeed in college-level courses is a major part of the mission of noncredit education. In addition to the direct instruction courses, students can utilize Learning Centers for math, English, and ESL. Student can also utilize the computer skills lab for computer-related assistance.</p> <p>Tutors, Instructional Assistants, and faculty are available to assist students in the Learning Centers with their academic needs on a one-on-one basis or in groups at no cost to students. Students with disabilities who enrolled in CTE courses received tutoring and additional support from educational coaches.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> <li>1) Increase awareness of Learning Centers and promote them to all NOCE students.</li> <li>2) Expand and institutionalize current support programs to reach a larger number of students.</li> </ol> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> <li>1) Ongoing</li> <li>2) Fall 2021</li> </ol>

		Fall 2018	
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  NOCE has been involved in long-term and extensive partnerships with all feeder HS districts in the following ways: offsite HS labs, ESL and parenting classes offered at K12 sites, transitional DSS counseling located at local high schools, NOCE Career Day for AUHSD students, DSS Life After High School events, and Anaheim Pledge night. CTE Career Day event is attended by HS students of the feeder K12 districts. Flyers for community service offerings, including college prep for high school students, are delivered to all feeder K12 districts.</p> <p>During fall 2020, a new full-time Transition counselor was hired to support transition into NOCE, within NOCE, and to credit institutions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i>  1) Continue with the development and promotion of the North Orange Promise pipeline for NOCE students and students from feeder HS districts wanting to enroll at NOCE. Map a potential student pathway from the time students apply to the first week of class. Identify students are not completing registration or enrollment steps and outreach to provide support as well as work to improve the process.</p> <p><i>Timeline for implementing next steps:</i>  1) Spring 2021/Fall 2021</p>

<b>GUIDED PATHWAYS ESSENTIAL PRACTICES</b>	<b>Scale of Adoption at Our College</b>	<b>Progress to Date Implementing Practice</b> <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	<b>Next Steps Toward Implementing Practice at Scale &amp; Timeline</b>
<b>Equity Considerations in Area 3:</b>			

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1). OIRP tracks the number and percentage of students in ESL, CTE, and HSDP who have completed an SEP. DSS and HSDP are the only programs requiring educational (student success) plans for every student.</p> <p>2) Students are required to complete a graduation check with a counselor to confirm completion of CDCP certificate programs. Instructors encourage students to meet with a counselor as they are nearing program completion. Students who are missing program requirements are advised on steps to completion.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Work with OIRP to learn more about the students from each program who have not completed an SEP and increase inreach to students about completing an SEP.</p> <p>2) Explore and implement the degree audit feature of DegreeWorks. As the DegreeWorks upgrade takes place during spring 2021, use reports to identify students from different programs. Identify ways for cohorts of students to complete graduation check forms during class time with a counselor or explore automating the process.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Spring 2021  2) Fall 2021</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Students have access to printed materials, such as CTE program guides with completion steps and the ESL flowchart with a sequence of classes and transitional points.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Use CTE Program Guides as a model for other CDCP certificate program. Create awareness about program guides and the completion steps among NOCE faculty, staff, and</p>

	<p>Scaling in progress At scale</p>	<p>2) HSDP students can check their progress anytime when studying in the HS lab.</p> <p>3) Students who have created an educational plan have access to their plan through DegreeWorks, which is available to all students in their student portal. Instructions are being made more widely available to guide students in accessing their plan.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>students to be able to promote these to students.</p> <p>2 Explore easy and accessible ways for students to check their progress anytime and anywhere. In addition to promoting counseling appointments, provide training for support staff and faculty to support students in accessing their educational plan through DegreeWorks. Spring 2021 will include a marketing campaign for students to learn about DegreeWorks and encourage its use. Ensure that certificate information is updated in DegreeWorks to accurately create student educational plans.</p> <p>3) Create opportunities for students to meet with a counselor to update their ed plan at various times throughout their programs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Spring 2022 2) Spring 2021 3) Ongoing</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Currently, NOCE does not have an early alert system.</p> <p>1) DSS Instructors notify DSS Counselors when students are</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Explore Starfish as an option for providing Early Alert and case management support for students.</p>



	<p>Planning to scale Scaling in progress At scale</p>	<p>struggling. Both instructors and counselors can meet with students to identify issues that put students at risk for falling off their program plans, and for identifying steps to help the students stay on-track. Many students utilize the ARISE lab when they are feeling overwhelmed, over-stimulated, anxiety, depression, etc. The ARISE lab faculty and staff are able to intervene and help students stay on track in real time, and they are skilled and making sure each student has the supports they need on campus and at home to be successful.</p> <p>2) With the pandemic, a number of supports have been put in place to help students stay enrolled including emergency aid programs, drive-through food distribution, a laptop loan program, drive-up wifi access, and a book award program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>2) Pilot a program to provide hotspot licenses for students who do not have reliable internet access in order to help them stay enrolled and connected to their classes.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Spring 2021 2) Spring 2021</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Place an X next to one:</p> <p>Not occurring <b>Not systematic</b> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> NA – noncredit programs are open access. Learning Centers faculty and staff assist students in all programs and direct them to available resources based on students’ interests. Wait-listed classes are accommodated through community-based sites.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>

		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Between spring 2020 and the end of fall 2021, over 180 faculty have been certified to teach distance education courses. During the pandemic, almost 100% of classes have been offered online so students can stay enrolled and on track to finish their program of study.</p> <p>2) CTE creates annual plans for each CDCP to provide information to counselors and students to ensure the courses are offered for students to stay on track. Continue utilizing student feedback through CTE course request forms and ESL Career Pathways Interest Survey to inform scheduling decisions.</p> <p>3) Students who take DSS classes meet with their counselors at least one time per year to map out their next year of courses (including pre-registration) and to review their long-term plan for graduation from the DSS classes. Students who take inclusive classes (noncredit CTE, credit) meet with their DSS counselor every term to identify</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) The Distance Education Advisory Committee will continue their work in the ongoing support and advancement of Distance Education at NOCE.</p> <p>2) In fall 2020, NOCCCD purchased College Scheduler. Once implemented, this software will allow students the ability to align personal schedules with course offerings, improving administrator ability to adjust seat counts or sections based on demand, and make it easier for students to navigate the registration process.</p> <p>3) For highly specialized areas (e.g. Medical Assisting-Back Office, Pharmacy Technician-Lab, Electrical Technology) expand adjunct faculty pool to be able assign additional sections or fill in as substitutes when needed.</p> <p>4) Pilot CTE cohorts to move students through programs more quickly.</p>

		<p>accommodations and to help make sure the student understands and can follow their educational plan.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Spring 2021 will be the pilot cohort of students in the Personal Care Aide program. Students will complete all certificate requirements in one semester.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> <li>1) Ongoing</li> <li>2) Spring 2021</li> <li>3) Ongoing</li> <li>4) Spring 2021</li> </ol>
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The recentness of designing NOCE program learning outcomes (within the last two years) is one of the indicators that current PLOs are aligned with the requirements of success for each program. According to the design of the NOCE SLO assessment cycle, each program selects at least one PLO to be assessed every term.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>To enable faculty to address learning gaps, acquire or develop a technological solution to minimize manual labor in tracking PLO assessment results and to make PLO assessment results more accessible to faculty. Faculty will be trained on eLumen beginning spring 2021.</p>

		<p>In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. This system will provide information to support faculty as they evaluate their classes and complete program review as well as allow the research department to utilize the information needed to analyze institutional effectiveness.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Timeline for implementing next steps:</i> Spring 2021</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic <b>Planning to scale</b> Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> When reviewing new and revised courses, NOCE Curriculum Committee ensures that course SLOs include critical thinking and applied learning. It is required that each course SLO is aligned with at least one institutional SLO. Institutional SLOs include communication skills. New World of Work 21st Century Skills workshops offered at Career Resource Center include problem solving and communication skills.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Faculty are working on incorporating college and career readiness skills into course curricula. Specifically, ESL faculty are planning on including New World of Work skills in new and revised ESL courses.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic <b>Planning to scale</b> Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i> 1) Noncredit programs do not qualify for many opportunities for applied learning listed in section C. However, the Pharmacy Tech program offers practical career training field experience at institutional and community pharmacies</p>	<p><i>Next steps: (1,000 character)</i> 1) Unfortunately, current state policies prevent noncredit from fully participating in the applied learning options. However, the regional SWP Work-Based Learning project will help</p>

<p>activities that program faculty intentionally embed into coursework.</p>	<p>At scale</p>	<p>with whom NOCE has a contractual relationship. Additionally, NOCE took a lead in coordinating the regional SWP Work-Based Learning strategy.</p> <p>2) The DSS Program provides job placement services and hold annual Community Conversations event promoting employment of individuals with disabilities.</p> <p>3) ESL students can deepen knowledge through workforce training with concurrent language development in context, through the ESL/CTE partnership in our I-BEST program. All NOCE students are encouraged to participate in Launch Your Career Academy which began in fall 2020 and provides support and tool to increase self-confidence in networking, use career search resources, and interview skills.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>with the exposure of noncredit students to experiential learning.</p> <p>2) Expand capacity to provide work-based learning opportunities for students. Increase participation in Launch Your Career Academy to assist students with preparing and obtaining internships. Expand I-BEST offerings and targeted outreach/marketing to ELLs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing 2) Ongoing</p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic <b>Planning to scale</b> Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> NOCE is almost 100% compliant with course SLO assessments every term. However, more work needs to be done in assessing program-level learning and transferring skills across programs. In winter 2020, a Program Review Taskforce was formed. This workgroup,</p>	<p><i>Next steps: (1,000 character)</i> The Program Review Taskforce will finalize the Program Review templates, timelines, handbook, and training during spring 2021. Program Review is scheduled to begin in fall 2021.</p>

		<p>a subgroup of the Institutional Effectiveness Committee, is developing a program review template, timeline of completion, and review process for program review.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i> Spring 2021/Fall 2021</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  <b>Not systematic</b>          Planning to scale          Scaling in progress          At scale</p>	<p><i>Progress to date: (2,500 character)</i>          NOCE implemented a program-level SLO assessment process and is working on full participation by all programs. A Program SLO Action Plan template has not been finalized yet.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>          Finalize and implement a Program SLO Action Plan template for faculty to identify and address learning gaps through curriculum modification, updated instructional models, and professional development.</p> <p><i>Timeline for implementing next steps:</i> TBD</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring          Not systematic  <b>Planning to scale</b>          Scaling in progress          At scale</p>	<p><i>Progress to date: (2,500 character)</i>          NOCE is in the pilot stage of issuing digital badges for mastering career readiness skills through New World of Work. The digital badges are accessible to students and employees. The plans are underway to expand digital learning through a LinkedIn Learning partnership. Portfolium, an electronic portfolio system for students, is being piloted for students to highlight their experiences and work.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>          Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning. Expand and promote Portfolium throughout NOCE.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Due to the pandemic and remote environment, professional development shifted entirely online. Professional development sessions were offered in a variety of formats including structured workshops; sharing of resources through recorded tutorials, resource guides, and handouts; and ProD Round Table for weekly opportunities to connect, share ideas and resources, and discuss the transition to a virtual environment. Information about webinars and other training opportunities are shared through a weekly NOCE meeting update email.</p> <p>2) With the shift to remote instruction, new trainings have been made available to help faculty and staff to continue to provide instruction and services to students.</p> <p>3) The Office of Institutional Research and Planning coordinates the administration of the campus climate survey, which allows students to share their experience in instructional and student service areas as well as the physical environment/safety. The Student Campus Survey and Employee Campus Survey were administered during fall 2020.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to offer different methods of participation, including remote methods, to provide professional development. Increase participation of adjunct faculty in professional development.</p> <p>2) Continue administering the campus climate survey and broadly sharing the results throughout NOCE.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing</p> <p>2) Ongoing</p>
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		Term, if <i>at scale</i> or <i>scaling</i> :	
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**Additional REQUIRED questions:**

<b>Student Engagement and Support</b>	
<b>STUDENT ENGAGEMENT</b>	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<i>Place an X next to one or more:</i> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) <input type="checkbox"/> Student focus groups Other:
	<i>Engagement Efforts - Details: (1,000 character)</i> The NOCE Student Leadership Program is designed to develop student leadership skills, promote greater student engagement, and empower students to have an active role in the decision-making and planning process of our institution. Student leaders are assigned to various committees and work groups, including: President's Cabinet, Budget Committee, Institutional Effectiveness Committee, Student Equity and Achievement Program Workgroup, Community Relations Team/Marketing, and Districtwide advisory groups. Each student leader is coached and guided by a mentor from the NOCE administrative team and participates in NOCE and District-sponsored conferences, events, and meetings throughout the year.
<b>COURSE ALIGNMENT</b>	<i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i> <i>Course Alignment - Details: (1,000 character)</i>



	<p>We do not currently have systems in place to align course offerings with student educational plans. A degree audit component of DegreeWorks is being explored but has not been implemented. We will also be working to create a systematic method of communicating between the Counseling department and the CTE department to more accurately track student course requests.</p>
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# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	April 27, 2021	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	NOCCCD/FJUHSD CCAP Dual Enrollment Partnership Agreement 2021-2024	Enclosure(s)	<u>    X    </u>

**BACKGROUND:** Existing law (AB 288) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or the governing body of a charter school with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Existing law requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Existing law also requires the governing board of each district, present the dual enrollment partnership agreement as an informational item first taking action at a second Board meeting. AB 30 updated some of the requirements in AB 288. Below are some highlights of the updates:

1. A high school pupil participating under a CCAP partnership is now required to submit only one parental consent form and principal recommendation, for the duration of the pupil's participation under the CCAP partnership.
2. The two-meeting requirement on the governing board has been eliminated - only one meeting is required for the governing board to approve the dual enrollment partnership agreements.
3. Units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.
4. The operation of the CCAP partnership provisions has been extended until January 1, 2027.

With these new provisions, we are presenting the three-year NOCCCD/FJUHSD CCAP Dual Enrollment Partnership Agreement for Board action.

This agenda item was prepared by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of Cypress College and Fullerton College.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co- curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

**How does this relate to Board Policy:** This item is submitted in accordance with Board Policy 4020, Program and Curriculum Development.

**FUNDING SOURCE AND FINANCIAL IMPACT:** General funds.

**RECOMMENDATION:** It is recommended that the Board approve the NOCCCD/FJUHSD CCAP Dual Enrollment Partnership Agreement 2021-2024.

Cherry Li-Bugg

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Recommended by



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Approved for Submittal

5.e.2

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Item No.

**COLLEGE AND CAREER ACCESS PATHWAYS  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT  
2021-2024**

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as “Agreement” between **Cypress College and Fullerton College** (“COLLEGE”), colleges of the North Orange County Community College District (NOCCCD), 1830 W. Romneya Drive, Anaheim, CA 92801, and **Fullerton Joint Union High School District** (“SCHOOL DISTRICT”).

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the North Orange County Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 located in North Orange County and within the regional service area of NOCCCD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, NOCCCD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, NOCCCD and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

- 1.1 The term of this CCAP Agreement shall be for three years beginning on July 1, 2021 and ending on June 30, 2024. All amendments to this agreement will be submitted for approval by the community college and the school district Boards.

*Note: All referenced Sections from AB 288 (Education Code 76004*

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.3 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.4 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.5 COLLEGE and SCHOOL DISTRICT shall ensure that one public (adoption) meeting is held in the review and approval of this CCAP Agreement. Sec. 2 (b)

**2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of NOCCCD and applicable law. Sec. 2 (a)
- 2.2 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless

*Note: All referenced Sections from AB 288 (Education Code 76004*

pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and NOCCCD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and NOCCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

*Note: All referenced Sections from AB 288 (Education Code 76004*

- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out the authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

#### **5. PARTICIPATING STUDENTS**

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The NOCCCD governing board shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

#### **6. CCAP AGREEMENT COURSES**

- 6.1 COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(1)

*Note: All referenced Sections from AB 288 (Education Code 76004*

- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by the COLLEGE shall be determined by COLLEGE with the approval of the NOCCCD Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester bases.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with NOCCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.

Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department and approved by the COLLEGE curriculum committee, the NOCCCD Board of Trustees and the state Chancellor's Office.

- 6.8 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by NOCCCD Administrative Procedure 4610.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to NOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between NOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the NOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.

*Note: All referenced Sections from AB 288 (Education Code 76004*



- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or NOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with NOCCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with NOCCCD guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

## **7. INSTRUCTOR(S)**

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the NOCCCD and become NOCCCD employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT must also sign an Instructional Service Agreement- Instructor and get approved by the NOCCCD Board before the start of the course.
- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE

*Note: All referenced Sections from AB 288 (Education Code 76004*

Employees, that extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.

- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.7 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of NOCCCD.
- 7.11 Faculty provided by the SCHOOL DISTRICT who don't comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 7.12 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of NOCCCD specifically with regard to their duties as instructors.

*Note: All referenced Sections from AB 288 (Education Code 76004*

- 7.13 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.
- 8.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a “W” on their transcript.
- 8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

## **9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)

*Note: All referenced Sections from AB 288 (Education Code 76004*

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

## **10. APPORTIONMENT**

- 10.1 NOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 NOCCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and Title.5.

## **11. CERTIFICATIONS**

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

*Note: All referenced Sections from AB 288 (Education Code 76004*

- 11.3 The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
  - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
  - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

## **12. PROGRAM IMPROVEMENT**

- 12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

### **13. RECORDS**

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.
- 13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.
- 13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

### **14. CCAP AGREEMENT DATA MATCH AND REPORTING**

- 14.1 COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 14.2 COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004) 13 | Page 005142.00043 13951870.1 15.

### **15. PRIVACY OF STUDENT RECORDS**

- 15.1 COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 15.2 Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 15.3 Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code

*Note: All referenced Sections from AB 288 (Education Code 76004*

of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.  
d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from redisclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

## **16. REIMBURSEMENT**

16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

## **17. FACILITIES**

17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## **18. INDEMNIFICATION**

18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and NOCCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

18.2 The NOCCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators,

*Note: All referenced Sections from AB 288 (Education Code 76004*

independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of NOCCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the NOCCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **19. INSURANCE**

- 19.1 The SCHOOL DISTRICT, in order to protect the NOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident/THREE MILLION DOLLARS (\$3,000,000) aggregate, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and NOCCCD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including a separate endorsement shall be furnished to the COLLEGE and to NOCCCD.
- 19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and NOCCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

## **20. NON-DISCRIMINATION**

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and NOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental



disability, sexual orientation, religion, or any other protected class under California State or federal law.

## 21. TERMINATION

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 22.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

## 22. NOTICES

- 22.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE  
Cypress College  
9200 Valley View Street  
Cypress, CA 90630  
Attn: Dr. O. Lee Douglas, Vice President, Instruction.

COLLEGE  
Fullerton College  
321 E. Chapman Avenue  
Fullerton, CA 92832  
Attn: Dr. José Ramón Núñez, Vice President, Instruction

NOCCCD  
North Orange County Community College District  
1830 W. Romneya Dr., Anaheim, CA 92801  
Attn: Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

*Note: All referenced Sections from AB 288 (Education Code 76004*

SCHOOL DISTRICT  
Fullerton Joint Union High School District  
1051 W. Bastanchury Road  
Fullerton, CA 92833  
Attn: Dr. Sylvia Kaufman, Assistant Superintendent, Education &  
Assessment Services

**23. INTEGRATION**

23.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

**24. MODIFICATION AND AMENDMENT**

24.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**25. GOVERNING LAWS**

25.1 This agreement shall be interpreted according to the laws of the State of California.

**26. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

26.1 For locations outside the geographical boundaries of NOCCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**27. SEVERABILITY**

27.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**28. COUNTERPARTS**

*Note: All referenced Sections from AB 288 (Education Code 76004*

28.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on \_\_\_\_\_2021

By: Dr. Sylvia Kaufman  
SCHOOL DISTRICT: FJUHSD

By: Dr. O. Lee Douglas  
COLLEGE: CYPRESS

By: Dr. Jose Ramon Nunez  
COLLEGE: FULLERTON

By: Dr. Cherry Li-Bugg  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

North Orange County Community College District  
Board Meeting Date: *April 27, 2021*

School District  
Board Meeting Date: *May 11, 2021*

## APPENDIX

### COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

#### 1. NOCCCD, COLLEGE and SCHOOL DISTRICT Point of Contact:

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD	Dr. W. Cherry Li-Bugg	714-808-4787	clibugg@nocccd.edu
Cypress College	Dr. O. Lee Douglas	714-484-7331	ldouglas@cypresscollege.edu
Fullerton College	Dr. Jose Ramon Nunez	714-992-7031	jnunez@fullcoll.edu
FJUHS	Dr. Sylvia Kaufman	714-870-2840	skaufman@fjuhsd.org

#### 2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

**3. CCAP AGREEMENT PROGRAM YEAR** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: **2021 - 2024**

COLLEGE: **Cypress College**

EDUCATIONAL PROGRAMS: **Culinary Arts (HRC)**

SCHOOL DISTRICT: **Fullerton Joint Union High School District**

HIGH SCHOOLS: **Fullerton**

TOTAL NUMBER OF STUDENTS TO BE SERVED: 45				TOTAL PROJECTED FTES: 65			
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS	INSTRUCTOR	EMPLOYER	LOCATION
Nutrition	HRC 100 C	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Culinary Fundamentals	HRC 135 C	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Fundamentals of Baking	HRC 136 C	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS
The Art of Garde Manger	HRC 145 C	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

These courses are being offered to students who are interested in exploring and pursuing a career in the culinary arts industry. The high school has conveyed that they have a significant amount of students who are interested in this career path.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

PROGRAM YEAR: 2021 – 2024

COLLEGE: Fullerton College

EDUCATIONAL PROGRAM: Administration of Justice (AJ), Business (BUS), Computer Information Systems (CISG), Communication Studies (COMM), Counseling (COUN), Digital Arts (DART), Library Technology (LIB), Mindfulness (MIND), Nutrition (NUTR), Sociology (SOC), Welding (WELD)

SCHOOL DISTRICT: Fullerton Joint Union High School District

HIGH SCHOOLS: Fullerton, La Vista/La Sierra, La Habra, Buena Park, Sunny Hills, Sonora, Troy

TOTAL NUMBER OF STUDENTS TO BE SERVED: 660	TOTAL PROJECTED FTES: 57.5
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. Introduction to Criminal Justice	AJ 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
2. Introduction to Criminal Justice	AJ 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Habra
3. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
4. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora
5. Introduction to Computer Game Design	CISG 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
6. Public Speaking	COMM 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
7. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
8. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Fullerton
9. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Habra

Note: All referenced Sections from AB 288 (Education Code 76004)

10. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Vista/La Sierra
11. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora
12. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sunny Hills
13. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Troy
14. Photoshop for Digital Arts	DART 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora
15. Digital Photo Editing	DART 170F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora
16. Introduction to Research	LIB 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Park
17. The Practice of Mindfulness and Self-Compassion	MIND 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Troy
18. Careers in Nutrition	NUTR 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora
19. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Fullerton
20. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Habra
21. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Troy
22. Introduction to Welding	WELD 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Habra
23. Introduction to Welding	WELD 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Sonora

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

*Note: All referenced Sections from AB 288 (Education Code 76004)*

Some of these courses have been offered previously to college bound high school students. They have helped students start a successful college career.

**4. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

**CYPRESS COLLEGE:**

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
HRC 100 C: Nutrition	Nutrition for Foodservice and Culinary Professionals, 9th edition ISBN 9781119148494	\$182.00	N/A	0.00
HRC 135 C: Culinary Fundamentals	The Professional Chef 9 <sup>TH</sup> edition – WILEY Publishing / Culinary Institute of America - ISBN 978-0-470-42135-2	\$60.00- \$135.00	Material fee: includes food supplies for required meal preparation activities.  Required uniform: Chef Coat, Apron & Hat.	0.00
HRC 135 C: Baking Fundamentals	Baking and Pastry: mastering the art and craft 3rd ed - WILEY Publishing / Culinary Institute of America - ISBN 978-0470928653	\$75.00	Material fee: includes food supplies for required meal preparation activities.	\$95.00
	Pastry Chef's Companion WILEY Publishing / Culinary Institute of America - ISBN 978-0470009550	\$20.00	Required uniform: Chef Coat, Apron & Hat (if not already previously purchased).	\$50.00
HRC 145 C: The Art of Garde Manger	Garde Manger 4 <sup>th</sup> edition Author: Culinary Inst of America Publisher: John Wiley & Sons, Incorporated ISBN: 9780470587805	\$37.81- \$75.00	Material fee: includes food supplies for required meal preparation activities.	\$120.00
				\$50.00

*Note: All referenced Sections from AB 288 (Education Code 76004)*



			Required uniform: Chef Coat, Apron & Hat (if not already previously purchased).	
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**FULLERTON COLLEGE:**

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
1. AJ 100F	Hess, K. M., Orthmann, C. H. and Cho, H. L.(2018). <i>Introduction to Law Enforcement and Criminal Justice (Looseleaf) 12th Ed.</i> Cengage Learning ISBN: 9781305968899	\$37.13	N/A	N/A
2. BUS 100F	Pride, W. M., Hughes, R. J. and Kapoor, J. R.(2019). <i>Foundations of Business 6th Ed.</i> Cengage Learning ISBN: 9781337386920	\$119.99	N/A	N/A
3. CISG 100F	Auckett, N.(2015). <i>GameMaker Essential 1st Ed.</i> Packt Publishing ISBN: 9781784396121 & Sylvester, T.(2013). <i>Designing Games 1st Ed.</i> O'Reilly Media ISBN: 9781449337933	\$19.80 / \$19.33	GameMaker Studio 2 w/purchase details at <a href="https://www.yoyogames.com">https://www.yoyogames.com</a>	\$39.00
4. COMM 100F	Lucas, S.(2020). <i>Art of Public Speaking (Looseleaf) 13th Ed.</i> McGraw-Hill ISBN: 9781260412932	\$33.2	N/A	N/A
5. COUN 140F	None	N/A	N/A	N/A
6. DART 101F	TBD	TBD	TBD	TBD
7. DART 170F	TBD	TBD	TBD	TBD
8. LIB 100F	Free online resource	N/A	N/A	N/A
9. MIND 101F	Neff, K.(2018). <i>The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength, and Thrive 18th Ed.</i> Guilford ISBN: 9781462526789	\$8.98	N/A	N/A
10. NUTR 100F	TBD	TBD	TBD	TBD
11. SOC 101F	<a href="https://openstax.org/details/books/introduction-sociology-2e">https://openstax.org/details/books/introduction-sociology-2e</a>	N/A	N/A	N/A
12. WELD 100F	TBD	TBD	TBD	TBD

Note: All referenced Sections from AB 288 (Education Code 76004)

**5. FACILITIES USE**

5.1 COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 17, Facilities, of this CCAP Agreement.

5.2 COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

<b>BUILDING</b>	<b>CLASSROOM</b>	<b>DAYS</b>	<b>HOURS</b>

*Note: All referenced Sections from AB 288 (Education Code 76004)*

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	April 27, 2021	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	NOCCCD/BOUSD CCAP Dual Enrollment Partnership Agreement 2021-2024	Enclosure(s)	<u>    X    </u>

**BACKGROUND:** Existing law (AB 288) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or the governing body of a charter school with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Existing law requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Existing law also requires the governing board of each district, present the dual enrollment partnership agreement as an informational item first taking action at a second Board meeting. AB 30 updated some of the requirements in AB 288. Below are some highlights of the updates:

1. A high school pupil participating under a CCAP partnership is now required to submit only one parental consent form and principal recommendation, for the duration of the pupil's participation under the CCAP partnership.
2. The two-meeting requirement on the governing board has been eliminated - only one meeting is required for the governing board to approve the dual enrollment partnership agreements.
3. Units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.
4. The operation of the CCAP partnership provisions has been extended until January 1, 2027.

With these new provisions, we are presenting the three-year NOCCCD/BOUSD CCAP Dual Enrollment Partnership Agreement for Board action.

This agenda item was prepared by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of Cypress College and Fullerton College.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co- curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

**How does this relate to Board Policy?** This item is submitted in accordance with Board Policy 4020, Program and Curriculum Development.

**FUNDING SOURCE AND FINANCIAL IMPACT:** General funds

**RECOMMENDATION:** It is recommended that the Board approve the NOCCCD/BOUSD CCAP Dual Enrollment Partnership Agreement 2021-2024.

Cherry Li-Bugg  
Recommended by

  
Approved for Submittal

5.f.2  
Item No.

**COLLEGE AND CAREER ACCESS PATHWAYS  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT  
2021-2024**

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as “Agreement” between **Fullerton College** (“COLLEGE”), colleges of the North Orange County Community College District (NOCCCD), 1830 W. Romneya Drive, Anaheim, CA 92801, and **Brea Olinda Unified School District** (“SCHOOL DISTRICT”).

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the North Orange County Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 located in North Orange County and within the regional service area of NOCCCD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, NOCCCD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, NOCCCD and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

- 1.1 The term of this CCAP Agreement shall be for three years beginning on July 1, 2021 and ending on June 30, 2024. All amendments to this agreement will be submitted for approval by the community college and the school district Boards.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.3 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.4 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.5 COLLEGE and SCHOOL DISTRICT shall ensure that one public (adoption) meeting is held in the review and approval of this CCAP Agreement. Sec. 2 (b)

**2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of NOCCCD and applicable law. Sec. 2 (a)
- 2.2 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless

*Note: All referenced Sections from AB 288 (Education Code 76004)*

pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and NOCCCD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and NOCCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out the authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

#### **5. PARTICIPATING STUDENTS**

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The NOCCCD governing board shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

#### **6. CCAP AGREEMENT COURSES**

- 6.1 COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(1)

*Note: All referenced Sections from AB 288 (Education Code 76004)*



- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by the COLLEGE shall be determined by COLLEGE with the approval of the NOCCCD Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester bases.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with NOCCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.

Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department and approved by the COLLEGE curriculum committee, the NOCCCD Board of Trustees and the state Chancellor's Office.

- 6.8 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by NOCCCD Administrative Procedure 4610.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to NOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between NOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the NOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or NOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with NOCCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with NOCCCD guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

## **7. INSTRUCTOR(S)**

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the NOCCCD and become NOCCCD employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT must also sign an Instructional Service Agreement- Instructor and get approved by the NOCCCD Board before the start of the course.
- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE

*Note: All referenced Sections from AB 288 (Education Code 76004)*

Employees, that extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.

- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.7 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of NOCCCD.
- 7.11 Faculty provided by the SCHOOL DISTRICT who don't comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 7.12 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of NOCCCD specifically with regard to their duties as instructors.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 7.13 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.
- 8.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a “W” on their transcript.
- 8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

## **9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

## **10. APPORTIONMENT**

- 10.1 NOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 NOCCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and Title.5.

## **11. CERTIFICATIONS**

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 11.3 The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
  - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
  - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

## **12. PROGRAM IMPROVEMENT**

- 12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

### **13. RECORDS**

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.
- 13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.
- 13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

### **14. CCAP AGREEMENT DATA MATCH AND REPORTING**

- 14.1 COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 14.2 COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004) 13 | Page 005142.00043 13951870.1 15.

### **15. PRIVACY OF STUDENT RECORDS**

- 15.1 COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 15.2 Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 15.3 Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code

*Note: All referenced Sections from AB 288 (Education Code 76004)*

of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.  
d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from redisclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

## **16. REIMBURSEMENT**

16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

## **17. FACILITIES**

17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## **18. INDEMNIFICATION**

18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and NOCCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

18.2 The NOCCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators,

*Note: All referenced Sections from AB 288 (Education Code 76004)*



independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of NOCCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the NOCCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **19. INSURANCE**

- 19.1 The SCHOOL DISTRICT, in order to protect the NOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident/THREE MILLION DOLLARS (\$3,000,000) aggregate, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and NOCCCD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including a separate endorsement shall be furnished to the COLLEGE and to NOCCCD.
- 19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and NOCCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

## **20. NON-DISCRIMINATION**

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and NOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental

*Note: All referenced Sections from AB 288 (Education Code 76004)*

disability, sexual orientation, religion, or any other protected class under California State or federal law.

## **21. TERMINATION**

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 22.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

## **22. NOTICES**

- 22.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE  
Fullerton College  
321 E. Chapman Avenue  
Fullerton, CA 92832  
Attn: Dr. José Ramón Núñez, Vice President, Instruction

NOCCCD  
North Orange County Community College District  
1830 W. Romneya Dr., Anaheim, CA 92801  
Attn: Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

SCHOOL DISTRICT  
Brea Olinda Unified School District  
1 Civic Center Cir  
Brea, CA 92821  
Attn: Dr. Brad Mason, Superintendent of Schools

## **23. INTEGRATION**

*Note: All referenced Sections from AB 288 (Education Code 76004)*

23.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

**24. MODIFICATION AND AMENDMENT**

24.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**25. GOVERNING LAWS**

25.1 This agreement shall be interpreted according to the laws of the State of California.

**26. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

26.1 For locations outside the geographical boundaries of NOCCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**27. SEVERABILITY**

27.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**28. COUNTERPARTS**

28.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on \_\_\_\_\_ 2021

*Note: All referenced Sections from AB 288 (Education Code 76004)*

By: Dr. Brad Mason  
SCHOOL DISTRICT: BOUSD

By: Dr. Jose Ramon Nunez  
COLLEGE: FULLERTON

By: Dr. Cherry Li-Bugg  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

North Orange County Community College District  
Board Meeting Date: *April 27, 2021*

School District  
Board Meeting Date: *May 6, 2021*

*Note: All referenced Sections from AB 288 (Education Code 76004)*

## APPENDIX

### COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

#### 1. NOCCCD, COLLEGE and SCHOOL DISTRICT Point of Contact:

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD	Dr. W. Cherry Li-Bugg	714-808-4787	clibugg@nocccd.edu
Fullerton College	Dr. Jose Ramon Nunez	714-992-7031	jnunez@fullcoll.edu
BOUSD	Dr. Brad Mason	714-990-7824	bmason@bousd.us

#### 2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

**3. CCAP AGREEMENT PROGRAM YEAR** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: **2021 – 2024**

COLLEGE: **Fullerton College**

EDUCATIONAL PROGRAM: **Art (ART), Biology (BIOL), Business (BUS), Computer Information Systems (CIS), Communication Studies (COMM), Counseling (COUN), Music (MUS), Sociology (SOC)**

SCHOOL DISTRICT: **Brea Olinda Unified School District**

HIGH SCHOOLS: **Brea Olinda**

TOTAL NUMBER OF STUDENTS TO BE SERVED: 270				TOTAL PROJECTED FTES: 24.5			
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. Introduction to Art	ART 110F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
2. Introduction to Biotechnology	BIOL 190F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
3. Introduction to Biotechnology Lab	BIOL 190LF	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
4. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
5. Introduction to Cyber Security (formerly Introduction to Computer Forensics)	CIS 160F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
6. Public Speaking	COMM 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
7. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda

*Note: All referenced Sections from AB 288 (Education Code 76004)*

8. Music Appreciation	MUS 116F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda
9. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Brea Olinda

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

Some of these courses have been offered previously to college bound high school students. They have helped students start a successful college career.

**4. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
1. ART 110F	Lazzari, M. and Schlesier, D.(2016). <i>Exploring Art: A Global, Thematic Approach 5th Ed.</i> Cengage Learning ISBN: 9781285858166	\$23.86	N/A	N/A
2. BIOL 190F	Open Educational Resource	\$0	N/A	N/A
3. BIOL 190FL	Open Educational Resource	\$0	N/A	N/A
4. BUS 100F	Pride, W. M., Hughes, R. J. and Kapoor, J. R.(2019). <i>Foundations of Business 6th Ed.</i> Cengage Learning ISBN: 9781337386920	\$119.99	N/A	N/A
5. CIS 160F	TBD	TBD	TBD	TBD
6. COMM 100F	Lucas, S.(2020). <i>Art of Public Speaking (Looseleaf) 13th Ed.</i> McGraw-Hill ISBN: 9781260412932	\$33.20	N/A	N/A
7. COUN 140F	None	N/A	N/A	N/A
8. MUS 116F	Kamien, R.(2018). <i>Music: Appreciation 12th Ed.</i> McGraw-Hill Publishing Company ISBN: 9781259892707	\$103.79	N/A	N/A
9.SOC 101F	<a href="https://openstax.org/details/books/introduction-sociology-2e">https://openstax.org/details/books/introduction-sociology-2e</a>	N/A	N/A	N/A

Note: All referenced Sections from AB 288 (Education Code 76004)

**5. FACILITIES USE**

5.1 COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 17, Facilities, of this CCAP Agreement.

5.2 COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

<b>BUILDING</b>	<b>CLASSROOM</b>	<b>DAYS</b>	<b>HOURS</b>

*Note: All referenced Sections from AB 288 (Education Code 76004)*



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	April 27, 2021	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	NOCCCD/PYLUSD CCAP Dual Enrollment Partnership Agreement 2021-2024	Enclosure(s)	<u>    X    </u>

**BACKGROUND:** Existing law (AB 288) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or the governing body of a charter school with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Existing law requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Existing law also requires the governing board of each district, present the dual enrollment partnership agreement as an informational item first taking action at a second Board meeting. AB 30 updated some of the requirements in AB 288. Below are some highlights of the updates:

1. A high school pupil participating under a CCAP partnership is now required to submit only one parental consent form and principal recommendation, for the duration of the pupil's participation under the CCAP partnership.
2. The two-meeting requirement on the governing board has been eliminated - only one meeting is required for the governing board to approve the dual enrollment partnership agreements.
3. Units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.
4. The operation of the CCAP partnership provisions has been extended until January 1, 2027.

With these new provisions, we are presenting the three-year NOCCCD/PYLUSD CCAP Dual Enrollment Partnership Agreement for Board action.

This agenda item was prepared by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of Cypress College and Fullerton College.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co- curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.


**How does this relate to Board Policy:** This item is submitted in accordance with Board Policy 4020, Program and Curriculum Development.

**FUNDING SOURCE AND FINANCIAL IMPACT:** General funds

**RECOMMENDATION:** It is recommended that the Board approve the NOCCCD/PYLUSD CCAP Dual Enrollment Partnership Agreement 2021-2024.

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Cherry Li-Bugg  
Recommended by



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Approved for Submittal

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5.g.2  
Item No.

**COLLEGE AND CAREER ACCESS PATHWAYS  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT  
2021-2024**

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as “Agreement” between **Fullerton College** (“COLLEGE”), colleges of the North Orange County Community College District (NOCCCD), 1830 W. Romneya Drive, Anaheim, CA 92801, and **Placentia-Yorba Linda Unified School District** (“SCHOOL DISTRICT”).

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the North Orange County Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 located in North Orange County and within the regional service area of NOCCCD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, NOCCCD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, NOCCCD and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

- 1.1 The term of this CCAP Agreement shall be for three years beginning on July 1, 2021 and ending on June 30, 2024. All amendments to this agreement will be submitted for approval by the community college and the school district Boards.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.3 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.4 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.5 COLLEGE and SCHOOL DISTRICT shall ensure that one public (adoption) meeting is held in the review and approval of this CCAP Agreement. Sec. 2 (b)

**2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of NOCCCD and applicable law. Sec. 2 (a)
- 2.2 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless

*Note: All referenced Sections from AB 288 (Education Code 76004)*

pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and NOCCCD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and NOCCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out the authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

#### **5. PARTICIPATING STUDENTS**

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The NOCCCD governing board shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

#### **6. CCAP AGREEMENT COURSES**

- 6.1 COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(1)

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by the COLLEGE shall be determined by COLLEGE with the approval of the NOCCCD Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester bases.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with NOCCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.

Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department and approved by the COLLEGE curriculum committee, the NOCCCD Board of Trustees and the state Chancellor's Office.

- 6.8 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by NOCCCD Administrative Procedure 4610.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to NOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between NOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the NOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or NOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with NOCCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with NOCCCD guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

## **7. INSTRUCTOR(S)**

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the NOCCCD and become NOCCCD employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT must also sign an Instructional Service Agreement- Instructor and get approved by the NOCCCD Board before the start of the course.
- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE

*Note: All referenced Sections from AB 288 (Education Code 76004)*



Employees, that extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.

- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.7 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of NOCCCD.
- 7.11 Faculty provided by the SCHOOL DISTRICT who don't comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 7.12 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of NOCCCD specifically with regard to their duties as instructors.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 7.13 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.
- 8.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a “W” on their transcript.
- 8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

## **9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

## **10. APPORTIONMENT**

- 10.1 NOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 NOCCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and Title.5.

## **11. CERTIFICATIONS**

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

- 11.3 The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
  - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
  - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

## **12. PROGRAM IMPROVEMENT**

- 12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

### **13. RECORDS**

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.
- 13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.
- 13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

### **14. CCAP AGREEMENT DATA MATCH AND REPORTING**

- 14.1 COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 14.2 COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004) 13 | Page 005142.00043 13951870.1 15.

### **15. PRIVACY OF STUDENT RECORDS**

- 15.1 COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 15.2 Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 15.3 Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code

*Note: All referenced Sections from AB 288 (Education Code 76004)*

of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.  
d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from redisclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

## **16. REIMBURSEMENT**

16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

## **17. FACILITIES**

17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## **18. INDEMNIFICATION**

18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and NOCCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

18.2 The NOCCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators,

*Note: All referenced Sections from AB 288 (Education Code 76004)*

independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of NOCCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the NOCCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **19. INSURANCE**

19.1 The SCHOOL DISTRICT, in order to protect the NOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident/THREE MILLION DOLLARS (\$3,000,000) aggregate, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and NOCCCD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including a separate endorsement shall be furnished to the COLLEGE and to NOCCCD.

19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and NOCCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

## **20. NON-DISCRIMINATION**

20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and NOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental

*Note: All referenced Sections from AB 288 (Education Code 76004)*

disability, sexual orientation, religion, or any other protected class under California State or federal law.

## **21. TERMINATION**

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 22.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

## **22. NOTICES**

- 22.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE  
Fullerton College  
321 E. Chapman Avenue  
Fullerton, CA 92832  
Attn: Dr. José Ramón Núñez, Vice President, Instruction

NOCCCD  
North Orange County Community College District  
1830 W. Romneya Dr., Anaheim, CA 92801  
Attn: Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

SCHOOL DISTRICT  
Placentia-Yorba Linda Unified School District  
1301 East Orangethorpe Ave  
Placentia, CA 92870  
Attn: Dr. Cary Johnson, Executive Director, Curriculum and Instruction

*Note: All referenced Sections from AB 288 (Education Code 76004)*



**23. INTEGRATION**

23.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

**24. MODIFICATION AND AMENDMENT**

24.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**25. GOVERNING LAWS**

25.1 This agreement shall be interpreted according to the laws of the State of California.

**26. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

26.1 For locations outside the geographical boundaries of NOCCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**27. SEVERABILITY**

27.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**28. COUNTERPARTS**

28.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

*Note: All referenced Sections from AB 288 (Education Code 76004)*

Executed on \_\_\_\_\_2021

By: David Giordano  
SCHOOL DISTRICT: PYLUSD

By: Dr. Jose Ramon Nunez  
COLLEGE: FULLERTON

By: Dr. Cherry Li-Bugg  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

North Orange County Community College District  
Board Meeting Date: *April 27, 2021*

School District  
Board Meeting Date: *May 11, 2021*

*Note: All referenced Sections from AB 288 (Education Code 76004)*

## APPENDIX

### COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

#### 1. NOCCCD, COLLEGE and SCHOOL DISTRICT Point of Contact:

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD	Dr. W. Cherry Li-Bugg	714-808-4787	clibugg@nocccd.edu
Fullerton College	Dr. Jose Ramon Nunez	714-992-7031	jnunez@fullcoll.edu
PYLUSD	Dr. Cary Johnson	714-985-8656	caryjohnson@pylUSD.org

#### 2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

**3. CCAP AGREEMENT PROGRAM YEAR** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: **2021 – 2024**

COLLEGE: **Fullerton College**

EDUCATIONAL PROGRAM: **Anthropology (ANTH), Art (ART), Biology (BIOL), Business (BUS), Child Development (CDES), Communication Studies (COMM), Counseling (COUN), Digital Art (DART), Ethnic Studies (ETHS), Music (MUS), Nutrition (NUTR), Philosophy (PHIL), Sociology (SOC)**

SCHOOL DISTRICT: **Placentia-Yorba Linda Unified School District**

HIGH SCHOOLS: **Buena Vista, El Camino, El Dorado, Esperanza, La Entrada, Valencia, Yorba Linda**

TOTAL NUMBER OF STUDENTS TO BE SERVED: <u>1,200</u>				TOTAL PROJECTED FTES: <u>108</u>			
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. Physical Anthropology	ANTH 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
2. Physical Anthropology Lab	ANTH 101LF	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
3. Cultural Anthropology	ANTH 102F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
4. Introduction to Art	ART 110F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Vista
5. Introduction to Art	ART 110F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
6. Introduction to Art	ART 110F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
7. Introduction to Biotechnology	BIOL 190F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza

*Note: All referenced Sections from AB 288 (Education Code 76004)*

8. Introduction to Biotechnology	BIOL 190F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
9. Introduction to Biotechnology Lab	BIOL 190LF	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
10. Introduction to Biotechnology Lab	BIOL 190LF	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
11. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Vista
12. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
13. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
14. Introduction to Business	BUS 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
15. Introduction to Early Childhood	CDES 115F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Camino
16. Public Speaking	COMM 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
17. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
18. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
19. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
20. Educational Planning	COUN 140F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Yorba Linda
21. Career Exploration	COUN 141F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Camino
22. Career Motivation and Self Confidence	COUN 144F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Camino

*Note: All referenced Sections from AB 288 (Education Code 76004)*

23. Introduction to Maya 3D	DART 104F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
24. Introduction to Chicano/a Studies	ETHS 150F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
25. Introduction to Chicano/a Studies	ETHS 150F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
26. Introduction to Chicano/a Studies	ETHS 150F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Vista
27. Asian Pacific American History	ETHS 171F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS El Dorado
28. Asian Pacific American History	ETHS 171F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
29. Asian Pacific American History	ETHS 171F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Yorba Linda
30. Jazz History - An Appreciation	MUS 113F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Yorba Linda
31. Music Appreciation	MUS 116F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Valencia
32. History of Rock Music	MUS 119F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Vista
33. History of Rock Music	MUS 119F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
34. History of Rock Music	MUS 119F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS La Entrada
35. Human Nutrition	NUTR 210F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Yorba Linda
36. Human Nutrition	NUTR 210F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
37. Introduction to Philosophy	PHIL 100F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza

*Note: All referenced Sections from AB 288 (Education Code 76004)*

38. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Buena Vista
39. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Esperanza
40. Introduction to Sociology	SOC 101F	Summer, Fall &/or Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Yorba Linda

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

Some of these courses have been offered previously to college bound high school students. They have helped students start a successful college career.

**4. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
1. ANTH 101F	TBD	N/A	N/A	N/A
2. ANTH 101LF	TBD	N/A	N/A	N/A
3. ANTH 102F	Guest, Kenneth J. (2020). Essentials of Cultural Anthropology: A Toolkit for a Global Age 3rd Ed. W.W. Norton & Co. ISBN: 9780393420142	\$35.00	N/A	N/A
4. ART 110F	Lazzari, M. and Schlesier, D.(2016). Exploring Art: A Global, Thematic Approach 5th Ed. Cengage Learning ISBN: 9781285858166	\$23.86	N/A	N/A
5. BIOL 190F	Open Educational Resource	\$0	N/A	N/A
6. BIOL 190LF	TBD	N/A	N/A	N/A
7. BUS 100F	Pride, W. M., Hughes, R. J. and Kapoor, J. R.(2019). Foundations of Business 6th Ed. Cengage Learning ISBN: 9781337386920	\$119.99	N/A	N/A

*Note: All referenced Sections from AB 288 (Education Code 76004)*

8. CDES 115F	Free Open Educational Resource: Paris, J., Beeve, K., and Springer, C.(2019). Free OER - Introduction to Curriculum for Early Childhood Education College of the Canyons	\$0	N/A	N/A
9. COMM 100F	Lucas, S.(2020). Art of Public Speaking (Looseleaf) 13th Ed. McGraw-Hill ISBN: 9781260412932	\$33.20	N/A	N/A
10. COUN 140F	None	N/A	N/A	N/A
11. COUN 141F	TBD	N/A	N/A	N/A
12. COUN 144F	TBD	N/A	N/A	N/A
13. DART 104F	TBD	N/A	N/A	N/A
14. ETHS 150F	Gutierrez, R. A.(2016). FC Library Stock (free): The New Latino Studies Reader 16th Ed. University of California Press ISBN: 9780520284845	\$0	N/A	N/A
15. ETHS 171F	TBD	N/A	N/A	N/A
16. MUS 113F	TBD	N/A	N/A	N/A
17. MUS 116F	Kamien, R.(2018). Music: Appreciation 12th Ed. McGraw-Hill Publishing Company ISBN: 9781259892707	\$103.79	N/A	N/A
18. MUS 119F	Covach, J. and Flory, A.(2018). What's That Sound?: An Introduction to Rock and Its History 5th Ed. W.W. Norton & Co. ISBN: 9780393624144	\$24.99	N/A	N/A
19. NUTR 210F	Sizer, F. and Whitney, E.(2020). Nutrition: Concepts and Controversies 15th Ed. Cengage Learning ISBN: 9781337906371	\$8.55	N/A	N/A
20. PHIL 100F	Stevenson, L.(2018). Thirteen Theories of Human Nature 7th Ed. Oxford University Press ISBN: 9780190604721	\$27.48	N/A	N/A
21. SOC 101F	<a href="https://openstax.org/details/books/introduction-sociology-2e">https://openstax.org/details/books/introduction-sociology-2e</a>	\$0	N/A	N/A

*Note: All referenced Sections from AB 288 (Education Code 76004)*



**5. FACILITIES USE**

5.1 COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 17, Facilities, of this CCAP Agreement.

5.2 COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

<b>BUILDING</b>	<b>CLASSROOM</b>	<b>DAYS</b>	<b>HOURS</b>

*Note: All referenced Sections from AB 288 (Education Code 76004)*

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** April 27, 2021  
**SUBJECT:** Academic Personnel

Action X  
Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
Enclosure(s) X

**BACKGROUND:** Academic personnel matters within budget.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

6.a.1

Item No.

Academic Personnel  
April 27, 2021

ADDITIONAL DUTY DAYS @ PER DIEM

Gopar, Gary	CC	Director of Jazz/Swing Band	11 days
		Director of Concert Band, Vocal Jazz Ensemble, and Chamber Singers	8 days
		Director of Master Chorale and Jazz Ensemble	6 days
McMillan, Marcus	CC	Director of Concert Band, Vocal Jazz Ensemble, and Chamber Singers	8 days

LEAVE OF ABSENCE

Okonyan, Stefani	FC	English Instructor Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/19/2021-06/26/2021
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TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 FALL SEMESTER

Arya, Neha	FC	Column 2, Step 3
Durfield, Timothy	FC	Column 3, Step 1
Poole, Heather	FC	Column 3, Step 2

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

De La Cruz, Damon	CC	Director of Mortuary Science Class F, Step 10 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021
		Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class F Not to exceed 25 hours Eff. 05/24/2021-06/30/2021

Academic Personnel  
April 27, 2021

Collins, Lori	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class B Not to exceed 25 hours Eff. 05/24/2021-06/30/2021
Frianeza, Michael	CC	Director of Radiology Class F, Step 20 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021
Grande, Jolena	CC	Director of Funeral Services Class E, Step 26 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021  Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 25 hours Eff. 05/24/2021-06/30/2021
Harris, Amy	NOCE	Online Teaching Certificate Training Stipend not to exceed \$250.00 Eff. 09/01/2020-12/31/2020
Marquardt, Marcus	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class D Not to exceed 25 hours Eff. 05/24/2021-06/30/2021
Mitts, Teri Lynn	CC	Director of Sonography Class D, Step 35 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021

Academic Personnel  
April 27, 2021

Pacheco, Elizabeth	CC	Director of Dental Assisting Class D, Step 22 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021
Pico, Karina	NOCE	Online Teaching Certificate Training Stipend not to exceed \$250.00 Eff. 09/01/2020-12/31/2020
Ramos, Jaime	CC	Director of Psychiatric Technology Class E, Step 21 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021
Smith, Susan	CC	Asst. Director of Nursing Class B, Step 16 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 05/24/2021-08/18/2021
Spitler, Patricia	CC	Director of Health Information Technology Class B, Step 13 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021
Velasco, Kendra	CC	Director of Dental Hygiene Class E, Step 17 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2021-06/30/2021

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Classified Personnel

Action	X
Resolution	_____
Information	_____
Enclosure(s)	X

**BACKGROUND:** Classified personnel matters within budget.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

6.b.1

Item No.

Classified Personnel  
April 27, 2021

RETIREMENT

Lopez, Joan	NOCE	Instructional Assistant High School Lab 11-month position (100%) PN SCC905 Eff. 08/01/2021
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NEW PERSONNEL

Bush, Garrett	NOCE	Campus Safety Officer Coordinator 12-month position (100%) Range 34, Step E + 5% Shift Differential Classified Salary Schedule Eff. 05/17/2021 PN SCC833
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Tran, Khang	CC	Laboratory Technician, Physical Sciences 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 05/12/2021 PN CCC854
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PROFESSIONAL GROWTH & DEVELOPMENT

Johnston, Hei Yung	CC	Accounting Technician (100%) 6 <sup>th</sup> increment (\$400) Eff. 07/01/2021
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LEAVES OF ABSENCE

@00734934	AC	Payroll Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/09/2021 (3 hours); 03/30/2021 (3 hours); 03/31/2021 (8 hours)
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@00783825	NOCE	Administrative Assistant III (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/10/2021 (2 hours); 03/11/2021 (8 hours)
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@00722225	CC	Library Assistant II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/18/2021 (2 hours); 04/15/2021 (3 hours)
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Classified Personnel  
April 27, 2021

@00006642	CC	Administrative Assistant II (50%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/12/2021 (8 hours)
@00243865	AC	Payroll Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/09/2021 (3 hours); 03/12/2021 (4 hours); 03/31/2021 (3 hours)
Itani, Mazani	CC	IT Technician II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/08/2021 – 12/21/2021 (Intermittent Leave)
@01693633	NOCE	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/10/2021 (2 hours)
@00005402	CC	EOPS Program Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/18/2021 (8 hours)
@01729731	NOCE	Administrative Assistant III (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/22/2021 (1.5 hours)
@00007686	FC	Administrative Assistant III (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/25/2021 (4 hours); 03/25/2021 (7 hours)
@01523617	CC	Administrative Assistant I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/15/2021 (8 hours)



Classified Personnel  
April 27, 2021

Tran, Chinh	CC	Facilities Assistant (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 04/09/2021 – 04/23/2021 (Consecutive Leave)
@01557695	AC	Executive Assistant III (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/04/2021 (1.5 hours); 03/25/2021 (1.5 hours); 03/26/2021 (8 hours)
@01165576	CC	Laboratory Technician, Biology (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/08/2021 (1 hour); 04/05/2021 (1 hour)
@01289131	FC	Cadena Center Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/16/2021 (2 hours); 04/13/2021 (2 hours)
@00005690	FC	Cadena Center Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/24/2021 (1 hour)
@01135674	CC	Financial Aid Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/04/2021 (1 hour); 04/06/2021 (1 hour)

STIPEND FOR ADDITIONAL ADMINSTRATIVE DUTIES

Santillan, Carolina	FC	Administrative Assistant I Extension of 6% Stipend 04/01/2021 – 06/30/2021
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# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Professional Experts

Action	X
Resolution	_____
Information	_____
Enclosure(s)	X

**BACKGROUND:** Professional Experts within budget.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

6.c.1

Item No.

Professional Experts  
April 27, 2021

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Aguet, Jacqueline	CC	Technical Expert II	Perkins V Tourism	5	04/12/2021	05/22/2021
Aguet, Jacqueline	CC	Technical Expert II	Perkins V Tourism	22	05/24/2021	06/15/2021
Aviles, Greg	FC	Technical Expert II	Guided Pathways Planning	20	01/04/2021	02/16/2021
Brown, David	FC	Technical Expert II	Program Review-Reader	5	04/05/2021	04/30/2021
Diaz, Carlos	NOCE	Technical Expert II	NOCE ESL Curriculum Development – Integrated Skills/Specialty	26	05/31/2021	06/30/2021
Doidge, Kristin	FC	Technical Expert II	Journalism Program Improvements under COVID-19	40	03/29/2021	04/04/2021
Gabaldon, Nadia	FC	Technical Expert II	Program Review-Reader	5	04/05/2021	04/30/2021
Gargano, Amanda	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Gregorio, Aline	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021
Hafer, Mellissa	FC	Technical Expert I	KinderCaminata	26	04/16/2021	05/14/2021
Haynes, Corinne	FC	Technical Expert II	Program Review-Reader	5	04/05/2021	04/30/2021
Hong, Song	NOCE	Project Manager	Citizenship Preparation Curriculum Update	26	03/29/2021	04/02/2021
Hong, Song	NOCE	Project Manager	Citizenship Preparation Curriculum Update	26	05/29/2021	06/06/2021
Izadi, Behzad	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Kim, Caroline	NOCE	Project Manager	Citizenship Preparation Curriculum Update	26	03/29/2021	04/02/2021
Kim, Caroline	NOCE	Project Manager	Citizenship Preparation Curriculum Update	26	05/29/2021	06/06/2021
Klyde, Michael	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Lynch, Candace	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021
Mastin, Ursula	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021
McCarthy, Barry	FC	Technical Expert II	Program Review – Reader	5	04/05/2021	04/30/2021

Professional Experts  
April 27, 2021

McCormick, Steve	CC	Technical Expert I	Perkins V Tourism	26	05/24/2021	06/15/2021
Mitts, Teri Lynn	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Moore, Michael	FC	Technical Expert II	Paralegal Studies Program ABA Accreditation Visit	20	05/24/2021	06/30/2021
Myers, Victoria	NOCE	Project Manager	Community-Based ESL Curriculum Update	26	03/29/2021	04/02/2021
Myers, Victoria	NOCE	Project Manager	Community-Based ESL Curriculum Update	26	05/29/2021	06/06/2021
Neel, Ginger	NOCE	Technical Expert II	Regional CTE Work-Based Learning & Employment Project	26	03/29/2021	06/30/2021
Nguyen, Amanda	FC	Project Expert	SSSP Related Data and Research	26	04/05/2021	05/07/2021
Perez, Gilbert	FC	Technical Expert II	Radio Instructional Support Improvements Under COVID	40	03/29/2021	04/04/2021
Ramirez, Cynthia	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021
Ramos, Jaime	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Rangel, Elexa	FC	Assistant Coach 1	Assistant Coach - Softball	26	04/07/2021	06/23/2021
Rezai, Maryam	NOCE	Project Manager	Community-Based ESL Curriculum Update	26	03/29/2021	04/02/2021
Rezai, Maryam	NOCE	Project Manager	Community-Based ESL Curriculum Update	26	05/29/2021	06/06/2021
Saleh, Massoud	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Sallade, Doug	CC	Project Manager II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Smith, Todd	FC	Technical Expert II	Program Review – Reader	5	04/05/2021	04/30/2021
Sprayberry, Brad	CC	Technical Expert I	Perkins V Tourism	26	04/12/2021	06/15/2021
Sever, Sue	CC	Technical Expert II	Court Reporting Program Update and Outreach Materials	20	04/28/2021	06/30/2021
Torres, Anacany	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021
Urquidi, Carlos	CC	Technical Expert II	Faculty in Industry & Business Externships (FIBE) for CTE-STEM Faculty	40	04/12/2021	06/30/2021
Valdez, Ediberto	CC	Technical Expert II	Perkins V Tourism	40	04/12/2021	05/22/2021
Valdez, Ediberto	CC	Technical Expert II	Perkins V Tourism	40	05/24/2021	06/15/2021
Vazquez, Rosa	NOCE	Project Expert	Job Coach	26	04/05/2021	05/28/2021

Professional Experts  
April 27, 2021

Voet, Courtnie	NOCE	Project Coordinator	DSS Project Coordinator	26	04/12/2021	06/18/2021
Walker, Jane	CC	Technical Expert II	NOVA Grant – Nursing 2020 – 2021	2	03/22/2021	05/21/2021
Way, Chase	AC	Technical Expert I	Anti-Racism Poster Campaign Development Ad Hoc Committee	10	03/15/2021	06/30/2021

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Hourly Personnel

Action	<u>X</u>
Resolution	<u>                    </u>
Information	<u>                    </u>
Enclosure(s)	<u>X</u>

**BACKGROUND:** Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

6.d.1

Item No.

Hourly Personnel  
 April 27, 2021

Short-Term Hourly

<b>Name</b>	<b>Site</b>	<b>Title and Description of Service</b>	<b>Begin</b>	<b>End</b>	<b>Grade/Step</b>
Antunez Lagunas, Melani	FC	Technical - Assist in Admissions and Records	06/16/21	06/30/21	TE A 1
Batres Martinez, Sandra	FC	Technical - Assist in Counseling department	05/10/21	06/30/21	TE A 2
Hatfield, Jamie	CC	Technical - Assist in HVAC	04/22/21	06/10/21	TE A 2
Jenkins, Nesha	NOCE	Technical - Assist in COVID19 student campus screening	04/28/21	06/22/21	TE B 1
King, Elliott	FC	Technical - Assist in Admissions and Records	06/23/21	06/30/21	TE B 4
Mariano, Ashley	FC	Technical - Assist in Counseling department	05/10/21	06/30/21	TE A 1
Minero Jimenez, Hector	FC	Technical - Assist in Counseling department	05/10/21	06/30/21	TE A 2
Nguyen, Hanna	FC	Technical - Assist in Counseling department	05/10/21	06/30/21	TE B 1
Nguyen, Vi	CC	Technical - Assist in Counseling department	04/28/21	06/30/21	TE A 3
Ortiz, Carlos	CC	Technical - Assist in Campus Public Safety	04/28/21	06/30/21	TE B 4
Padilla, Samantha	FC	Technical - Assist in Admissions and Records	06/18/21	06/30/21	TE A 3
Price, Anabelle	FC	Technical - Assist in Counseling department	05/10/21	06/30/21	TE A 3
Truong, Amy	FC	Technical - Support on-going maintenance related to theater operations	05/12/21	06/30/21	TE J 4
Veith, Maria	FC	Technical - Assist in Admissions and Records	06/01/21	06/30/21	TE A 4
Villegas, Isabel	FC	Technical - Assist in Admissions and Records	06/16/21	06/30/21	TE A 1

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Volunteers

Action	<u>X</u>
Resolution	<u>          </u>
Information	<u>          </u>
Enclosure(s)	<u>X</u>

**BACKGROUND:** The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

**How does this relate to the five District Strategic Directions?** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

6.e.1

Item No.



Volunteer Personnel  
April 27, 2021

<b>Name</b>	<b>Site</b>	<b>Program</b>	<b>Begin</b>	<b>End</b>
Phillips, Jordan	FC	Physical Education Division/Football	04/19/2021	06/30/2021
Reyes, Raymond	FC	Physical Education Division/Softball	04/19/2021	06/30/2021
Schimmel, Sierra	FC	Physical Education Division/Training	06/07/2021	06/30/2021
Schulz, Paul	FC	Physical Education Division/Athletics	04/19/2021	06/30/2021

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>X</u>
<b>DATE:</b>	April 27, 2021	Resolution	<u>X</u>
		Information	<u>          </u>
<b>SUBJECT:</b>	Resolution No. 20/21-17, Proclaiming April as Diversity, Equity, Inclusion, and Anti-Racism Awareness Month	Enclosure(s)	<u>X</u>

**BACKGROUND:** As the largest system of higher education in the country with more than 2.1 million students attending 116 colleges, the California Community Colleges serve the most diverse student population of any system of higher education in the state. The California Community Colleges and the Board of Governors are committed to ensuring our faculty, administration and staff are reflective of our diverse student population to ensure we are supporting students toward the completion of their educational goals in an equitable manner. A commitment to Diversity, Equity, and Inclusion enriches the vision of equity outlined in the Vision for Success and fosters an inclusive, anti-racist campus culture.

On June 5, 2020, the CCC Board of Governors released a Call to Action letter where Chancellor Oakley called for our system to respond to systemic racism by urgently working to: 1) conduct a system-wide review of law enforcement officers and first responder training, 2) host open dialogue and review campus climate, 3) audit classroom climate and create inclusive classrooms and antiracism curriculum, 4) review and update Equity Plans, 5) shorten the time frame for full implementation of the Diversity, Equity and Inclusion (DEI) Integration Plan, and 6) system wide engagement in the Vision Resource Center “Community Colleges for Change.” In the few months since the Call to Action was released, the statewide DEI Implementation Workgroup has made progress by integrating DEI into the organizational structure of statewide associations and collaborating with system partners to implement all 68 recommendations of the Integration Plan.

As part of this integration plan, the Board of Governors has asked that each community college district review and adopt a resolution designating April as Diversity, Equity and Inclusion Awareness Month. This proposed action would celebrate and provide legitimacy and protection to community college leaders who are champions for DEI. By taking this action, the Board of Governors would encourage California Community Colleges to publicize and celebrate the DEI accomplishments of our system, and encourage the California State Legislature to do the same. The resolution is proposed by the DEI Implementation Workgroup with support from the EEO and Diversity Advisory Committee and feedback from the Consultation Council.

At the request of Board of Trustees President Dr. Barbara Dunsheath, this agenda item is submitted by Kai Stearns, District Director of Public and Government Affairs.

The resolution was presented to the Board for a first reading on April 13, 2021 and the general consensus was to include “anti-racism” to better reflect District practices and align with the Educational & Facilities Master Plan.


**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board adopt Resolution No. 20/21-17, Proclaiming April as Diversity, Equity, Inclusion, and Anti-Racism Awareness Month.

Barbara Dunsheath  
Recommended by

  
Approved for Submittal

7.a.2  
Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



**Resolution No. 20/21-17, Proclaiming April as Diversity, Equity, Inclusion, and  
Anti-Racism Awareness Month**

**WHEREAS**, for many Californians, the open-access mission of the California Community College system constitutes an accessible path to a better life and upward mobility for 43 percent of community college students who identify as first-generation; and

**WHEREAS**, the North Orange County Community College District serves a diverse student population reflective of the more than one million residents in its region; and

**WHEREAS**, the North Orange County Community College District student population reflects the racial and ethnic diversity of the state of California with nearly 45 percent Latinx, 19.82 percent Asian American Pacific Islander, and 3 percent African American; and

**WHEREAS**, the North Orange County Community College District values diversity, equity and inclusion, in all aspects of the human condition, and pursues equity by re-evaluating how we empower each person to achieve their success; and

**WHEREAS**, the North Orange County Community College District demonstrates its dedication to diversity, equity and inclusion by promoting a climate of equal and equitable access and opportunity to improve workforce diversity, and by providing professional development opportunities on topics of anti-racism, equity, inclusion, and anti-racism; and

**WHEREAS**, over the past months, the California Community College Chancellor's Office and system leaders have called for action and open dialogue across the system to strategize against structural racism and racial inequities; and

**WHEREAS**, April is nationally recognized as Community College Month and serves as an opportunity to honor and acknowledge the contributions of students, faculty, classified staff and administrators in our community colleges; and

**WHEREAS**, students, faculty, staff and administrators must work together to gain a deeper understanding of the lived experiences of people of color and create a more inclusive working and learning environment;

**NOW, THEREFORE, BE IT RESOLVED**, that the North Orange County Community College District declares April 2021 and every year thereafter in April as Diversity, Equity, Inclusion, and Anti-Racism Awareness Month; and

**BE IT FURTHER RESOLVED**, that the North Orange County Community College District will celebrate its racial and ethnic diversity among students, faculty, staff, and administrators and honor their tireless contributions to advancing diversity, equity, inclusion, and anti-racism work that results in student success; and

**BE IT FURTHER RESOLVED**, that the North Orange County Community College District, during this month, will showcase and amplify the role of students and staff dedicated to equity to give agency to those voices and perspectives, and leading campus-wide dialogue to nurture a collective understanding and appreciation for our system's rich diversity.

**PASSED AND ADOPTED** by the Governing Board of the North Orange Community College District, this 27<sup>th</sup> day of April 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

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Barbara Dunsheath  
Board President

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** April 27, 2021  
**SUBJECT:** Resolution No. 20/21-19,  
Teacher Appreciation Week

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u>  </u>
Enclosure(s)	<u>X</u>

**BACKGROUND:** The first full week of May is designated as Teacher Appreciation Week, established in 1985 by action of the National Education Association and the National Parent Teacher Association.

**How does this relate to the District's Five Strategic Directions?** This item responds to District Strategic Direction 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees.

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board honor the contributions made by faculty members of the North Orange County Community College District to their students, their colleges, and their learning centers, and that the Board adopt Resolution No. 20/21-19, declaring the week of May 3-7, 2021, as Teacher Appreciation Week.

Cheryl Marshall  
Recommended by

  
Approved for Submittal

7.b.1  
Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



**Resolution No. 20/21-19, Teacher Appreciation Week**

**WHEREAS**, an accessible, effective system of public education is essential to our democratic system of government; and

**WHEREAS**, the quality of public education is dependent upon the skill, dedication, and commitment of the people who teach; and

**WHEREAS**, the people of the state of California receive many direct benefits from their system of public higher education, particularly the community colleges; and

**WHEREAS**, the North Orange County Community College District is known for offering high quality education, focused on student learning and success; and

**WHEREAS**, faculty of Cypress College, Fullerton College, and North Orange Continuing Education make a significant impact on the experience of students attending these institutions; and

**WHEREAS**, it is important that the contributions of faculty members to their students, their colleges and learning centers, and to the people in the community who benefit from their endeavors be acknowledged; now,

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the North Orange County Community College District does hereby declare the week of May 3-7, 2021, be observed as Teacher Appreciation Week and urges all members of our community to acknowledge the important work of our teachers.

**PASSED AND ADOPTED** by the Governing Board of the North Orange Community College District, this 27<sup>th</sup> day of April 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

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Barbara Dunsheath  
Board President

7.b.2  
Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Resolution No. 20/21-20  
Classified School Employee Week

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u>  </u>
Enclosure(s)	<u>X</u>

**BACKGROUND:** The third full week of May was designated as Classified School Employee Week in California by action of the State Legislature in 1986.

**How does this relate to the District's Five Strategic Directions?** This item responds to District Strategic Direction 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees.

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board honor the contributions made by classified employees of the North Orange County Community College District to the educational community and that the Board adopt Resolution No. 20/21-20, declaring the week of May 16-22, 2021, as Classified School Employee Week.

Cheryl Marshall  
\_\_\_\_\_  
Recommended by

*Cheryl Marshall*  
\_\_\_\_\_  
Approved for Submittal

7.c.1  
\_\_\_\_\_  
Item No.



**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



**Resolution No. 20/21-20, Classified School Employee Week**

**WHEREAS**, classified school employees provide valuable services to the district and students of the North Orange County Community College District; and

**WHEREAS**, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

**WHEREAS**, classified school employees play a vital role in providing for the welfare and safety of the North Orange County Community College District's students; and

**WHEREAS**, classified school employees employed by the North Orange County Community College District strive for excellence in all areas relative to the educational community;

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the North Orange County Community College District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the North Orange County Community College District and declares the week of May 16-22, 2021, be observed as Classified School Employee Week.

**PASSED AND ADOPTED** by the Governing Board of the North Orange Community College District, this 27<sup>th</sup> day of April 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

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Barbara Dunsheath  
Board President

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	_____
		Resolution	_____ X
<b>DATE:</b>	April 27, 2021	Information	_____ X
		Enclosure(s)	_____ X
<b>SUBJECT:</b>	Resolution No. 20/21-21, Armenian Genocide Remembrance Day		

**BACKGROUND:** From 1915 to 1923, a genocide was carried out by the Ottoman Empire, Turkish Parliamentary Forces, and the Young Turks, also known as the Committee of Union and Progress. Over 1.5 million Armenian men, women, and children were massacred, starved, and dehumanized. Armenians around the world annually observe April 24<sup>th</sup> as Armenian Genocide Remembrance Day to honor the victims of the genocide, spread awareness, and prevent the repeating of such crimes against humanity.

In observance of the Armenian Genocide, similar resolutions have been passed by the Orange County Board of Supervisors, South Orange County Community College District Board of Trustees, Montebello Unified School District Board of Education, Los Angeles Unified School District Board of Education, Pasadena Unified School District Board of Education, and Glendale Community College District Board of Trustees.

Cypress College Associated Students adopted this resolution to designate and observe April 24<sup>th</sup> of each year as Armenian Genocide Remembrance Day on April 12, 2021. Fullerton College Associated Students is currently in the process of introducing the resolution to the Research, Planning, and Resolutions Committee as well as adding the resolution as an agenda item for the next Associated Students meeting.

This agenda item is submitted at the request of Cypress College Student Trustee Ester Plavdjian.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board review Resolution No. 20/21-21, Armenian Genocide Remembrance Day.

Ester Plavdjian  
\_\_\_\_\_  
Recommended by

*Cheryl Marshall*  
\_\_\_\_\_  
Approved for Submittal

7.d.1  
\_\_\_\_\_  
Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



**Resolution No. 20/21-21, Armenian Genocide Remembrance Day**

**WHEREAS**, the education of historical events to students, individuals, and community members is important in the understanding of history, the growth and empowerment of future generations, and the prevention of atrocious acts against humanity; and

**WHEREAS**, every student and person, regardless of ethnicity or national origin, should be made aware of past and present genocides, atrocities, and hate crimes committed against any targeted individuals and groups of people; and

**WHEREAS**, over 1.5 million Armenian men, women, and children, from 1915 to 1923 were massacred, starved, and dehumanized during a genocide carried out by the Ottoman Empire, Turkish paramilitary forces, and the Young Turks also known as the Committee of Union and Progress; and

**WHEREAS**, Christian Armenians lived under the Ottoman Empire in Eastern Anatolia as a minority group and as non-Muslim residents, were obligated to pay higher taxes, barred from participating in government, and stripped of their legal rights; and

**WHEREAS**, Armenian intellectuals with aspirations for representation in government, teachers and intellectuals, and the clergy were arrested and executed; and

**WHEREAS**, during World War I, the Ottoman Empire took action to carry out massacres with the intent to annihilate the Armenian population within Turkey and its surrounding regions to create a Pan-Turanist empire, for which the Committee of Union and Progress actively organized the forced “turkification” of its minority population; and

**WHEREAS**, the massacre began with the deportation of Armenians from their ancestral homeland where men, women, and children were sent on death marches into the Syrian Desert and concentration camps; and

**WHEREAS**, Armenian soldiers in the Ottoman Forces were worked to death in hard labor or executed, Armenian women were kidnapped, raped, murdered, and held captive under their capturers, children were sold into Turkish and Kurdish Muslim families, and placed into “Turkification” centers run by the government to eliminate the Armenian language, their ethnic heritage, and Christian religion; and

**WHEREAS**, for over a century and to this day, the Republic of Turkey officially denies the Armenian Genocide and the atrocities perpetrated against the innocent civilian population to exterminate Armenians; and

**WHEREAS**, the continued denial of the Armenian Genocide and the active elimination of the existence of Armenians in the region is a continuation of genocide; for which Armenians

around the world and here in Orange County seek recognition and justice for the crimes perpetrated against them; and

**WHEREAS**, Armenians annually observe April 24<sup>th</sup> as Armenian Genocide Remembrance Day to honor the victims of the genocide, to spread awareness, and prevent such crimes against humanity from repeating;

**NOW, THEREFORE, BE IT RESOLVED**, that in observance of the national recognition of the Armenian Genocide, the North Orange County Community College District designates and observes April 24<sup>th</sup> of each year as Armenian Genocide Remembrance Day.

**PASSED AND ADOPTED** by the Governing Board of the North Orange Community College District, this \_\_\_\_\_ day of \_\_\_\_\_ 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

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Barbara Dunsheath  
Board President

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	April 27, 2021	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	Chapter 2, Board of Trustees Board Policy 2015, Student Members	Enclosure(s)	<u>    X    </u>

**BACKGROUND:** Section 72023.5 of the Education Code mandates a yearly adoption of rules governing the privileges of student members of the Board of Trustees prior to May 15 of each year. In compliance with the Education Code, Board Policy 2015, Student Members, Section 6.0 states:

On or before May 15 of each year, the Board shall consider whether to afford the student member any of the privileges noted in this policy by reviewing it for re-adoption.

**How does this relate to the five District Strategic Directions?** This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

**How does this relate to Board Policy:** This item is in accordance with Board Policy 2015, Student Members.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board re-adopt Board Policy 2015, Student Members.

Cheryl Marshall  
\_\_\_\_\_  
Recommended by

*Cheryl Marshall*  
\_\_\_\_\_  
Approved for Submittal

7.e.1  
\_\_\_\_\_  
Item No.

## **BP 2015 Student Members**

Reference:

**Education Code Section 72023.5**

- 1.0 The Board shall include two student members to represent the students at large. The term of office shall be one year, commencing June 1. Student members are authorized to cast advisory votes only, which shall not be included in determining the vote required to carry any measure before the Board, but shall be recorded in the official minutes of the Board meeting. Advisory votes may not be cast on motions related to personnel and labor relations. Student members are expected to gather input and opinions from the students at large, as well as the Associated Students, on any relevant agenda items and provide such input to the Board of Trustees.
- 2.0 To be eligible for election as a student trustee, students shall be enrolled in and maintain a minimum of five (5) semester units in the District at the time of nomination and throughout the term of service. The student members must maintain a minimum of a cumulative 2.0 grade point average. If, on the first day of each semester, or during the term of service, a student member fails to meet the criteria of this policy, the student member shall be disqualified for service on the Board. The student member is not required to give up employment with the District.
  - 2.1 These requirements apply to the spring and fall semesters only.
- 3.0 Student members shall be seated with the Board and shall be recognized as full members of the Board at meetings. Student members may not attend closed session. Student members are entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session). Student members shall be entitled to any mileage allowance necessary to attend board meetings to the same extent as publicly elected trustees.
  - 3.1 Student members may make or second open session motions, except motions underlying personnel and labor relations. Student members are encouraged to participate in the discussion of issues and agenda items in open session.
- 4.0 Student members who attend all Board meetings that they are legally allowed to attend shall receive 50 percent of the compensation afforded to other individual members of the Board of Trustees, pursuant to Education Code Section 72425. Any Board meetings missed by a student member shall result in a pro rata reduction in compensation for that month, except under the following condition: A student member may be paid for the first two meetings from which he/she is absent in a calendar year if the Board, by resolution adopted and included in its minutes, finds at the time of the meeting that the student member was ill, on jury duty, performing services outside the meeting for the District, or the absence is due to a hardship deemed acceptable by the Board.
- 5.0 The Board encourages participation of its student members in trustee-related conferences and activities and may approve reasonable expenses that fall within the guidelines of Board policies.

North Orange County Community College District  
**BOARD POLICY**  
Chapter 2  
Board of Trustees

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## **BP 2015 Student Members**

6.0 On or before May 15 of each year, the Board shall consider whether to afford the student member any of the privileges noted in this policy by reviewing it for re-adoption.

See Administrative Procedure 2015, Student Members; and Board Policy and Administrative Procedures 2105, Election of Student Members.

**Date of Adoption:** April 28, 2020  
May 9, 2017  
April 12, 2016  
April 14, 2015  
April 8, 2014  
April 23, 2013  
April 26, 2011  
April 27, 2010  
May 13, 2008  
May 8, 2007  
April 11, 2006  
June 24, 2003

**Date of Last Revision:** February 12, 2019  
May 8, 2012  
January 27, 2009  
June 14, 2005  
April 13, 2004

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** April 27, 2021

**SUBJECT:** Future Board Agenda Items

Action	_____
Resolution	_____
Information	_____ X _____
Enclosure(s)	_____

**BACKGROUND:** At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

**How does this relate to the five District Strategic Directions?** Not applicable.

**How does this relate to Board Policy:** This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board discuss any potential future Board agenda items.

Cheryl Marshall  
\_\_\_\_\_  
Recommended by

*Cheryl Marshall*  
\_\_\_\_\_  
Approved for Submittal

7.f  
\_\_\_\_\_  
Item No.



**UNAPPROVED**  
MINUTES OF THE REGULAR MEETING  
OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

April 13, 2021

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, April 13, 2021, at 5:30 p.m. via Zoom teleconference and YouTube livestream.

President Barbara Dunsheath called the meeting to order at 5:31 p.m. NOCE Student Rosario Rosales led the Pledge of Allegiance to the Flag and provided a statement on what democracy means to her.

**TRUSTEE ROLL CALL:** Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustee Ester Plavdjian. Absent: Student Trustee Chloe Reyes.

**RESOURCE PERSONNEL PRESENT:** Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Lisa McPheron, representing the District Management Association; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Joseph Vasquez representing CSEA; Tonya Cobb, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

**OTHER ADMINISTRATORS AND EMPLOYEES PRESENT:** Alison Coburn, Paul de Dios, Lee Douglas, Eileen Haddad, Alex Porter, Marc Posner, and Kendra Velasco from Cypress College; Gil Contreras, Rod Garcia, Jose Ramon Nuñez, and Joe Ramirez from Fullerton College; Karen Bautista and Terry Cox from North Orange Continuing Education; and Danielle Davy and Tami Oh from the District Office.

**VISITORS:** Public participation was provided via YouTube livestream.

**COMMENTS: MEMBERS OF THE AUDIENCE:** The following public comments were received via email and read into the record by the Recording Secretary:

- A. **Meg Alton**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- B. **Taylor Garrett**, Cypress College Classified Staff, provided a statement to the Board sharing how their campus team has continued to serve the community in person

throughout the pandemic, expressing frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- C. **David Soto**, District Services Classified Staff, provided a statement to the Board outlining his years of service with the District, how he serves students and the community, expressing his frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- D. **Raymond Bustos**, Fullerton College Classified Staff, provided a statement to the Board outlining his years of service with the District, how he serves students, expressing his frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- E. **Marwin Luminarias**, Fullerton College Classified Staff, provided a statement to the Board outlining his years of service with the District, how he serves students and the community, expressing his frustration and disappointment with the status of CSEA negotiations, questioning whether the Board has authorized the negotiating team's tactics, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- F. **Megan Beck**, Fullerton College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the District to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- G. **Pamela Spence**, Anaheim Campus Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the District, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- H. **Blanca Dobson**, Fullerton College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students, expressing her frustration and disappointment with the status of CSEA negotiations, and urging

the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- I. **Angela Haugh**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- J. **Belinda Allan**, Cypress College Classified Staff and Alumnus, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- K. **Brian Boss**, Fullerton College Classified Staff, provided a statement to the Board outlining his years of service with the District, how he serves students and the community, and urging the District to do the right thing and negotiate fair reopener and successor agreements with the classified negotiations team.

(See Supplemental Minutes #1272 for a copy of the statement.)

- L. **Margaret Cortez**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- M. **Sandra Garcia**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- N. **Marylou Garibaldi**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- O. **Rae Lynn Holguin**, NOCE Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- P. **Victoria Sodman**, Anaheim Campus Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and staff, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- Q. **Marbelly Jairam** provided a statement to the Board expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- R. **Summer Justice**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- S. **Teresa Johnston**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- T. **Antoinette Triefenbach**, Fullerton College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she continues to serve students and the community despite complications brought on by COVID-19, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- U. **Holly Segoviano**, Cypress College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA

negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- V. **Mary Moscoso**, NOCE Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- W. **Monica Hagmaier**, Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, how valuable Classified professionals are to the District, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- X. **Shelia Moore-Farmer**, NOCE Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, how Classified staff are the foundation that support the District, expressing her frustration and disappointment with the status of CSEA negotiations, and urging the Board to do the right thing and negotiate a fair agreement in order to move on to the successor contract.

(See Supplemental Minutes #1272 for a copy of the statement.)

- Y. **Melissa Serrato**, Fullerton College Classified Staff, provided a statement to the Board outlining her years of service with the District, how she serves students and the community, expressing her frustration and disappointment with the status of CSEA negotiations, questioning whether the District values their employees, asking what core values trustees possess that would allow disrespect to occur during the negotiations process, and urging the Board to do the right thing and negotiate a fair agreement so that classified staff can continue to support students.

(See Supplemental Minutes #1272 for a copy of the statement.)

Upon conclusion of the public comments, Board President Barbara Dunsheath noted that it is not policy for the Board to comment on the public comments, but stated that the matters will be considered in closed session.

**BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS:** It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Jacqueline Rodarte that the following non-personnel items be approved by block vote:

Finance & Facilities: 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g, 4.h, 4.i, 4.j, 4.k  
Instructional Resources: 5.a, 5.b

**Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Plavdjian's advisory vote.**

**BLOCK VOTE APPROVAL OF PERSONNEL ITEMS:** It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Ryan Bent that the following personnel items be approved by block vote:

Human Resources: 6.b, 6.c, 6.d, 6.e, 6.f

**Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

## **CHANCELLOR'S REPORT**

- A. **Cypress College "State of the College" Presentation:** As part of the Chancellor's Report, **JoAnna Schilling**, Cypress College President, presented the "State of Cypress College." The presentation highlights included a year in review video, steps for a safe return to campus, Veterans Resource Center and Science, Engineering, and Math Building construction updates, degree and certificate attainment data, student basic needs supports, and anti-racism events and activities.

President Schilling concluded the presentation by asking all listeners to, "put aside what we think is normal and understand that we have been changed forever. Not just by the pandemic, not just by the social unrest we've experienced, not just by witnessing wholesale change and how we offer services and classes, but by the opportunity to truly rethink the transformational power of education. We often think we're not able to move quickly, but this past year has shown us we can change and move quickly when we have no other options, and I believe we will be better for it. We must not think of returning as a return the status quo, but we should be thinking of next year as an opportunity to create something new and an institution that is truly inclusive and accessible to all."

Subsequent to the presentation, Dr. Schilling addressed questions related to top feeder schools for Cypress College, the increase in the number of certificates awarded, the new ESL milestone certificate, the possible inclusion of data on students earning multiple certificates, the addition of an acronym glossary, the success rates between lecture and online modalities, the impact of AB 705 in transfer level math and English courses, and the potential for future hybrid courses post pandemic.

Trustees commended Dr. Schilling and everyone involved for preparing the excellent video and reports, and for their work in support of students despite a global pandemic.

## **COMMENTS**

- A. **Irma Ramos** noted that she was pleased to see the Board considering the diversity, equity, and inclusion awareness resolution.
- B. **Valentina Purtell** reported that the NOCE Accessibility Workgroup has completed a review of its Accessibility Matrix and Plan and will present their recommendations to NOCE shared governance committees for implementation. She shared that 23 faculty members have completed a 4-week training course on creating accessible course

content, and thanked **Janet Cagley** and **Tina McClurkin** for co-facilitating the training. President Purtell stated that NOCE has been recommended by the State Chancellor's Office for a research project on the quality and decision-making in community college noncredit education by the Education and Employment Resource Center at the State University of New Jersey. She concluded her report by acknowledging NOCE faculty **Jennifer Oo** for her volunteer work in administering COVID-19 vaccines.

- C. **JoAnna Schilling** invited everyone to participate in the virtual Yom HaShoah event on April 15 at 7:00 p.m.
- D. **Greg Schulz** congratulated **President JoAnna Schilling** and the Cypress College community for their outstanding accomplishments during the past year. He thanked **Aline Gregorio** for leading efforts to bring guest speaker **Winona LaDuke** to the Fullerton College Earth Day Symposium on April 22. He reported that Fullerton College, along with other colleges across the nation, received campus specific data from the #RealCollege Initiative student survey regarding food and housing insecurity. President Schulz highlighted campus efforts to provide students with "grab and go" meals, housing referrals, and the distribution of the first wave of CARES Act funding.
- E. **Lisa McPheron** thanked **Trustee Barbara Dunsheath** for her advocacy on the equal pay in California resolution and noted that DMA identifies pay equity as a concern within the District.
- F. **Craig Goralski** reported on the recent Cypress College Academic Senate meeting which included discussion on an ASCCC Spring Plenary resolution to recognize the work of ESL faculty, ISLO and PSLO updates, and a smoke-free campus initiative.
- G. **Christie Diep** stated that United Faculty continues to stand with CSEA colleagues during their ongoing negotiations with the District, and asked why classified are going through the same things that faculty experienced during their negotiations.
- H. **Joseph Vasquez** reported that he had no new information to report due to the District coming back to the negotiations table with the same proposal from December 2020. He reiterated that CSEA cannot agree to the District proposal because it has not been sunshined and is therefore in violation of CSEA policy. He urged the District to close out the reopeners before the successor agreement can be negotiated. He noted that classified staff have shown their loyalty to the District, and are not being respected by the Board because the District is not negotiating in good faith.
- I. **Student Trustee Ester Plavdjian** read a statement on behalf of the Cypress College Associated Students in support of the APIDA community condoning racism and discrimination, and reaffirming a commitment to anti-racism, open conversations, and safe spaces. She requested that the Board consider adopting a resolution to designate April 24 as Armenian Genocide Remembrance Day. Cypress College Associated Students have already adopted the resolution and it is currently being considered by Fullerton College Associated Students.
- J. **Trustee Evangelina Rosales** reported that the Fullerton Museum Center Association will be celebrating their 50<sup>th</sup> anniversary in 2021 and is discussing a **Tommy Lasorda** remembrance photo exhibit.

- K. **Trustee Barbara Dunsheath** reported that the Board evaluation has been distributed to trustees and those who regularly attend Board meetings. She urged recipients to submit their evaluations, which are due May 3, and stated that comments are particularly helpful when evaluating the results. She noted that she was looking forward to the Cypress College Yom HaShoah event on April 15 and the Fullerton College Earth Day event featuring **Winona LaDuke** on April 22.

**MINUTES:** It was moved by Trustee Evangelina Rosales and seconded by Trustee Jacqueline Rodarte to approve the Minutes of the Regular Meeting of March 23, 2021. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Plavdjian's advisory vote.**

**PUBLIC HEARINGS:** At 7:08 p.m. Board President Barbara Dunsheath opened the public hearing to receive public comments on the initial successor agreement proposals.

**Item 3.a:** The Board received no comments from the public on the initial successor agreement proposal submitted by the District to Adjunct Faculty United Local 6106 (AFT/AFL/CIO).

Subsequent to providing the public with an opportunity to comment, it was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales to adopt the District's initial proposal to Adjunct Faculty United. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

**Item 3.b:** The Board received no comments from the public on the initial successor agreement proposal submitted by Adjunct Faculty United Local 6106 (AFT/AFL/CIO).

**Item 3.c:** The Board received no comments from the public on the initial successor agreement proposal submitted by the District to CSEA Chapter 167.

Subsequent to providing the public with an opportunity to comment, it was moved by Trustee Jeffrey P. Brown and seconded by Trustee Jacqueline Rodarte to adopt the District's initial proposal to CSEA. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

At 7:12 p.m. it was moved by Trustee Ryan Bent and seconded by Trustee Jacqueline Rodarte to close the public hearing. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Plavdjian's advisory vote.**

## **FINANCE & FACILITIES**

**Item 4.a:** By block vote, authorization was granted to ratify purchase order numbers P0140826 - P0144224 through March 22, 2021, totaling \$7,393,914.53, and check numbers C0052451 – C0052532, totaling \$1,343,165.51; check numbers F0270513 – F0272396 totaling \$2,232,112.68; check numbers Q0000000 - Q0000000, totaling \$000.00; check numbers 88510830 – 88511592, totaling \$9,835,498.30; check numbers V0031833 – V0031834, totaling \$20,608.00; check numbers 70114842 – 70115174, totaling \$65,999.06; and disbursements E8925701 – E8940670, totaling \$14,682,949.27, through March 31, 2021.

**Item 4.b:** By block vote, authorization was granted to accept new revenue and to make adjustments to the General Fund and Financial Aid Fund revenue and expenditure budgets



in accordance with the revised and new fiscal year 2020-2021 allocations totaling \$8,084,095. Resolutions were adopted to adjust budgets, to accept new revenue and authorize expenditures within the General Fund and Financial Aid Fund pursuant to the California Code of Regulations Title 5, §58308.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

**Item 4.c:** By block vote, authorization was granted to approve the 2020-2021 General Fund, General Obligation Bond Fund, and Capital Outlay Fund transfers netting to the amount of \$1,077,969 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

**Item 4.d:** By block vote, authorization was granted to approve to join the Alliance of Schools for Cooperative Insurance Program Joint Powers of Authority for the District's Workers' Compensation Program coverage starting July 1, 2021.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, to execute any agreement and relevant documents on behalf of the District.

**Item 4.e:** By block vote, authorization was granted to enter into an agreement with Trane to install wireless controls infrastructure, air handler and VAV box controls for the 7th and 10th Floors in the amount of \$117,000.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or District Director, Purchasing, to execute all required documents and contracts.

**Item 4.f:** By the block vote, authorization was granted to award Bid #2021-08, Penthouse Boiler Replacement at Anaheim Campus, to Allison Mechanical, Inc. as the lowest overall responsive and responsible bidder in the amount of \$423,900 including \$50,000 Allowance.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the contract on behalf of the District.

**Item 4.g:** By block vote, authorization was granted to approve the Deductive Change Order #1 for Bid # 1920-16, Piazza Deck Repairs at Cypress College, with Howard Ridley Company, Inc. in the amount of (\$59,846) reducing the contract from \$250,175 to \$190,329.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the deductive change order #1 on behalf of the District.

**Item 4.h:** By block vote, authorization was granted to file the Notice of Completion for Bid #1920-16, Piazza Deck Repairs Project at Cypress College with Howard Ridley Company, Inc. and pay the final retention payment when due.

**Item 4.i:** By block vote, authorization was granted to amend the Architectural Consultant Agreement with DLR Group to increase the contract amount by \$2,406,123 from \$719,544 to \$3,125,677.

Further authorization was granted for the Vice-Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the amendment to the agreement on behalf of the District.

**Item 4.j:** By block vote, authorization was granted for contracted service with Concentric Sky, to complete Phase III of the Program Finder project, for an amount not to exceed \$312,200. This contract will cover services through June 30, 2022.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreement on behalf of the District.

**Item 4.k:** By block vote, authorization was granted to approve Change Order #2 for Bid #1920-50, Fullerton College Building 3100 Data Room HVAC Replacement Project, with NKS Mechanical Contracting Inc. to extend the contract time from 22 days to 242 days.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute Change Order #2 on behalf of the District.

## **INSTRUCTIONAL RESOURCES**

**Item 5.a:** By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College to be effective Fall 2021 and Spring 2022. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and approved by the District Curriculum Coordinating Committee.

**Item 5.a:** By block vote, authorization was granted to approve the summary of curriculum changes for NOCE to be effective Fall 2021. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and approved by the District Curriculum Coordinating Committee.

## **HUMAN RESOURCES**

**Item 6.a:** It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Evangelina Rosales to grant authorization for the following academic personnel matters, which are within budget:

### EXTENSION OF TEMPORARY MANAGEMENT CONTRACTS

Perkins, Deborah	NOCE	Interim Director, Student Equity and Success Range 24, Step D (100%) Management Salary Schedule Eff. 04/21/2021-6/30/2021
Timmermans, Dana	FC	Interim Director, Behavior Health Services Range 20, Step G (100%) Management Salary Schedule Eff. 04/23/2021-06/30/2021
Vakil, David	CC	Interim Dean, Science, Engineering and Math Range 32, Column G (100%) Management Salary Schedule Eff. 07/01/2021-06/30/2022

ADDITIONAL DUTY DAYS @ PER DIEM

Afra, Maha	CC	Dir. of Dance Production Performances	8 days
Coronado, Michael	CC	Campus Student Newspaper Advisor	6 days
Hormel, James	CC	Artistic Dir.-Resident Theater Company	11 days
		Director of Drama/Musical Production	6 days
		Theater Technical Director and Managing Director of Theater Programming	5 days
Jackson, Donald	CC	Resident Designer	13 days
		Theater Technical Director and Managing Director of Theater Programming	5 days
McMillin, Jennifer	CC	Director of Drama/Musical Production	6 days
		Theater Technical Director and Managing Director of Theater Programming	5 days

PAYMENT FOR INDEPENDENT LEARNING CONTRACT

Aguet, Jacqueline	CC	\$65.00
Angelov, Katalin	CC	\$15.00
Assef, Cecilia	FC	\$10.00
Bladh, Eric	CC	\$80.00
Eisner, Doug	FC	\$10.00
Gonzalez, Amber	FC	\$10.00
Halahmy, David	CC	\$10.00
Klippenstein, Stephen	FC	\$20.00
Luther, Mihoko	CC	\$45.00
McMillan, Marcus	CC	\$30.00
Mosqueda-Ponce, Therese	CC	\$65.00
Pinkham, Bill	CC	\$40.00
Schulps, Molly	CC	\$20.00
Siskind, Jeremy	FC	\$10.00
Young, Brandy	CC	\$10.00

LEAVE OF ABSENCE

Carlin, Anna	FC	CIS Instructor Load Banking Leave With Pay (7.00%) Eff. 2021 Spring Semester
Combs, Jennifer	FC	Student Development Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 02/17/2021-05/11/2021

Crowell, Benjamin	FC	Physics Instructor Load Banking Leave With Pay (65.00%) Eff. 2021 Spring Semester
Langlois, Jessica	FC	Journalism Instructor Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/16/2021-05/22/2021

#### FACULTY SABBATICAL LEAVE

De Jesus, Roman	FC	Earth Sciences Instructor Eff. 2021 Fall Semester
Fernandez, Gabriela	FC	CIS Instructor Eff. 2022 Spring Semester
Ikeda, Nancy	FC	Mathematics Instructor Eff. 2021/2022 Academic Year
Jepson, Jane	CC	Counselor Eff. 2021 Fall Semester
Lee, Monica	FC	Music Instructor Eff. 2021/2022 Academic Year
Scott, Ming-yin	FC	Accounting Instructor Eff. 2022 Spring Semester
Wilson, Marcus	FC	Business Instructor Eff. 2022 Spring Semester
Yimenu, Tilahun	FC	Chemistry Instructor Eff. 2022 Spring Semester

#### TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SPRING SEMESTER

Darin, Carolyn	CC	Column 2, Step 1
Williams, Irie	CC	Column 1, Step 1

#### TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Molla, Meklit	FC	Column 1, Step 1
Williams, Irie	CC	Column 1, Step 1

#### TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

Southern, Jennifer	FC	Column 1, Step 1
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#### TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Acosta, Arleen	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Aguirre, Anna	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Ahmed, Md Riffat	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Alquiza, Darrlene	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Amend, Rex	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Bejarano, Danielle	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Binoya, Gary	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Byerly, Charles	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Carter, Santalia	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Castillo, Judith	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Chan, Wai	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Chang, Chiu Chin	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Chang, Wayne	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Chidester, Kelly	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Choi, Jean	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Cohn, Irene	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Crocker, Heidi	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Croteau, Ronald	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Curtin, Brian	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Dedic, Breann	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Desmond, Daniel	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Doan, Quinn	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Esguerra, Tamatha	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Falls, Emily	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Fike, Lawrence	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Filloy, Eileen	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Ford, Julie	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Goldstein, David	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Gonzales, Denise	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Gonzalez, Cristal	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Gray, Richard	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Grewall, Manjit	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Griswold, Jack	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Harry, Honour	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Hasan, Fouton	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
He, Lin	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Hill-West, Jami	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Hoffmann, Andrew	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Hortua, Giovanni	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Hyatt-Solomina, Yelena	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Jackson, Julia	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Jacobo, Joanna	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Jaurequi, Robert	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Jimenez, Janette	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Johnson, Lisa	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Jun, Christine	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Kar, Rosie	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Khamo, Vani	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Khssassi, Zineb	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Kim, Caroline	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Kim, Edward	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Kirkwood, Kyra	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021



Lee, Bernard	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Lelesi, Peggy	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Loayza, Santiago	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Lopez Zepeda, Eva	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Ly, Jennifer	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Macafee, Lisa	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Maclean, Daphne	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Marlowe, Walter	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Mastin, Kathleen	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Matsumiya, Teresa	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
McIntyre, Shelby	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
McKnight, Lisa	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Metchikoff, Allison	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Montero, Vanessa	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Moon, Hochin	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Moreno, Anthony	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Morrison, Anna	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Nguyen, Field	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Nguyen, John	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Nguyen, Trinity	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Ninmer, Andrew	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Oo, Jennifer	NOCE	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class D Not to exceed 24 hours Eff. 06/01/2021-06/11/2021
Ortega, Valerie	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pabla, Hardeep	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pada, Orvic	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Pak, Jesse	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pedroza, Tatiana	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Perian, Maral	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Peters, Ashley	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Peterson, Lucas	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pham, Loan	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pico, Karina	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pineda, Edward	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Pratt, Cynthia	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Proppe, Jean	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Robinson, Chris	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Ruffalo, Carrie	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Sanford, Juana	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Sharar, Erica	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Skiles, Pamela	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Small, Peter	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Steidel, Karen	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Streeter, Kathryn	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Tran, Lisa	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Tran, Tam	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Tseng, Anh	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Uchlik, Aleksandra	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Ura, Masako	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Whitsett, Catherine	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Wilkinson, David	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Wilson, Kristine	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

Winn, Savauna	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Yu, Andy	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021
Zeledon, Selena	FC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/11/2021

#### ACADEMIC MANAGEMENT JOB DESCRIPTION, (REVISED)

Director, Dental Hygiene Program  
Range 26  
Management Salary Schedule

During the discussion, clarification was requested regarding the need for revisions to the management job description for the Director, Dental Hygiene Program. It was provided that revisions were made to better align with dental Board standards, the dental accrediting commission, and with the campus Nursing Program Director position. It was also clarified that the position was previously Board approved, but revisions were warranted based on division faculty recommendations. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

**Item 6.b:** By the block vote, authorization was granted for the following classified personnel matters, which are within budget:

#### RETIREMENT

Ellis, Pilar	FC	Manager, International Students Program 12-month position (100%) PN FCM960 Eff. 07/01/2021
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#### RESIGNATION

Lindley, Korey	CC	Director, Financial Aid 12-month position (100%) PN CCM980 Eff. 04/03/2021
Maharaj, Peter	CC	Manager, Systems Technology Services 12-month position (100%) PN CCM960 Eff. 04/01/2021
Smith, Dane	CC	Campus Safety Officer 12-month position (100%) PN CCC852

Eff. 03/20/2021

NEW PERSONNEL

Guy, Lorri                      NOCE                      Program Coordinator  
 12-month position (100%)  
 Range 45, Step B  
 Classified Salary Schedule  
 Eff. 04/15/2021  
 PN SCC832

Islas, Rosanna                      NOCE                      Basic Skills Manager  
 12-month position (100%)  
  
 Range 14, Column F  
 Management Salary Schedule  
 Eff. 04/14/2021  
 PN SCM969

Moreno, Josue                      CC                      Campus Safety Officer  
 12-month position (100%)  
 Range 31, Step A  
 Classified Salary Schedule  
 Eff. 04/14/2021  
 PN CCC852

ADMINISTRATIVE REORGANIZATION

Ortiz, Triseinge                      NOCE                      Registrar  
 12-month position (100%)  
 Range 19, Column F  
 Management Salary Schedule  
 PN SCM987

To:      Director, Admissions and Records  
 12-month position (100%)  
 Range 25, Column D  
 Management Salary Schedule  
 Eff. 05/01/2021  
 PN SCM987

PROMOTION

Gonzales, Vanessa                      CC                      Accounting Technician  
 12-month position (100%)  
 PN CCC892

To:      Administrative Assistant III  
 12-month position (100%)  
 Range 41, Step E + 10% Longevity +PG&D  
 Classified Salary Schedule  
 Eff. 04/14/2021

## PN CCC850

VOLUNTARY CHANGES IN ASSIGNMENT

Chavez, Sandra	FC	Administrative Assistant II (100%)  Extension of Temporary Change in Assignment  To: NOCE Administrative Assistant II 12-month position (100%) Range 36, Step D Classified Salary Schedule Eff. 04/01/2021 – 05/31/2021
Padilla, Jayme	FC	Evaluator (100%)  Extension of Temporary Change in Assignment  To: Executive Assistant II 12-month position (100%) Range 44, Step B + 10% Longevity Classified Salary Schedule Eff. 04/17/2021– 06/30/2021

PROFESSIONAL GROWTH & DEVELOPMENT

Allan, Belinda	CC	Instructional Assistant, Career Center (100%) 6 <sup>th</sup> Increment (\$400) Eff. 07/01/2021
Johnston, Hei Yung	CC	Accounting Technician (100%) 5 <sup>th</sup> increment (\$400) Eff. 07/01/2021

LEAVES OF ABSENCE

Fowler, Anthony	CC	Manager, Maintenance and Operations Military Leave With Pay (USERRA) Eff. 10/22/2020 – 12/09/2020 (Consecutive Leave)  Military Leave Without Pay Eff. 12/10/2020 – 05/11/2021 (Consecutive Leave)
Vasquez, Norma	FC	Student Services Specialist, DSS (100%) Military Leave With Pay (USERRA) Eff. 07/23/2021 – 09/02/2021 (Consecutive Leave)  Military Leave Without Pay Eff. 09/03/2021 – 05/17/2022 (Consecutive Leave)

STIPEND FOR ADDITIONAL ADMINSTRATIVE DUTIES

Bates, Miranda	NOCE	Communications Specialist (100%) Extension of 6% Stipend Eff. 04/01/2021 – 06/30/2021
Sanchez, Lizeth	AC	Human Resources Coordinator (100%) 6% Stipend Eff. 04/01/2021 – 06/30/2021
Quach, Tony	FC	Student Services MIS Analyst (100%) Extension of 6% Stipend Eff. 04/01/2021 – 06/30/2021

**Item 6.c:** By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1272 for a copy of the professional expert personnel listing.)

**Item 6.d:** By the block vote, authorization was granted for the hourly listing.

(See Supplemental Minutes #1272 for a copy of the hourly personnel listing.)

**Item 6.e:** By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1272 for a copy of the volunteer listing.)

**Item 6.f:** By the block vote, authorization was granted to approve the 2021-22 and 2022-23 Academic Calendars for Credit and Noncredit.

(See Supplemental Minutes #1272 for a copy of the academic calendars.)

**Item 6.g:** The Board received the initial proposal for a successor agreement as proposed by CSEA Chapter 167 to the District and set a public hearing on the proposal for April 27, 2021.

(See Supplemental Minutes #1272 for a copy of the proposal.)

**Item 6.h:** The Board received the initial proposal for a successor agreement as proposed by the District to United Faculty (CCA/CTA/NEA) and set a public hearing on the proposal for April 27, 2021.

(See Supplemental Minutes #1272 for a copy of the proposal.)

**Item 6.i:** The Board received the initial proposal for a successor agreement as proposed by United Faculty (CCA/CTA/NEA) to the District and set a public hearing on the proposal for April 27, 2021.

(See Supplemental Minutes #1272 for a copy of the proposal.)

## GENERAL



**Item 7.a:** It was moved by Trustee Stephen T. Blount and seconded by Trustee Ryan Bent that the Board mark its ballot for the California Community College Board of Trustees Board of Directors for the following seven individuals: Yvette Davis, Edralin Maduli, Bernardo Perez, Gregory Pensa, Mark Edney, Nan Gomez-Heitzeberg, and Deborah Ikeda. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Plavdjian's advisory vote.**

**Item 7.b:** The Board reviewed Resolution No. 20/21-17, Proclaiming April as Diversity, Equity, and Inclusion Awareness Month.

Board President Barbara Dunsheath introduced the discussion on the resolution, noting that it is one of two resolutions recommended by the Vision for Success Task Force, which fits into the work that the District is doing on diversity, equity, and inclusion.

During the discussion, trustees inquired about the forthcoming resolution, voiced support for the resolution, agreed to incorporate "anti-racist" to the resolution to tailor it to the District, and made one correction to the first resolved statement.

Resolution No. 20/21-17 will return to the next meeting for Board consideration.

**Item 7.c:** Board President Barbara Dunsheath asked if there were any requests for potential future Board agenda items. Student Trustee Ester Plavdjian requested an item regarding a resolution for Armenian Genocide Remembrance Day.

**CLOSED SESSION:** At 7:41 p.m., Board President Barbara Dunsheath adjourned the meeting to closed session per the following sections of the Government Code and stated that there would not be a readout:

**Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES; Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**

**Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

**Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor**

**RECONVENE MEETING:** At 9:09 p.m., Board President Barbara Dunsheath reconvened the meeting in open session.

**ADJOURNMENT:** At 9:09 p.m., it was moved by Trustee Jacqueline Rodarte and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**