



MEETING

2024-11-04

EXHIBITS 1-7

Faculty Senate Community Agreements

We agree to: Be visible and stay engaged * Commit to open, honest conversation * Listen respectfully and actively to learn and to understand others' views * Share airtime and be conscious of time * Lean into discomfort and be brave * Critique ideas, not people * Consider our own identities and make no assumptions * Not ask individuals to speak for their (perceived) social group * Actively combat racism, discrimination, and microaggressions * Act in solidarity with marginalized communities



MEETING OF THE FACULTY SENATE

Date: Monday, Nov. 4, 2024

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Chamorro, Santo (ASG)
Dalrymple, William
Doyle Bauer, Alexandra
Falcone, Kelly
Guillen, Adriana
Gushansky, Gene
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
Nelson, Wendy
Paranthaman, Lakshmi
Parenti, Marina
Pearson, Beth
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

AGENDA

A. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes, 10-28-24

B. Action

- a. Curriculum, (Exhibit 1) Mellos
- b. Committee on Committees, (Exhibit 2), Zavodny
- c. Faculty Service Area Governance structure (Exhibit 3)
- d. Options for splitting the constitution and the bylaws for faculty vote, (Exhibit 4), Dalrymple, Martinez & Shmorhun

C. Information

- a. ASG Report, Santo Chamorro, ASG Representative
 - i. Update on ASG activities.
- b. ASCCC Resolutions (Exhibit 5), Nelson
 - i. Provide feedback for voting.
- c. Committee update, (Exhibit 6), Zavodny
 - i. Review of Senate committees, including scope, Brown Act, and participation.

D. Discussion

- a. Develop Goals for 2024-2025, (Exhibit 7), Nelson
 - i. Discuss and finalize goals.
- b. Instructional updates, Nelson
 - i. Discuss presentation and any existing questions.

E. Adjournment

Academic & Professional Matters: The 10+1+1

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters.1) Curriculum including establishing prerequisites and placing courses within disciplines. 2) Degree and certificate requirements. 3) Grading policies. 4) Educational program development. 5) Standards or policies regarding student preparation and success. 6) District and college governance structures, as related to faculty roles. 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports. 8) Policies for faculty professional development activities. 9) Processes for program review. 10) Processes for institutional planning and budget development. 11) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Minutes of the
MEETING OF THE FACULTY SENATE
October 28, 2024

UNAPPROVED

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, Santo Chamorro (ASG), William Dalrymple, Kelly Falcone, Adriana Guillen, Gene Gushansky (Zoom), Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Marina Parenti, Beth Pearson, Nina Shmorhun (Zoom), Nicole Siminski, Ashley Wolters, Anastasia Zavodny

ABSENT: Alexandra Doyle Bauer, Lakshmi Paranthaman, Marina Parenti

GUESTS: Erin Feld, Linda Morrow, Eli Rainwaters, VPI Tina Recalde

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:33 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None

ANNOUNCEMENTS

Senator Dalrymple announced that today kicked the beginning of parity week. There was a Mad Hatters Opportuni-Tea party in the EDGE to celebrate the progress and opportunities achieved.

Senator Falcone clarified the issue of adding course start and end dates to Canvas courses, stating that, while they were initially added to better utilize the student evaluation system, they caused more challenges than benefits. The Senate decided to revert to the previous practice of only sending the term.

Senator Dalrymple announced it is Senator Wolters' Birthday.

Senator Mufson announced that members should look out for a video message from Senator Cash. He also announced the following upcoming performing arts events:

- a. Thursday, October 31st at 1:00 pm - Concert Hour – Solo Piano by Dr. Nadia Shpachenko-Gottesman
- b. Sunday, November 3rd at 3:00pm – “Trumpus Caesar Returns”

President Nelson announced a Town Hall meeting on October 29th from 3:00 p.m. to 4:00 p.m., available both on Zoom and face-to-face, covering fiscal announcements and input on the strategic enrollment management efforts.

President Nelson mentioned upcoming resolutions regarding the ASCCC Course Outline of Record and the designation of Nutrition as an academic subject.

President Nelson announced the need for three faculty to volunteer for the Discipline Appeals Panel– Senator Shmorhun, Senator Martinez, and Senator Pearson volunteered.

Senator Pearson notified the Senate of a glitch in online priority registration on October 28th. The glitch was fixed quickly, but students may have received messages indicating they could not register.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Pearson/Dalrymple

Faculty Senate to approve the minutes for the October 21, 2024 meeting as amended.

The motion carried.

ACTION

A. Curriculum, Mellos

Senator Mellos reported an update regarding common course numbering: the CSU and UC systems are considering the Phase One template revisions as substantial, requiring colleges to resubmit those courses for articulation.

Discussion ensued regarding the reasoning for the CSU and UC decision, the 2+2 law, and the lack of consistent processes for course articulation across higher education systems.

B. Committee on Committees (Exhibit 1), Zavodny

MSC: Zavodny/Mufson

Faculty Senate approval of the results of the ballot for the Director of Facilities Hiring Committee.

The motion carried.

Director of Facilities Hiring Committee – **Alyssa Vafaei**

INFORMATION

A. ASG Report, Santo Chamorro

Chamorro reminded the Senate of the ASG Halloween event on October 31st from 11 a.m. to 1 p.m. in the Student Union.

B. Faculty Service Area Governance Structure (Exhibit 2), Jarvinen

Jarvinen requested approval of changes to the FSA governance structure, changing the meeting frequency from two Tuesdays a month to once a month with additional meetings as needed.

Discussion points included the benefits and challenges of divisional representation, including filling positions and communication structures.

The Senate tabled further discussion until the next meeting.

C. Instructional Updates, VPI Recalde

VPI Recalde presented information on the responsibilities of the Dean of Instruction, adding and canceling classes, and the SEM Program.

a. Dean of Instruction:

VPI Recalde outlined the areas now under the purview of the Dean of Instruction, Jenny Ferraro.

b. Adding and Canceling Classes:

VPI Recalde noted that department chairs now have more flexibility in adding and canceling classes, some Senators expressed confusion about the process and its implications.

Discussion points included:

- i. **Data Transparency:** Senators requested access to data on the number of courses added and canceled, as well as data on departmental productivity and efficiency, to better understand how the process is working.
- ii. **Carryover Effects:** Senators asked how additions or cancellations in one semester might affect course offerings in subsequent semesters, with VPI Recalde explaining that the schedule at the end of each term carries over into the next equivalent term
- iii. **FTEF Allocation:** Senators wanted to confirm that departments with high productivity and consistently full classes were more likely to receive additional FTEF. VPI Recalde agreed with this statement.

c. Strategic Enrollment Management Program:

VPI Recalde reviewed the goals, work groups, leads, and progress of the SEM program. She noted that the work is currently focused on operational processes.

Discussion points included:

- i. **Institutional Strategies:** Some Senators expressed a lack of understanding about the college's strategy for course modalities and whether the SEM program was addressing this issue. Recalde explained that the program was currently focused on fixing operational processes, with strategic planning planned for the future.
- ii. **Faculty Participation:** Several Senators requested more opportunities for faculty to participate in the SEM program, either through membership on workgroups or through open forums.

DISCUSSION:

A. Splitting the constitution and the bylaws, (Exhibit 3) Dalrymple, Martinez, & Shmorhun

The senators reviewed the proposed split between the Constitution and Bylaws, which was originally presented in Fall 2022 but failed to pass a full faculty vote.

Discussion Points Included:

- a. **The Role of Part-Time Faculty:** Senators expressed support for expanding the role of part-time faculty in the Faculty Senate. Some argued that this change should be considered separately from the split, while others felt that it was integral to the overall conversation.
- b. **Discussion of a Single or Two-Step vote:** Some senators pointed out that moving officer qualifications should be considered separately from the split, while others felt that it was integral to the overall conversation. There was discussion about whether separating the split from changes to officer eligibility would undermine efforts to support part-time faculty participation.
- c. **Alignment with ASCCC Model:** Senators discussed whether placing eligibility requirements in the Bylaws aligned with the model used by the Academic Senate for California Community Colleges (ASCCC).

B. Develop Goals for 2024-2025, (Exhibit 4), Nelson

Tabled.

ADJOURNMENT: The meeting was adjourned at 4:10 pm.

EXHIBIT 1

October 30, 2024 Curriculum Committee Actions

Item I. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2025:

I.1. ACTION: Credit Course Changes - effective fall 2025

Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A. COMM	C1000	Introduction to Public Speaking	UC/CSU	Yes	G/P/NP	No	Creating Common Course Numbering COMM C1000. Formerly SPCH 100.	No	Cook-Whearty, Marquesa
B. ENGL	C1000	Academic Reading and Writing	UC/CSU	Yes	Graded Only	No	Creating Common Course Numbering English C1000. Formerly ENG 100.	Prerequisite: Prerequisite- Eligibility for English 100, as determined through the English placement process. Placement as determined by the college's multiple measures assessment process.	Hishmeh, Richard
C. ENGL	C1000E	Academic Reading and Writing	UC/CSU	Yes	Graded Only	No	Creating Common Course Numbering English C1000. Formerly ENG 100E.	Prerequisite: Eligibility for English 100E, as determined through the English placement process. Placement as determined by the college's multiple measures assessment process.	Hishmeh, Richard
D. ENGL	C1001	Critical Thinking and Writing	UC/CSU	Yes	Graded Only	No	Creating Common Course Numbering English C1001. Formerly ENG 202.	Prerequisite: Eligibility for English 100E, as determined through the English placement process. College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent or ESL 110	Hishmeh, Richard
E. PSYC	C1000	Introduction to Psychology	UC/CSU	Yes	G/P/NP	No	Creating Common Course Numbering PSYC C1000. Formerly PSYC 100.	Recommended Preparation: Eligibility for college-level writing (CID ENGL 100) and reading (a course with an existing skill of ability to read a college level text).	Dudley, Michael
F. POLS	C1000	American Government and Politics	UC/CSU	Yes	G/P/NP	No	Creating Common Course Numbering POLS C1000. Formely POSC 101.	No	Bowman, Peter

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G.	STAT	C1000	Introduction to Statistics	UC/CSU	Yes	G/P/NP	No	Creating Common Course Numbering STAT C1000. Formerly MATH 120.	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. <u>Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.</u>	Squires, Annie
H.	STAT	C1000E	Introduction to Statistics	UC/CSU	Yes	G/P/NP	No	Creating Common Course Numbering STAT C1000E. Formerly MATH 120E	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. <u>Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.</u>	Squires, Annie

I.2. ACTION: Distance Education - effective fall 2025

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2025

	Course Number	Course Title
A.	COMM C1000	Introduction to Public Speaking
B.	ENGL C1000	Academic Reading and Writing
C.	ENGL C1000E	Academic Reading and Writing
D.	ENGL C1001	Critical Thinking and Writing
E.	POLS C1000	American Government and Politics
F.	PSYC C1000	Introduction to Psychology

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- G. STAT C1000 Introduction to Statistics
- H. STAT C1000E Introduction to Statistics

I.3. ACTION: Requisites - effective fall 2025
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2025

Course Number		Course Title	
A.	ENGL C1000	Academic Reading and Writing	Prerequisite: Eligibility for English 100, as determined through the English placement process. Placement as determined by the college's multiple measures assessment process.
B.	ENGL C1000E	Academic Reading and Writing	Prerequisite: Eligibility for English 100E, as determined through the English placement process. Placement as determined by the college's multiple measures assessment process.
C.	ENGL C1001	Critical Thinking and Writing	Prerequisite: Eligibility for English 100E, as determined through the English placement process. College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent or ESL 110
D.	PSYC C1000	Introduction to Psychology	Recommended Preparation: Eligibility for college-level writing (CID ENGL 100) and reading (a course with an existing skill of ability to read a college level text).
E.	STAT C1000	Introduction to Statistics	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.
F.	STAT C1000E	Introduction to Statistics	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.



AP 4020

Administrative Procedure
Chapter 4 – Instructional Services

AP 4020 Program, Curriculum, and Course Development

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
34 Code of Federal Regulations Part 600.2;
2024 ACCJC Accreditation Standard II.A.2;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

NOTE: *The following procedure is legally required. Districts may insert local procedures for program and curriculum development, which may include or address procedures for new, added, provisional or experimental, reinstated, and deleted courses and procedures for changes in course number, title, units, or hours. Procedures for each action should, as good practice, address the following language in red ink:*

- *initiation, review, approval, and evaluation processes and related criteria*
- *designated responsibility and authority for initiation, review, and approval of courses (e.g., the academic affairs office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)*
- *timelines and limits for the process*
- *publication of changes and maintenance of records*
- *use of a range of delivery systems and modes of instruction*

The Curriculum Committee shall be the preeminent body for the development, review, and recommendation of curricular policy to include philosophy and, goals, and strategic and long-range planning. The Curriculum Committee shall coordinate, evaluate, and review the District curricula to encourage innovation and excellence in instruction. The Curriculum Committee shall report to the Faculty Senate for ratification of its action and then via the Vice President for Instruction and the Superintendent/President to the Governing Board.

The District shall develop and offer programs and curricula in ethnic studies. [The following is optional language:] The District shall develop and offer programs and curricula that infuse a global perspective into the curricular offerings and programs and

curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130. The District will utilize appropriate software and data entry checks to validate credit hour calculations.

As directed by the California Community Colleges Chancellor's Office, the District shall annually certify compliance related to the approval of credit courses and submit other certifications as becomes required.

The District is to promptly report all changes to course and program inventory approved by the District's Governing Board through the California Community Colleges Chancellor's Office Curriculum Inventory and Management Information Systems.

Standards for Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours.

Select one of the following based on whether the District uses a semester or quarter system:

[For semester system:] A course requiring 96 hours or more total student work shall provide at least 2 units of credit.

[For quarter system:] A course requiring 66 hours or more of total student work shall provide at least 2 units of credit.

Work experience education courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55253.

- Units of credit for work experience education shall be calculated as follows:
 - Work experience education offered as a credit course: one semester unit of credit will be awarded for every 54 hours of work experience, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure. Units of credit may be awarded in increments of .5 units; and
 - Work experience education integrated as a component of a course: units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).
 - A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040.

Commented [RL1]: The Curriculum Committee recommends removing this statement for the time being because it has a deficit mindset and our programs include more than a global perspective. Compliance with legal requirements is maintained without this sentence. In the future when this AP is being reviewed, we would like to include a more appropriate statement here.

Direct assessment competency-based education modules shall adhere to the formula for credit hour calculations identified in Title 5 Section 55270.12.

- o In adherence with the federal definition for credit hour in Title 34, Section 600.2 of the Code of Federal Regulations, a credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the standard used for credit instruction.
- o The determination of credit hours awarded for a competency-based education module is a curricular matter that includes consideration and review of the following:
 - o (1) The level of learning;
 - o (2) The types of educational activities;
 - o (3) The formative assessments;
 - o (4) The complexity and rigor of the summative assessment; and
 - o (5) Alignment to existing credit courses

Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

NOTE: The following language in red ink is legally required. Districts should insert their locally developed language defining the standards for credit hour calculations which must include the following content in red ink:

- credit hour calculation method for all academic activities;
- expected ratios of in-class to outside-of-class hours for each type of academic activity;
- standards for incremental award of credit;
- standard term length; and
- provisions for monitoring compliance with state and federal regulations related to credit hour calculations

Standards for Incremental Award of Credit

The District hours-per-unit divisor = 54.

The standard District term length = 16 weeks.

The District's catalog hours are based on a term length of 18 weeks.

The District will not offer units in increments less than .5 units.

Short-term and extended term courses will have unit calculations prorated using the appropriate formula.

Traditional Expected Learning Hours Ratios:

Category	In-Class	Outside-of-Class
Lecture	1	2
Activity	2	1
Laboratory	3	0 (traditional lab, natural science lab, clinical, etc.)

Standard Credit Hour Formula:

One unit of credit requires a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework. Divide total student learning hours by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college.

Cooperative Work Experience Formula:

- Each 75 hours of paid work equals one semester unit of credit
- Each 60 hours of non-paid work equals one semester unit of credit

Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

Clock Hour Formula

A program is considered to be a clock-hour program for purposes of the Title IV, Higher Education Act (HEA) program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34 Code of Federal Regulations Section 668.8(l).

Open Entry/Open Exit Formula

One unit of credit is a minimum of 48 hours of total student work, regardless of the course format (similar to the Standard Formula).

NOTE: The following language in red ink is legally required in an effort to show good faith compliance with the applicable federal regulations

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 16 15 weeks for one semester for trimester hour of credit or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practical practica, studio work, and other academic work leading to the award of credit hours.

Also see [BP 4020 Program, Curriculum, and Course Development](#); [BP/AP 4021 Program Development, Revitalization, and Discontinuance](#); [BP 4022 Curricular Matters, AP 4022 Course Approval](#), [BP/AP 4025 Philosophy and Criteria for Associate Degree and GE](#), [BP/AP 4100 Graduation Requirements for Degrees and Certificates](#), and [BP/AP 4220 Standards of Scholarship](#).

Office of Primary Responsibility: Instructional Services

NOTE: The language in **red ink** is **legally required** (with some optional language as noted). The Policy & Procedure Service issued legal updates to this procedure in July 2011, November 2014, **October 2017**, **April 2021**, **October 2023**, and **April 2024**. The language in **black ink** is from current **AP 4020 Program, Curriculum, and Course Development** approved on 5/5/09 and revised on 10/18/11 and 10/16/18. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is included to draw the reviewers' attention, and this language will be removed upon final approval. The language in **gray highlighting** was uniquely added by Palomar College and requires careful review by leaders to ensure the language remains accurate and legally compliant. **The legal citation language reflected after the page break (below) should be removed following review and revision.**

Date Approved: 5/5/09;
Revised: 10/18/11, 10/16/18.

(Replaces former Palomar BP 302 and all previous versions of AP 4020)

Legal Citations for AP 4020

Title 5 Sections 51021, 55000 et seq., 55100 et seq.

Title 5. Education
Division 6. California Community Colleges
Chapter 2. Community College Standards
Subchapter 1. Minimum Conditions

5 CCR § 51021

§ 51021. Curriculum.

Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in Subchapter 1 (commencing with Section 55000) of Chapter 6.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 71020.5, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55000

§ 55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

- (a) "Active participatory courses" are those courses where individual study or group assignments are the basic means by which learning objectives are met.
- (b) "Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- (c) "All units attempted" means all units of credit for which the student has enrolled in the current community college district of attendance.
- (d) "CR" means "credit" and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a "credit-no credit basis" prior to the Fall 2009 term, or at a different institution which uses the "credit-no credit" symbol. This symbol is the equivalent of "pass" in a "pass-no pass" grading system.
- (e) "Community Services Offering" means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.

(f) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

(g) "Contract Course" means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.

(h) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

(i) "Course" means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.

(j) "Course repetition" occurs when a student who has previously received an evaluative symbol in a credit course, as set forth in section 55023, re-enrolls in that course and receives an evaluative symbol.

(k) "Courses that are determined to be legally mandated" are courses that are required by statute or regulation as a condition of the student's paid or volunteer employment.

(l) "Courses that are related in content" are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.

(m) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

(n) "Enrollment" occurs when a student receives an evaluative or nonevaluative symbol pursuant to section 55023 in a credit course.

(o) An "emergency condition or extraordinary conditions" is a condition meeting the requirements of section 58146, subdivision (b).

(p) "Intercollegiate academic or vocational competition course" is a course that is designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. The participation in the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section 55002.

(q) "Intercollegiate athletic course" is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.

(r) "NC" means "no credit" and is a symbol used to denote that a student did not receive credit for a course taken on a "credit-no credit basis" prior to the Fall 2009 term, or at a different institution which uses the "credit-no credit" symbol. This symbol is the equivalent of "no pass" in a "pass-no pass" grading system.

(s) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

(t) "Noncredit basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

(u) "Nondegree-applicable basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

(v) "Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

(w) "Satisfactory grade" means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

(x) "Special classes" means those instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations as set forth in section 56028.

(y) "Substandard academic work" means course work for which the grading symbols "D," "F," "FW," or "NP" (as defined in section 55023) have been recorded.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Repealer of chapter 1 (subchapters 1-3, sections 55000-55144, not consecutive) and new chapter 1 (articles 1-2, sections 55000-55180, not consecutive) filed 12-21-81; effective thirtieth day thereafter (Register 81, No. 52). For prior history, see Registers 80, No. 11; 77, No. 45; and 71, No. 9.
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of HISTORY 2 (Register 95, No. 20).
4. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
5. New subsections (a), (c)-(d), (j)-(l), (n)-(r) and (x)-(y) and subsection relettering filed 12-27-2012; operative 1-26-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 1).
6. Amendment of subsection (k) filed 4-22-2015; operative 5-22-2015. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2015, No. 17).
7. Amendment of subsections (a), (d), (o), (r) and (y) filed 9-20-2022; operative 10-20-2022. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2022, No. 40).

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Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55000.5

§ 55000.5. Handbook; Monitoring and Review of Approved Courses and Programs.

(a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by community college districts. The handbook shall contain course approval criteria and procedures for securing course and program approvals.

(b) The Board of Governors hereby adopts and incorporates by reference into this section The California Community Colleges Program and Course Approval Handbook issued March 2003, as it may be revised from time to time, along with any addenda thereto. In the event of a conflict between the provisions of the Handbook and the provisions of this chapter, the provisions of this chapter shall control.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

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5 CCR § 55002

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.

(D) Prerequisites and Corequisites. Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside-of-class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. Amendment of subsection (a) filed 12-28-83; effective upon filing pursuant to Government Code section 11346.2(d) (Register 83, No. 53).
2. Amendment filed 5-18-84; effective thirtieth day thereafter (Register 84, No. 20).
3. Repealer and new section filed 10-7-88; operative 11-6-88 (Register 88, No. 42).
4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
5. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).
6. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).
7. Editorial correction of HISTORY 4 (Register 95, No. 20).
8. Amendment filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).
9. Amendment of subsection (c)(1) filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).
10. Amendment of section heading and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
11. Amendment of subsections (a)(5) and (b)(5) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
12. Amendment of subsections (a)(2)(B)-(C), (a)(3), (a)(5), (b)(1)(A), (b)(2)(B)-(C), (b)(3), (b)(5), (c)(2) and (c)(4) filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).
13. Amendment of subsections (a)(2)(D) and (b)(2)(D) and new subsection (c)(5) filed 7-17-2019; operative 8-16-2019. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2019, No. 30).

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5 CCR § 55002.5

§ 55002.5. Credit Hour Definition.

- (a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside or outside-of-class.
- (b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.
- (c) Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55253.
- (d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of title 34, Code of Federal Regulations, part 600.2.

(f) Credit hours for all courses may be awarded in increments of one unit or less.

(g) District governing boards shall establish a policy defining the standards for credit hour calculations. District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of subsection (a) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
5. Amendment of section heading, section and NOTE filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).
6. New subsection (d) and subsection relettering filed 9-3-2021; operative 10-3-2021. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2021, No. 41).
7. Amendment of section heading and section filed 7-27-2023; operative 8-26-2023. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2023, No. 32).
8. Change without regulatory effect amending section heading filed 9-1-2023; operative 9-1-2023. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2023, No. 36).

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5 CCR § 55003

§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article and subchapter 6, article 1. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to

establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.

(2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.

(4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites or corequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether noncredit, credit, basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites and corequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation, or expressly required by institutions for which the college has transfer agreements; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which

the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation;

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline;

(3) it is required by four-year institutions;

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite or

(5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
2. Amendment of section and NOTE filed 4-25-2011; operative 5-25-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 18).
3. Amendment of subsections (a), (c)(1), (c)(2)(A), (c)(4), (d)(1), (d)(3) and (e)(1)-(4), new subsection (e)(5) and amendment of subsection (k) filed 7-17-2019; operative 8-16-2019. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2019, No. 30).
4. Editorial correction of subsections (c)(2)(A), (d)(3) and (e)(1)-(4), restoration of inadvertently omitted subsection (e)(5) and correction of HISTORY 3 (Register 2020, No. 9).

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5 CCR § 55005

§ 55005. Publication of Course Standards.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

- (a) Whether the course is designated as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.
- (b) Whether the course is transferable to baccalaureate institutions.
- (c) Whether the course fulfills a major/area of emphasis or general education requirement.
- (d) Whether the course is offered on the "pass-no pass" basis.
- (e) Whether the course is offered in a distance education format, and if so, include the following information:
 - (1) All online and in-person synchronous meeting days/dates and times;
 - (2) Any required asynchronous in-person activities;
 - (3) Any required technology platforms, devices and applications;
 - (4) Any test or assessment proctoring requirements.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 70901, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Change without regulatory effect amending subsections (b) and (d) filed 3-15-2006 pursuant to section 100, title 1, California Code of Regulations. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

4. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
5. Amendment of subsection (a) and new subsections (e)-(e)(4) filed 10-5-2022; operative 11-4-2022. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2022, No. 42).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards
5 CCR § 55006

§ 55006. Records and Reports.

Each community college shall keep and submit such records and reports concerning its courses and offerings as may be required by the Chancellor to fulfill statutory responsibilities.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78401, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards
5 CCR § 55007

§ 55007. Multiple and Overlapping Enrollments.

- (a) A community college district may not permit a student to enroll in two or more sections of the same credit course during the same term unless the length of the course is such that a student may enroll in two or more sections of the same course during the same term without being enrolled in more than one section at any given time. Students needing additional instruction in the subject matter while enrolled in a course may be referred for individualized tutoring pursuant to section 58170 or supplemental learning assistance pursuant to sections 58172 and 58164.
- (b) A district may not permit a student to enroll in two or more courses where the meeting times for the courses overlap, unless the district has established and incorporated into its attendance accounting procedures adopted pursuant to section 58030 a mechanism for ensuring that the following requirements are satisfied:
- (1) the student provides a sound justification, other than mere scheduling convenience, of the need for the overlapping schedule;
 - (2) an appropriate district official approves the schedule;

(3) the college maintains documentation describing the justification for the overlapping schedule and showing that the student made up the hours of overlap in the course partially or wholly not attended as scheduled at some other time during the same week under the supervision of the instructor of the course.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55009

§ 55009. Baccalaureate Degree Pilot Program Handbook.

(a) The Chancellor shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to Education Code Section 78041. The handbook shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid. The Board of Governors hereby adopts and incorporates by reference into this section the Baccalaureate Degree Pilot Program Handbook established by the Chancellor's Office, as it may be revised from time to time, along with any addenda thereto.

(b) In the event of a conflict between the provisions of the Baccalaureate Degree Pilot Program Handbook identified in subsection (a) and any other provision in title 5 of these regulations, the provisions of the handbook shall control as they relate to the administration of the district baccalaureate degree pilot programs established pursuant to Education Code Section 78041.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78041, Education Code.

HISTORY

1. New section filed 8-1-2016; operative 8-31-2016. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2016, No. 33).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 2. Approval by the Chancellor
Article 1. Approval of Credit Educational Programs

5 CCR § 55100

§ 55100. Credit Course Approval.

(a) The governing board of each community college district shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the

Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).

(b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

(2) the college and/or district promptly reported all credit courses approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college and/or district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, outside-of-class hours, and the calculation of credit hours consistent with section 55002.5.

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if he or she determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer of article 2 and section and new subchapter 2 (articles 1-5, sections 55100-55190), article 1 (sections 55100-55130) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

4. Amendment of section heading and section filed 8-3-2016; operative 9-2-2016. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2016, No. 33).

5. Amendment filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 2. Approval by the Chancellor
Article 1. Approval of Credit Educational Programs

5 CCR § 55130
§ 55130. Approval of Credit Programs.

- (a) The governing board of each community college district shall establish policies for, and may approve, an educational program pursuant to articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a).
- (b) The educational program submitted to the local governing board for approval shall contain the following components:
- (1) the name of the proposed program.
 - (2) the description of the proposed program.
 - (3) a list of all courses to be included in the program.
 - (4) course outlines of record for all courses in the program.
 - (5) the purposes and specific objectives of the proposed program.
 - (6) an explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.
- (7) For career technical education programs, the following additional information must be provided to the district governing board:
- (A) a list of other community colleges in the area currently offering the program;
 - (B) relation of the proposed program to regional labor market demand; and
 - (C) recommendations of career technical education regional consortia.
- (8) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:
- (A) library and media center resources;
 - (B) facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.
 - (C) availability of adequate or proposed financial support; and
 - (D) availability of faculty.
- (c) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit programs:
- (1) the curriculum committee and district governing board have approved each credit program pursuant to articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a);
 - (2) the college and/or district promptly reported all credit programs approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;
 - (3) college and/or district personnel involved in the credit program approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit programs, including, but not limited to, the provisions of articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook,

prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a);

(4) the development, establishment, and evaluation of approved educational programs included representative faculty involvement.

(d) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(e) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer educational programs if he or she determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements identified in this section.

(f) In multi-college districts, the local governing board shall grant a program approval for a specific college.

(g) Before offering an Associate Degree for Transfer as identified in the Student Transfer Achievement Reform Act (Education Code section 66745 et seq.), the governing board of a community college district shall obtain approval of the Associate Degree for Transfer from the Chancellor in accordance with the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66745, 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

4. Amendment of section and Note filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 2. Approval by the Chancellor

Article 2. Approval of Noncredit Courses and Programs

5 CCR § 55150

§ 55150. Approval of Noncredit Courses and Programs.

(a) The governing board of each community college district shall establish policies for, and may approve noncredit courses pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).

(b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of noncredit courses:

- (1) the curriculum committee and district governing board have approved each noncredit course pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);
- (2) the college and/or district promptly reported all noncredit courses approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;
- (3) college and/or district personnel involved in the noncredit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of noncredit courses, including, but not limited to, the provisions of section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);
- (4) the district governing board has established local policy or procedures specifying attendance accounting consistent with Article 2, Chapter 1, Part 50 of the Education Code (sections 84030, et seq.).
- (c) Course outlines of record for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.
- (d) The following noncredit educational programs shall be approved by the district governing board:
- (1) Noncredit educational programs that qualify for enhanced funding;
- (2) Adult high school diploma programs as specified in section 55154; and
- (3) Those noncredit educational programs that are not otherwise required by law to be approved by the Chancellor.
- (e) Noncredit educational programs shall be submitted to and chaptered in the chancellor's office curriculum inventory system. Approval of a noncredit educational program is effective until either:
- (1) The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or
- (2) The district governing board evaluates the noncredit educational program after its approval on the basis of factors listed in sections 55151 or 55154, as applicable. If the district governing board determines that the noncredit educational program should no longer be offered based on the evaluation, the district governing board may terminate the approval and determine the effective date of termination.
- (f) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.
- (g) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer noncredit courses if it is determined that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

NOTE: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code.

Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. New article 2.2 heading, amendment of subsection (a), new subsection (d) and amendment of NOTE filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).
4. Repealer of article 2.2 and section and new article 2 (sections 55100-55155) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5. Amendment filed 12-14-2011; operative 1-13-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 51).
6. Amendment filed 3-11-2020; operative 4-10-2020. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2020, No. 12).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 2. Approval by the Chancellor
Article 2. Approval of Noncredit Courses and Programs

5 CCR § 55151

§ 55151. Career Development and College Preparation.

A noncredit course involving career development or college preparation will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5 if it satisfies the requirements set forth in subdivisions (a), (b) and (c) below.

(a) The course is approved by the college curriculum committee and the district governing board pursuant to subdivision (c) of section 55002 and by the Chancellor's Office pursuant to section 55150 and is part of either:

(1) A short-term vocational program which the district governing board has determined to have high employment potential. The district governing board shall utilize job demand data to support the program proposal.

(2) A noncredit educational program involving:

(A) Courses in elementary and secondary basic skills;

(B) Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training; or

(C) Courses in English as a second language and vocational English as a second language.

(b) The noncredit educational program is designed to result in either:

(1) A noncredit certificate of completion leading to improved employability or job opportunities; or

(2) A noncredit certificate of competency in a recognized career field that prepares students to take nondegree-applicable credit course work, including basic skills and English as a second language; or to take degree-applicable credit coursework leading to one or more of the following:

(A) completion of a credit certificate;

(B) an associate in arts degree; or

(C) transfer to a baccalaureate institution.

(c) The noncredit educational program in which enhanced funding is sought must be submitted to and chaptered in the chancellor's office curriculum inventory system. Submissions shall include an explanation of how the educational program is designed to lead students to one of the outcomes described in subdivision (b) and all of the following:

(1) a list of required courses to be included in the educational program;

(2) the minimum number of hours required for completion of the educational program;

(3) course outlines of record for all courses in the educational program;

(4) the catalog description of the educational program; and

(5) for short-term vocational programs, an analysis of labor market need or job availability.

(d) Under no circumstances may a district separate an existing noncredit course which provides less than one hundred and ten (110) hours of instruction into two or more courses for the purpose of forming a noncredit educational program to satisfy the requirements of this section.

(e) Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment.

(f) For purposes of this article, the term "certificate of completion" means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

(g) For purposes of this article, the term "certificate of competency" means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a T.O.P. Code number and program discipline, and list the relevant competencies achieved by the student.

(h) Content and assessment standards for certificates shall be defined by the local curriculum committee. The curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate as set forth in section 55070, with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility.

(i) Each noncredit educational program shall be approved by the governing board of the district.

(j) Certificates for noncredit educational programs may be awarded on behalf of the governing board of the district by any appropriate district official or by a particular department or division pursuant to a delegation of authority from the governing board to students who have earned them.

NOTE: Authority cited: Sections 66700, 70901, 78401, 84750.5 and 84760.5, Education Code.
Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

HISTORY

1. New section filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).
2. Editorial correction of subsection (c) (Register 2007, No. 25).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Repealer of subsection (m) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
5. Amendment of section and NOTE filed 12-14-2011; operative 1-13-2012. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 51).
6. Amendment of subsections (a)(1) and (c), repealer of subsections (d) and (e) and subsection relettering filed 3-11-2020; operative 4-10-2020. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2020, No. 12).

Title 34: Education

[PART 600—INSTITUTIONAL ELIGIBILITY UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED](#)
[Subpart A—General](#)

§600.2 Definitions.

The following definitions apply to terms used in this part:

Accredited: The status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency's established requirements.

Award year: The period of time from July 1 of one year through June 30 of the following year.

Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location—

- (1) Is permanent in nature;
- (2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- (3) Has its own faculty and administrative or supervisory organization; and
- (4) Has its own budgetary and hiring authority.

Clock hour: A period of time consisting of—

- (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
- (3) Sixty minutes of preparation in a correspondence course.

Correspondence course: (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.

(3) A correspondence course is not distance education.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of

student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, **practica**, studio work, and other academic work leading to the award of credit hours.

Direct assessment program: A program as described in 34 CFR 668.10.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Educational program: (1) A legally authorized postsecondary program of organized instruction or study that:

(i) Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and

(ii) May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of §668.10.

(2) The Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of

independent study) but merely gives credit for one or more of the following: Instruction provided by other institutions or schools; examinations or direct assessments provided by agencies or organizations; or other accomplishments such as "life experience."

Eligible institution: An institution that—

(1) Qualifies as—

- (i) An institution of higher education, as defined in §600.4;
 - (ii) A proprietary institution of higher education, as defined in §600.5; or
 - (iii) A postsecondary vocational institution, as defined in §600.6; and
- (2) Meets all the other applicable provisions of this part.

Federal Family Education Loan (FFEL) Programs: The loan programs (formerly called the Guaranteed Student Loan (GSL) programs) authorized by title IV-B of the HEA, including the Federal Stafford Loan, Federal PLUS, Federal Supplemental Loans for Students (Federal SLS), and Federal Consolidation Loan programs, in which lenders use their own funds to make loans to enable students or their parents to pay the costs of the students' attendance at eligible institutions. The Federal Stafford Loan, Federal PLUS, Federal SLS, and Federal Consolidation Loan programs are defined in 34 CFR part 668.

Incarcerated student: A student who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student is not considered incarcerated if that student is in a half-way house or home detention or is sentenced to serve only weekends.

Legally authorized: The legal status granted to an institution through a charter, license, or other written document issued by the appropriate agency or official of the State in which the institution is physically located.

Nationally recognized accrediting agency: An agency or association that the Secretary recognizes as a reliable authority to determine the quality of education or training offered by an institution or a program offered by an institution. The Secretary recognizes these agencies and associations under the provisions of 34 CFR part 602 and publishes a list of the recognized agencies in the FEDERAL REGISTER.

Nonprofit institution: An institution that—

- (1)(i) Is owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which benefits any private shareholder or individual;
- (ii) Is legally authorized to operate as a nonprofit organization by each State in which it is physically located; and

(iii) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)); or

(2) For a foreign institution—

(i) An institution that is owned and operated only by one or more nonprofit corporations or associations; and

(ii)(A) If a recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, is determined by that tax authority to be a nonprofit educational institution; or

(B) If no recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, the foreign institution demonstrates to the satisfaction of the Secretary that it is a nonprofit educational institution.

(3) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)).

One-academic-year training program: An educational program that is at least one academic year as defined under 34 CFR 668.2.

Preaccredited: A status that a nationally recognized accrediting agency, recognized by the Secretary to grant that status, has accorded an unaccredited public or private nonprofit institution that is progressing toward accreditation within a reasonable period of time.

Recognized equivalent of a high school diploma: The following are the equivalent of a high school diploma—

(1) A General Education Development Certificate (GED);

(2) A State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma;

(3) An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or

(4) For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

Recognized occupation: An occupation that is—

(1) Identified by a Standard Occupational Classification (SOC) code established by the Office of Management and Budget or an Occupational Information Network O*NET-SOC code established by the Department of Labor and available at <http://online.onetcenter.org> or its successor site; or

(2) Determined by the Secretary in consultation with the Secretary of Labor to be a recognized occupation.

Regular student: A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Secretary: The Secretary of the Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

State: A State of the Union, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States.

Teach-out plan: A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 100 percent of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions.

Title IV, HEA program: Any of the student financial assistance programs listed in 34 CFR 668.1(c).

(Authority: 20 U.S.C. 1071, *et seq.*, 1078-2, 1088, 1091, 1094, 1099b, 1099c, 1141; 26 U.S.C. 501(c))

[59 FR 22336, Apr. 29, 1994, as amended at 63 FR 40622, July 29, 1998; 64 FR 58615, Oct. 29, 1999; 71 FR 45692, Aug. 9, 2006; 74 FR 55425, Oct. 27, 2009; 74 FR 55932, Oct. 29, 2009; 75 FR 66946, Oct. 29, 2010, 75 FR 67192, Nov. 1, 2010]

Title 34: Education

[PART 602—THE SECRETARY'S RECOGNITION OF ACCREDITING AGENCIES](#)
[Subpart B—The Criteria for Recognition](#)

§602.24 Additional procedures certain institutional accreditors must have.

If the agency is an institutional accrediting agency and its accreditation or preaccreditation enables those institutions to obtain eligibility to participate in Title IV,

HEA programs, the agency must demonstrate that it has established and uses all of the following procedures:

(a) *Branch campus.* (1) The agency must require the institution to notify the agency if it plans to establish a branch campus and to submit a business plan for the branch campus that describes—

(i) The educational program to be offered at the branch campus;

(ii) The projected revenues and expenditures and cash flow at the branch campus;
and

(iii) The operation, management, and physical resources at the branch campus.

(2) The agency may extend accreditation to the branch campus only after it evaluates the business plan and takes whatever other actions it deems necessary to determine that the branch campus has sufficient educational, financial, operational, management, and physical resources to meet the agency's standards.

(3) The agency must undertake a site visit to the branch campus as soon as practicable, but no later than six months after the establishment of that campus.

(b) *Change in ownership.* The agency must undertake a site visit to an institution that has undergone a change of ownership that resulted in a change of control as soon as practicable, but no later than six months after the change of ownership.

(c) *Teach-out plans and agreements.* (1) The agency must require an institution it accredits or preaccredits to submit a teach-out plan to the agency for approval upon the occurrence of any of the following events:

(i) The Secretary notifies the agency that the Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an institution participating in any title IV, HEA program, in accordance with section 487(c)(1)(F) of the HEA, and that a teach-out plan is required.

(ii) The agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution notifies the agency that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

(iv) A State licensing or authorizing agency notifies the agency that an institution's license or legal authorization to provide an educational program has been or will be revoked.

(2) The agency must evaluate the teach-out plan to ensure it provides for the equitable treatment of students under criteria established by the agency, specifies

additional charges, if any, and provides for notification to the students of any additional charges.

(3) If the agency approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it must notify that accrediting agency of its approval.

(4) The agency may require an institution it accredits or preaccredits to enter into a teach-out agreement as part of its teach-out plan.

(5) The agency must require an institution it accredits or preaccredits that enters into a teach-out agreement, either on its own or at the request of the agency, to submit that teach-out agreement for approval. The agency may approve the teach-out agreement only if the agreement is between institutions that are accredited or preaccredited by a nationally recognized accrediting agency, is consistent with applicable standards and regulations, and provides for the equitable treatment of students by ensuring that—

(i) The teach-out institution has the necessary experience, resources, and support services to—

(A) Provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and

(B) Remain stable, carry out its mission, and meet all obligations to existing students; and

(ii) The teach-out institution demonstrates that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about additional charges, if any.

(d) *Closed institution.* If an institution the agency accredits or preaccredits closes without a teach-out plan or agreement, the agency must work with the Department and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

(e) *Transfer of credit policies.* The accrediting agency must confirm, as part of its review for initial accreditation or preaccreditation, or renewal of accreditation, that the institution has transfer of credit policies that—

(1) Are publicly disclosed in accordance with §668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

(f) *Credit-hour policies.* The accrediting agency, as part of its review of an institution for initial accreditation or preaccreditation or renewal of accreditation, must conduct an

effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (f)(1)(i)(B) of this section.

(3) The accrediting agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (f)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (f), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

(Approved by the Office of Management and Budget under control number 1845-0003)

(Authority: 20 U.S.C. 1099b)

[64 FR 56617, Oct. 20, 1999, as amended at 74 FR 55428, Oct. 27, 2009; 75 FR 66947, Oct. 29, 2010]

Title 34: Education

[PART 603—SECRETARY'S RECOGNITION PROCEDURES FOR STATE AGENCIES](#)
[Subpart B—Criteria for State Agencies](#)

§603.24 Criteria for State agencies.

The following are the criteria which the Secretary will utilize in designating a State agency as a reliable authority to assess the quality of public postsecondary vocational education in its respective State.

(a) *Functional aspects.* The functional aspects of the State agency must be shown by:

(1) *Its scope of operations.* The agency:

(i) Is statewide in the scope of its operations and is legally authorized to approve public postsecondary vocational institutions or programs;

(ii) Clearly sets forth the scope of its objectives and activities, both as to kinds and levels of public postsecondary vocational institutions or programs covered, and the kinds of operations performed;

(iii) Delineates the process by which it differentiates among and approves programs of varying levels.

(2) *Its organization.* The State agency:

(i) Employs qualified personnel and uses sound procedures to carry out its operations in a timely and effective manner;

(ii) Receives adequate and timely financial support, as shown by its appropriations, to carry out its operations;

(iii) Selects competent and knowledgeable persons, qualified by experience and training, and selects such persons in accordance with nondiscriminatory practices, (A) to participate on visiting teams, (B) to engage in consultative services for the evaluation and approval process, and (C) to serve on decision-making bodies.

(3) *Its procedures.* The State agency:

(i) Maintains clear definitions of approval status and has developed written procedures for granting, reaffirming, revoking, denying, and reinstating approval status;

(ii) Requires, as an integral part of the approval and reapproval process, institutional or program self-analysis and onsite reviews by visiting teams, and provides written and consultative guidance to institutions or programs and visiting teams.

(A) Self-analysis shall be a qualitative assessment of the strengths and limitations of the instructional program, including the achievement of institutional or program objectives, and should involve a representative portion of the institution's administrative staff, teaching faculty, students, governing body, and other appropriate constituencies.

(B) The visiting team, which includes qualified examiners other than agency staff, reviews instructional content, methods and resources, administrative management, student services, and facilities. It prepares written reports and recommendations for use by the State agency.

(iii) Reevaluates at reasonable and regularly scheduled intervals institutions or programs which it has approved.

(b) *Responsibility and reliability.* The responsibility and reliability of the State agency will be demonstrated by:

(1) Its responsiveness to the public interest. The State agency:

(i) Has an advisory body which provides for representation from public employment services and employers, employees, postsecondary vocational educators, students, and the general public, including minority groups. Among its functions, this structure provides counsel to the State agency relating to the development of standards, operating procedures and policy, and interprets the educational needs and manpower projections of the State's public postsecondary vocational education system;

(ii) Demonstrates that the advisory body makes a real and meaningful contribution to the approval process;

(iii) Provides advance public notice of proposed or revised standards or regulations through its regular channels of communications, supplemented, if necessary, with direct communication to inform interested members of the affected community. In addition, it provides such persons the opportunity to comment on the standards or regulations prior to their adoption;

(iv) Secures sufficient qualitative information regarding the applicant institution or program to enable the institution or program to demonstrate that it has an ongoing program of evaluation of outputs consistent with its educational goals;

(v) Encourages experimental and innovative programs to the extent that these are conceived and implemented in a manner which ensures the quality and integrity of the institution or program;

(vi) Demonstrates that it approves only those institutions or programs which meet its published standards; that its standards, policies, and procedures are fairly applied; and that its evaluations are conducted and decisions are rendered under conditions that assure an impartial and objective judgment;

(vii) Regularly reviews its standards, policies and procedures in order that the evaluative process shall support constructive analysis, emphasize factors of critical importance, and reflect the educational and training needs of the student;

(viii) Performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational institution or program;

(ix) Has written procedures for the review of complaints pertaining to institutional or program quality as these relate to the agency's standards, and demonstrates that such procedures are adequate to provide timely treatment of such complaints in a manner fair and equitable to the complainant and to the institution or program;

(x) Annually makes available to the public (A) its policies for approval, (B) reports of its operations, and (C) list of institutions or programs which it has approved;

(xi) Requires each approved school or program to report on changes instituted to determine continued compliance with standards or regulations;

(xii) Confers regularly with counterpart agencies that have similar responsibilities in other and neighboring States about methods and techniques that may be used to meet those responsibilities.

(2) Its assurances that due process is accorded to institutions or programs seeking approval. The State agency:

(i) Provides for adequate discussion during the on-site visit between the visiting team and the faculty, administrative staff, students, and other appropriate persons;

(ii) Furnishes as a result of the evaluation visit, a written report to the institution or program commenting on areas of strength, areas needing improvement, and, when appropriate, suggesting means of improvement and including specific areas, if any, where the institution or program may not be in compliance with the agency's standards;

(iii) Provides the chief executive officer of the institution or program with opportunity to comment upon the written report and to file supplemental materials pertinent to the facts and conclusions in the written report of the visiting team before the agency takes action on the report;

(iv) Provides the chief executive officer of the institution with a specific statement of reasons for any adverse action, and notice of the right to appeal such action before an appeal body designated for that purpose;

(v) Publishes rules of procedure regarding appeals;

(vi) Continues the approval status of the institution or program pending disposition of an appeal;

(vii) Furnishes the chief executive officer of the institution or program with a written decision of the appeal body, including a statement of its reasons therefor.

(c) *Credit-hour policies.* The State agency, as part of its review of an institution for initial approval or renewal of approval, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The State agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, a State agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (c)(1)(i)(B) of this section.

(3) The State agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (c)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (c), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

(d) *Capacity to foster ethical practices.* The State agency must demonstrate its capability and willingness to foster ethical practices by showing that it:

(i) Promotes a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services;

(ii) Maintains appropriate review in relation to the ethical practices of each approved institution or program.

(Authority: 20 U.S.C. 1094(c)(4))

[39 FR 30042, Aug. 20, 1974, as amended at 75 FR 66947, Oct. 29, 2010]

Title 34: Education

[PART 668—STUDENT ASSISTANCE GENERAL PROVISIONS](#)

[Subpart A—General](#)

§668.8 Eligible program.

(a) *General.* An eligible program is an educational program that—

(1) Is provided by a participating institution; and

(2) Satisfies the other relevant requirements contained in this section.

(b) *Definitions.* For purposes of this section—

(1) The Secretary considers the “equivalent of an associate degree” to be—

(i) An associate degree; or

(ii) The successful completion of at least a two-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program;

(2) A week is a consecutive seven-day period; and

(3)(i) The Secretary considers that an institution provides one week of instructional time in an academic program during any week the institution provides at least one day of regularly scheduled instruction or examinations, or, after the last scheduled day of classes for a term or a payment period, at least one day of study for final examinations.

(ii) Instructional time does not include any vacation periods, homework, or periods of orientation or counseling.

(c) *Institution of higher education*. An eligible program provided by an institution of higher education must—

(1) Lead to an associate, bachelor's, professional, or graduate degree;

(2) Be at least a two-academic-year program that is acceptable for full credit toward a bachelor's degree; or

(3) Be at least a one-academic-year training program that leads to a certificate, or other nondegree recognized credential, and prepares students for gainful employment in a recognized occupation.

(d) *Proprietary institution of higher education and postsecondary vocational institution*. An eligible program provided by a proprietary institution of higher education or postsecondary vocational institution—

(1)(i) Must require a minimum of 15 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Must be at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours;

(iii) Must provide undergraduate training that prepares a student for gainful employment in a recognized occupation; and

(iv) May admit as regular students persons who have not completed the equivalent of an associate degree;

(2) Must—

(i) Require a minimum of 10 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Be at least 300 clock hours, 8 semester or trimester hours, or 12 quarter hours;

(iii) Provide training that prepares a student for gainful employment in a recognized occupation as provided under §668.6; and

(iv)(A) Be a graduate or professional program; or

(B) Admit as regular students only persons who have completed the equivalent of an associate degree;

(3) For purposes of the FFEL and Direct Loan programs only, must—

(i) Require a minimum of 10 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Be at least 300 clock hours but less than 600 clock hours;

(iii) Provide undergraduate training that prepares a student for gainful employment in a recognized occupation as provided under §668.6;

(iv) Admit as regular students some persons who have not completed the equivalent of an associate degree; and

(v) Satisfy the requirements of paragraph (e) of this section; or

(4) For purposes of a proprietary institution of higher education only, is a program leading to a baccalaureate degree in liberal arts, as defined in 34 CFR 600.5(e), that—

(i) Is provided by an institution that is accredited by a recognized regional accrediting agency or association, and has continuously held such accreditation since October 1, 2007, or earlier; and

(ii) The institution has provided continuously since January 1, 2009.

(e) *Qualitative factors.* (1) An educational program that satisfies the requirements of paragraphs (d)(3)(i) through (iv) of this section qualifies as an eligible program only if—

(i) The program has a substantiated completion rate of at least 70 percent, as calculated under paragraph (f) of this section;

(ii) The program has a substantiated placement rate of at least 70 percent, as calculated under paragraph (g) of this section;

(iii) The number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the

recognized occupation for which the program prepares students, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(iv) The program has been in existence for at least one year. The Secretary considers an educational program to have been in existence for at least one year only if an institution has been legally authorized to provide, and has continuously provided, the program during the 12 months (except for normal vacation periods and, at the discretion of the Secretary, periods when the institution closes due to a natural disaster that directly affects the institution or the institution's students) preceding the date on which the institution applied for eligibility for that program.

(2) An institution shall substantiate the calculation of its completion and placement rates by having the certified public accountant who prepares its audit report required under §668.23 report on the institution's calculation based on performing an attestation engagement in accordance with the Statements on Standards for Attestation Engagements of the American Institute of Certified Public Accountants (AICPA).

(f) *Calculation of completion rate.* An institution shall calculate its completion rate for an educational program for any award year as follows:

(1) Determine the number of regular students who were enrolled in the program during the award year.

(2) Subtract from the number of students determined under paragraph (f)(1) of this section, the number of regular students who, during that award year, withdrew from, dropped out of, or were expelled from the program and were entitled to and actually received, in a timely manner a refund of 100 percent of their tuition and fees.

(3) Subtract from the total obtained under paragraph (f)(2) of this section the number of students who were enrolled in the program at the end of that award year.

(4) Determine the number of regular students who, during that award year, received within 150 percent of the published length of the educational program the degree, certificate, or other recognized educational credential awarded for successfully completing the program.

(5) Divide the number determined under paragraph (f)(4) of this section by the total obtained under paragraph (f)(3) of this section.

(g) *Calculation of placement rate.* (1) An institution shall calculate its placement rate for an educational program for any award year as follows:

(i) Determine the number of students who, during the award year, received the degree, certificate, or other recognized educational credential awarded for successfully completing the program.

(ii) Of the total obtained under paragraph (g)(1)(i) of this section, determine the number of students who, within 180 days of the day they received their degree, certificate, or other recognized educational credential, obtained gainful employment in the recognized occupation for which they were trained or in a related comparable recognized occupation and, on the date of this calculation, are employed, or have been employed, for at least 13 weeks following receipt of the credential from the institution.

(iii) Divide the number of students determined under paragraph (g)(1)(ii) of this section by the total obtained under paragraph (g)(1)(i) of this section.

(2) An institution shall document that each student described in paragraph (g)(1)(ii) of this section obtained gainful employment in the recognized occupation for which he or she was trained or in a related comparable recognized occupation. Examples of satisfactory documentation of a student's gainful employment include, but are not limited to—

- (i) A written statement from the student's employer;
- (ii) Signed copies of State or Federal income tax forms; and
- (iii) Written evidence of payments of Social Security taxes.

(h) *Eligibility for Federal Pell Grant, ACG, National SMART Grant, TEACH Grant, and FSEOG Programs.* In addition to satisfying other relevant provisions of the section—

(1) An educational program qualifies as an eligible program for purposes of the Federal Pell Grant Program only if the educational program is an undergraduate program or a postbaccalaureate teacher certificate or licensing program as described in 34 CFR 690.6(c);

(2) An educational program qualifies as an eligible program for purposes of the ACG, National SMART Grant, and FSEOG programs only if the educational program is an undergraduate program; and

(3) An educational program qualifies as an eligible program for purposes of the TEACH Grant program if it satisfies the requirements of the definition of TEACH Grant-eligible program in 34 CFR 686.2(d).

(i) *Flight training.* In addition to satisfying other relevant provisions of this section, for a program of flight training to be an eligible program, it must have a current valid certification from the Federal Aviation Administration.

(j) *English as a second language (ESL).* (1) In addition to satisfying the relevant provisions of this section, an educational program that consists solely of instruction in ESL qualifies as an eligible program if—

(i) The institution admits to the program only students who the institution determines need the ESL instruction to use already existing knowledge, training, or skills; and

(ii) The program leads to a degree, certificate, or other recognized educational credential.

(2) An institution shall document its determination that ESL instruction is necessary to enable each student enrolled in its ESL program to use already existing knowledge, training, or skills with regard to the students that it admits to its ESL program under paragraph (j)(1)(i) of this section.

(3) An ESL program that qualifies as an eligible program under this paragraph is eligible for purposes of the Federal Pell Grant Program only.

(k) *Undergraduate educational program in credit hours.* (1) Except as provided in paragraph (k)(2) of this section, if an institution offers an undergraduate educational program in credit hours, the institution must use the formula contained in paragraph (l) of this section to determine whether that program satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and the number of credit hours in that educational program for purposes of the title IV, HEA programs, unless—

(i) The program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Secretary; or

(ii) Each course within the program is acceptable for full credit toward that institution's associate degree, bachelor's degree, professional degree, or equivalent degree as determined by the Secretary provided that—

(A) The institution's degree requires at least two academic years of study; and

(B) The institution demonstrates that students enroll in, and graduate from, the degree program.

(2) A program is considered to be a clock-hour program for purposes of the title IV, HEA programs if—

(i) Except as provided in paragraph (k)(3) of this section, a program is required to measure student progress in clock hours when—

(A) Receiving Federal or State approval or licensure to offer the program; or

(B) Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue;

(ii) The credit hours awarded for the program are not in compliance with the definition of a credit hour in 34 CFR 600.2; or

(iii) The institution does not provide the clock hours that are the basis for the credit hours awarded for the program or each course in the program and, except as provided in §668.4(e), requires attendance in the clock hours that are the basis for the credit hours awarded.

(3) The requirements of paragraph (k)(2)(i) of this section do not apply to a program if there is a State or Federal approval or licensure requirement that a limited component of the program must include a practicum, internship, or clinical experience component of the program that must include a minimum number of clock hours.

(l) *Formula.* (1) Except as provided in paragraph (l)(2) of this section, for purposes of determining whether a program described in paragraph (k) of this section satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and of determining the number of credit hours in that educational program with regard to the title IV, HEA programs—

(i) A semester hour must include at least 37.5 clock hours of instruction;

(ii) A trimester hour must include at least 37.5 clock hours of instruction; and

(iii) A quarter hour must include at least 25 clock hours of instruction.

(2) The institution's conversions to establish a minimum number of clock hours of instruction per credit may be less than those specified in paragraph (l)(1) of this section, if the institution's designated accrediting agency, or recognized State agency for the approval of public postsecondary vocational institutions, for participation in the title IV, HEA programs has not identified any deficiencies with the institution's policies and procedures, or their implementation, for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for programs and courses, in accordance with 34 CFR 602.24(f), or, if applicable, 34 CFR 603.24(c), so long as—

(i) The institution's student work outside of class combined with the clock-hours of instruction meet or exceed the numeric requirements in paragraph (l)(1) of this section; and

(ii)(A) A semester hour must include at least 30 clock hours of instruction;

(B) A trimester hour must include at least 30 clock hours of instruction; and

(C) A quarter hour must include at least 20 hours of instruction.

(m) An otherwise eligible program that is offered in whole or in part through telecommunications is eligible for title IV, HEA program purposes if the program is offered by an institution, other than a foreign institution, that has been evaluated and is accredited for its effective delivery of distance education programs by an accrediting agency or association that—

(1) Is recognized by the Secretary under subpart 2 of part H of the HEA; and

(2) Has accreditation of distance education within the scope of its recognition.

(n) For Title IV, HEA program purposes, *eligible program* includes a direct assessment program approved by the Secretary under §668.10 and a comprehensive transition and postsecondary program approved by the Secretary under §668.232.

(Authority: 20 U.S.C. 1070a, 1070a-1, 1070b, 1070c-1, 1070c-2, 1070g, 1085, 1087aa-1087hh, 1088, 1091; 42 U.S.C. 2753)

[59 FR 22421, Apr. 29, 1994]

<http://www2.ed.gov/about/offices/list/ope/policy.html>

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/negreg-summerfall.html>

2024 ACCJC Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

- Policies and/or other documentation regarding transfer of credit into and out of the institution
- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)
- **Policies/procedures related to program discontinuance, demonstrating that the institution provides enrolled students with opportunities for timely completion in the event of program elimination**
- Policies related to catalog, communication, recruiting, enrollment, admissions, etc.
- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs
- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process
- Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup
- Policies/practices for release of student records
- Documentation of alignment with ACCJC Policy on Institutional Compliance with Title IV (if applicable)
- Documentation of agreements with other external parties regarding the provision of student and/or learning support services, if applicable
- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)

- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)
- Policies and/or other documentation related to expectation of conformity with specific codes of conduct, worldviews, or beliefs (if applicable)
- Policies and/or other documentation related to credit for prior learning and competency-based credit (if applicable)
- Documentation and/or other evidence demonstrating alignment with ACCJC Policy on Distance Education and on Correspondence Education (if applicable)



BP 4020

Board Policy
Chapter 4 – Instructional Services

BP 4020 Program, Curriculum, and Course Development

References:

Education Code Sections 70901 [subdivision](#) (b), 70902 [subdivision](#) (b), and 78016;
Title 5 Sections 51000, 51022, 55002.5, 55100, 55130, and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
[2024](#) ACCJC Accreditation Standards II.A and II.A.9 [2](#)

NOTE: This policy is **legally required**. The following policy indicates that the Governing Board retains authority to approve new programs and courses, and discontinue programs, and delegates the authority for all other actions to the CEO. It is the option the legal firm of Liebert Cassidy Whitmore legally advises, but options that delegate all authority to the CEO or that require Governing Board approval for new courses and discontinue courses are legal. However, it is suggested that the Governing Board not require staff to submit program or course modifications to them for approval.

The portion of this policy regarding credit hour definition is **legally required** in an effort to show good faith compliance with the applicable federal regulations.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the [Superintendent/President](#) Governing Board, relying primarily on the Faculty Senate, through the Curriculum Committee, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Faculty Senate in all processes;
- regular review and justification of programs and course descriptions;

- opportunities for training for persons involved in aspects of curriculum development: and
- consideration of job market and other related information for career and technical education programs.

NOTE: The following language in red ink is optional:

The Governing Board encourages the District to develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.

All new programs and program discontinuances shall be approved by the Governing Board.

All new courses and course discontinuances shall be approved by the Governing Board.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Governing Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Governing Board.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

NOTE: The following language in red ink is legally required:

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The ~~district establishes~~ Superintendent/President shall establish procedures which prescribe the definition of "credit hour" consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.

The Superintendent/President shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Commented [VM1]: The Curriculum Committee recommends removing this statement for the time being because it has a deficit mindset and our programs include more than a global perspective. Compliance with legal requirements is maintained without this sentence. In the future when this AP is being reviewed again, we would like to include a more appropriate statement here.

Also see [AP 4020 Program and Curriculum Development](#), [BP 4021 Development, Revitalization, and Discontinuance](#), [AP 4021 Program Development, Revitalization, and/or Discontinuance](#), [BP 4022 Curricular Matters](#), [AP 4022 Course Approval](#), [BP/AP 4100 Graduation Requirements for Degrees and Certificates](#), [AP/BP 4125 Discontinuity and Criteria for Associate Degree and C&S](#) and [BP/AP 4220 Standards of Scholarship](#).

NOTE: The language in **red ink** is **legally required** with some language in **red ink** optional as noted. The Policy & Procedure Service issued legal updates to this policy in August 2004, February 2007, August 2007, July 2011, March 2012, November 2014, April 2016, October 2017, **April 2021**, and **April 2024**. The language in **black ink** is from current **BP 4020 Program, Curriculum, and Course Development** adopted on 6/10/09 and revised on 11/08/11 and 12/11/18. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is included to draw the reviewers' attention, and this language will be removed upon final approval. The language in **gray highlighting** was uniquely added by Palomar College and requires careful review by leaders to ensure the language remains accurate and up-to-date. **The legal citation language reflected after the page break (below) should be removed following review and revision.**

Date Adopted: 6/10/09;
Revised: 11/08/11, 12/11/18.

(Replaces all previous versions of BP 4020)

Legal Citations for BP 4020

Education Code Sections 70901 subdivision (b) and 70902 subdivision (b)

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

(Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88922]

(Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 43. THE CALIFORNIA COMMUNITY COLLEGES [70900 - 70902]

(Heading of Part 43 renumbered from Part 43.5 by Stats. 1995, Ch. 758, Sec. 78.)

70901.

(a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state. The work of the board of governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges.

(b) Subject to, and in furtherance of, subdivision (a), and in consultation with community college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts, and shall, in furtherance of those purposes, perform the following functions:

(1) Establish minimum standards as required by law, including, but not limited to, the following:

(A) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.

(B) Minimum standards for the employment of academic and administrative staff in community colleges.

(C) Minimum standards for the formation of community colleges and districts.

(D) Minimum standards for credit and noncredit classes.

(E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(2) Evaluate and issue annual reports on the fiscal and educational effectiveness of community college districts according to outcome measures cooperatively developed with those districts, and provide assistance when districts encounter severe management difficulties.

(3) Conduct necessary systemwide research on community colleges, and provide appropriate information services, including, but not limited to, definitions for the purpose of uniform reporting, collection, compilation, and analysis of data for effective planning and coordination, and dissemination of information.

(4) (A) Provide representation, advocacy, and accountability for the California Community Colleges before state and national legislative and executive agencies.
(B) In order to wholly engage in the recognition review process of an accrediting agency pursuant to subdivision (c) of Section 72208, conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a systemwide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status.

(5) (A) Administer state support programs, both operational and capital outlay, and those federally supported programs for which the board of governors has responsibility pursuant to state or federal law. In so doing, the board of governors shall do the following:

- (i) (I) Annually prepare and adopt a proposed budget for the California Community Colleges. The proposed budget shall, at a minimum, identify the total revenue needs for serving educational needs within the mission, the amount to be expended for the state general apportionment, the amounts requested for various categorical programs established by law, the amounts requested for new programs and budget improvements, and the amount requested for systemwide administration.
- (II) The proposed budget for the California Community Colleges shall be submitted to the Department of Finance in accordance with established timelines for development of the annual Budget Bill.
- (ii) To the extent authorized by law, establish the method for determining and allocating the state general apportionment.
- (iii) Establish space and utilization standards for facility planning in order to determine eligibility for state funds for construction purposes.

(B) The board of governors may enter into a direct contract with the Academic Senate for the California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for the California Community Colleges. If the board of governors elects to enter into a direct contract with the Academic Senate for the California Community Colleges, the contract shall specify the objectives and the expected outcomes of the contract.

(6) (A) Establish minimum conditions entitling districts to receive state aid for support of community colleges. In so doing, the board of governors shall establish and carry out a periodic review of each community college district to determine whether it has met the minimum conditions prescribed by the board of governors.
(B) In determining whether a community college district satisfies the minimum conditions established pursuant to this section, the board of governors shall review the regional accreditation status of the community colleges within that district.

(7) Coordinate and encourage interdistrict, regional, and statewide development of community college programs, facilities, and services.

(8) Facilitate articulation with other segments of higher education with secondary education.

(9) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the board of governors by the governing board of each community college district.

(10) Review and approve all educational programs offered by community college districts and all courses that are not offered as part of an educational program approved by the board of governors.

(11) Exercise general supervision over the formation of new community college districts and the reorganization of existing community college districts, including the approval or disapproval of plans therefor.

(12) Notwithstanding any other provision of law, be solely responsible for establishing, maintaining, revising, and updating, as necessary, the uniform budgeting and accounting structures and procedures for the California Community Colleges.

(13) Establish policies regarding interdistrict attendance of students.

(14) Advise and assist governing boards of community college districts on the implementation and interpretation of state and federal laws affecting community colleges.

(15) Contract for the procurement of goods and services, as necessary.

(16) Carry out other functions as expressly provided by law.

(c) Subject to, and in furtherance of, subdivision (a), the board of governors shall have full authority to adopt rules and regulations necessary and proper to execute the functions specified in this section as well as other functions that the board of governors is expressly authorized by statute to regulate.

(d) Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by a majority vote, may adopt a rule delegating that power to the chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating power shall prescribe the limits of delegation.

(e) In performing the functions specified in this section, the board of governors shall establish and carry out a process for consultation with institutional representatives of community college districts so as to ensure their participation in the development and review of policy proposals. The consultation process shall also afford community college organizations, as well as interested individuals and parties, an opportunity to review and comment on proposed policy before it is adopted by the board of governors.

(Amended by Stats. 2017, Ch. 23, Sec. 7. (SB 85) Effective June 27, 2017.)

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

(Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88922]

(Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 43. THE CALIFORNIA COMMUNITY COLLEGES [70900 - 70902]

(Heading of Part 43 renumbered from Part 43.5 by Stats. 1995, Ch. 758, Sec. 78.)

70902.

(a) (1) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is

not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.

(2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.

(b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

(2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

(3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.

(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.

(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.

(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(e) This section shall become operative on January 1, 2014.

(Amended (as added by Stats. 2006, Ch. 817, Sec. 5) by Stats. 2011, Ch. 112, Sec. 4. (AB 1029) Effective January 1, 2012. Section operative January 1, 2014, by its own provisions.)

EDUCATION CODE SECTION 78016

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

(Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88922]

(Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 48. COMMUNITY COLLEGES, EDUCATION PROGRAMS [78015 - 79500]

(Part 48 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 1. Education Programs [78015 - 78052]

(Chapter 1 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 1. General Provisions [78015 - 78016]

(Article 1 enacted by Stats. 1976, Ch. 1010.)

78016.

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

(Amended by Stats. 1998, Ch. 365, Sec. 2. Effective January 1, 1999.)

Title 5 Sections 51000, 51022, 55002.5, 55100, 55130 and 55150

Title 5. Education

Division 6. California Community Colleges

Chapter 2. Community College Standards

Subchapter 1. Minimum Conditions

5 CCR § 51000

§ 51000. Scope.

The provisions of this chapter are adopted under the authority of Education Code section 70901(b)(6) and comprise the rules and regulations fixing and affirming the minimum conditions, satisfaction of which entitles a district maintaining community colleges to receive state aid, including state general apportionment, for the support of its community colleges.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 70901, Education Code.

HISTORY

1. Repealer of chapter 1 (section 51000) and new chapter 1 (sections 51000-51021, not consecutive) filed 7-13-83; effective thirtieth day thereafter (Register 83, No. 29). For history of former chapter 1, see Registers 81, No. 4 and 77, No. 45.

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

4. Editorial correction of History 2 (Register 95, No. 15).

5. Amendment filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

Title 5. Education

Division 6. California Community Colleges
Chapter 2. Community College Standards
Subchapter 1. Minimum Conditions

5 CCR § 51022
§ 51022. Instructional Programs.

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools. Note: Authority cited: Sections 66700, 70901 and 78401, Education Code. Reference: Sections 70901, 70902 and 78016, Education Code.

HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of History 2 (Register 95, No. 15).
4. Amendment of section and Note filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55002.5
§ 55002.5. Credit Hour Definition.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside or outside-of-class.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55253.

(d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of title 34, Code of Federal Regulations, part 600.2.

- (f) Credit hours for all courses may be awarded in increments of one unit or less.
- (g) District governing boards shall establish a policy defining the standards for credit hour calculations. District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of subsection (a) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
5. Amendment of section heading, section and NOTE filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).
6. New subsection (d) and subsection relettering filed 9-3-2021; operative 10-3-2021. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2021, No. 41).
7. Amendment of section heading and section filed 7-27-2023; operative 8-26-2023. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2023, No. 32).
8. Change without regulatory effect amending section heading filed 9-1-2023; operative 9-1-2023. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2023, No. 36).

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 2. Approval by the Chancellor

Article 1. Approval of Credit Educational Programs

5 CCR § 55100

§ 55100. Credit Course Approval.

- (a) The governing board of each community college district shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).
- (b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses:
- (1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office

Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

(2) the college and/or district promptly reported all credit courses approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college and/or district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, outside-of-class hours, and the calculation of credit hours consistent with section 55002.5.

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if he or she determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer of article 2 and section and new subchapter 2 (articles 1-5, sections 55100-55190), article 1 (sections 55100-55130) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

4. Amendment of section heading and section filed 8-3-2016; operative 9-2-2016. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2016, No. 33).

5. Amendment filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 2. Approval by the Chancellor

Article 1. Approval of Credit Educational Programs

5 CCR § 55130

§ 55130. Approval of Credit Programs.

(a) The governing board of each community college district shall establish policies for, and may approve, an educational program pursuant to articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval

Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a).

(b) The educational program submitted to the local governing board for approval shall contain the following components:

- (1) the name of the proposed program.
- (2) the description of the proposed program.
- (3) a list of all courses to be included in the program.
- (4) course outlines of record for all courses in the program.
- (5) the purposes and specific objectives of the proposed program.
- (6) an explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.
- (7) For career technical education programs, the following additional information must be provided to the district governing board:
 - (A) a list of other community colleges in the area currently offering the program;
 - (B) relation of the proposed program to regional labor market demand; and
 - (C) recommendations of career technical education regional consortia.
- (8) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:
 - (A) library and media center resources;
 - (B) facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.
 - (C) availability of adequate or proposed financial support; and
 - (D) availability of faculty.

(c) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit programs:

- (1) the curriculum committee and district governing board have approved each credit program pursuant to articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a);
 - (2) the college and/or district promptly reported all credit programs approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;
 - (3) college and/or district personnel involved in the credit program approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit programs, including, but not limited to, the provisions of articles 6 and 7 of subchapter 1 of chapter 6 of division 6, and the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a);
 - (4) the development, establishment, and evaluation of approved educational programs included representative faculty involvement.
- (d) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.
- (e) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer educational programs if he or she determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a

college and/or district demonstrates compliance with the certification requirements identified in this section.

(f) In multi-college districts, the local governing board shall grant a program approval for a specific college.

(g) Before offering an Associate Degree for Transfer as identified in the Student Transfer Achievement Reform Act (Education Code section 66745 et seq.), the governing board of a community college district shall obtain approval of the Associate Degree for Transfer from the Chancellor in accordance with the Chancellor's Office Program and Course Approval Handbook, prepared, distributed, and maintained by the Chancellor consistent with subdivision 55000.5(a).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66745, 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of section and Note filed 7-20-2017; operative 8-19-2017. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2017, No. 31).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 2. Approval by the Chancellor
Article 2. Approval of Noncredit Courses and Programs

5 CCR § 55150

§ 55150. Approval of Noncredit Courses and Programs.

(a) The governing board of each community college district shall establish policies for, and may approve noncredit courses pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).

(b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of noncredit courses:

- (1) the curriculum committee and district governing board have approved each noncredit course pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);
- (2) the college and/or district promptly reported all noncredit courses approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;
- (3) college and/or district personnel involved in the noncredit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of noncredit courses, including, but not

limited to, the provisions of section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

(4) the district governing board has established local policy or procedures specifying attendance accounting consistent with Article 2, Chapter 1, Part 50 of the Education Code (sections 84030, et seq.).

(c) Course outlines of record for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.

(d) The following noncredit educational programs shall be approved by the district governing board:

(1) Noncredit educational programs that qualify for enhanced funding;

(2) Adult high school diploma programs as specified in section 55154; and

(3) Those noncredit educational programs that are not otherwise required by law to be approved by the Chancellor.

(e) Noncredit educational programs shall be submitted to and chaptered in the chancellor's office curriculum inventory system. Approval of a noncredit educational program is effective until either:

(1) The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or

(2) The district governing board evaluates the noncredit educational program after its approval on the basis of factors listed in sections 55151 or 55154, as applicable. If the district governing board determines that the noncredit educational program should no longer be offered based on the evaluation, the district governing board may terminate the approval and determine the effective date of termination.

(f) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(g) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer noncredit courses if it is determined that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

NOTE: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code.

Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. New article 2.2 heading, amendment of subsection (a), new subsection (d) and amendment of NOTE filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).
4. Repealer of article 2.2 and section and new article 2 (sections 55100-55155) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
5. Amendment filed 12-14-2011; operative 1-13-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 51).
6. Amendment filed 3-11-2020; operative 4-10-2020. Submitted to OAL for filing and printing only pursuant to Education Code section 70901.5 (Register 2020, No. 12).

Title 34: Education

[PART 600—INSTITUTIONAL ELIGIBILITY UNDER THE HIGHER EDUCATION ACT](#)

[OF 1965, AS AMENDED](#)
[Subpart A—General](#)

§600.2 Definitions.

The following definitions apply to terms used in this part:

Accredited: The status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency's established requirements.

Award year: The period of time from July 1 of one year through June 30 of the following year.

Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location—

- (1) Is permanent in nature;
- (2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- (3) Has its own faculty and administrative or supervisory organization; and
- (4) Has its own budgetary and hiring authority.

Clock hour: A period of time consisting of—

- (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
- (3) Sixty minutes of preparation in a correspondence course.

Correspondence course: (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.

(3) A correspondence course is not distance education.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Direct assessment program: A program as described in 34 CFR 668.10.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Educational program: (1) A legally authorized postsecondary program of organized instruction or study that:

(i) Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and

(ii) May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of §668.10.

(2) The Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of independent study) but merely gives credit for one or more of the following: Instruction provided by other institutions or schools; examinations or direct assessments provided by agencies or organizations; or other accomplishments such as "life experience."

Eligible institution: An institution that—

(1) Qualifies as—

- (i) An institution of higher education, as defined in §600.4;
- (ii) A proprietary institution of higher education, as defined in §600.5; or
- (iii) A postsecondary vocational institution, as defined in §600.6; and

(2) Meets all the other applicable provisions of this part.

Federal Family Education Loan (FFEL) Programs: The loan programs (formerly called the Guaranteed Student Loan (GSL) programs) authorized by title IV-B of the HEA, including the Federal Stafford Loan, Federal PLUS, Federal Supplemental Loans for Students (Federal SLS), and Federal Consolidation Loan programs, in which lenders use their own funds to make loans to enable students or their parents to pay the costs of the students' attendance at eligible institutions. The Federal Stafford Loan, Federal PLUS, Federal SLS, and Federal Consolidation Loan programs are defined in 34 CFR part 668.

Incarcerated student: A student who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student is not considered incarcerated if that student is in a half-way house or home detention or is sentenced to serve only weekends.

Legally authorized: The legal status granted to an institution through a charter, license, or other written document issued by the appropriate agency or official of the State in which the institution is physically located.

Nationally recognized accrediting agency: An agency or association that the Secretary recognizes as a reliable authority to determine the quality of education or training offered by an institution or a program offered by an institution. The Secretary recognizes these agencies and associations under the provisions of 34 CFR part 602 and publishes a list of the recognized agencies in the FEDERAL REGISTER.

Nonprofit institution: An institution that—

(1)(i) Is owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which benefits any private shareholder or individual;

(ii) Is legally authorized to operate as a nonprofit organization by each State in which it is physically located; and

(iii) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)); or

(2) For a foreign institution—

(i) An institution that is owned and operated only by one or more nonprofit corporations or associations; and

(ii)(A) If a recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, is determined by that tax authority to be a nonprofit educational institution; or

(B) If no recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, the foreign institution demonstrates to the satisfaction of the Secretary that it is a nonprofit educational institution.

(3) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)).

One-academic-year training program: An educational program that is at least one academic year as defined under 34 CFR 668.2.

Preaccredited: A status that a nationally recognized accrediting agency, recognized by the Secretary to grant that status, has accorded an unaccredited public or private nonprofit institution that is progressing toward accreditation within a reasonable period of time.

Recognized equivalent of a high school diploma: The following are the equivalent of a high school diploma—

(1) A General Education Development Certificate (GED);

(2) A State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma;

(3) An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or

(4) For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school

but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

Recognized occupation: An occupation that is—

(1) Identified by a Standard Occupational Classification (SOC) code established by the Office of Management and Budget or an Occupational Information Network O*NET-SOC code established by the Department of Labor and available at <http://online.onetcenter.org> or its successor site; or

(2) Determined by the Secretary in consultation with the Secretary of Labor to be a recognized occupation.

Regular student: A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Secretary: The Secretary of the Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

State: A State of the Union, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States.

Teach-out plan: A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 100 percent of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions.

Title IV, HEA program: Any of the student financial assistance programs listed in 34 CFR 668.1(c).

(Authority: 20 U.S.C. 1071, *et seq.*, 1078-2, 1088, 1091, 1094, 1099b, 1099c, 1141; 26 U.S.C. 501(c))

[59 FR 22336, Apr. 29, 1994, as amended at 63 FR 40622, July 29, 1998; 64 FR 58615, Oct. 29, 1999; 71 FR 45692, Aug. 9, 2006; 74 FR 55425, Oct. 27, 2009; 74 FR 55932, Oct. 29, 2009; 75 FR 66946, Oct. 29, 2010, 75 FR 67192, Nov. 1, 2010]

Title 34: Education

[PART 602—THE SECRETARY'S RECOGNITION OF ACCREDITING AGENCIES](#)
[Subpart B—The Criteria for Recognition](#)

§602.24 Additional procedures certain institutional accreditors must have.

If the agency is an institutional accrediting agency and its accreditation or preaccreditation enables those institutions to obtain eligibility to participate in Title IV, HEA programs, the agency must demonstrate that it has established and uses all of the following procedures:

(a) *Branch campus.* (1) The agency must require the institution to notify the agency if it plans to establish a branch campus and to submit a business plan for the branch campus that describes—

(i) The educational program to be offered at the branch campus;

(ii) The projected revenues and expenditures and cash flow at the branch campus;
and

(iii) The operation, management, and physical resources at the branch campus.

(2) The agency may extend accreditation to the branch campus only after it evaluates the business plan and takes whatever other actions it deems necessary to determine that the branch campus has sufficient educational, financial, operational, management, and physical resources to meet the agency's standards.

(3) The agency must undertake a site visit to the branch campus as soon as practicable, but no later than six months after the establishment of that campus.

(b) *Change in ownership.* The agency must undertake a site visit to an institution that has undergone a change of ownership that resulted in a change of control as soon as practicable, but no later than six months after the change of ownership.

(c) *Teach-out plans and agreements.* (1) The agency must require an institution it accredits or preaccredits to submit a teach-out plan to the agency for approval upon the occurrence of any of the following events:

(i) The Secretary notifies the agency that the Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an institution participating in any title IV, HEA program, in accordance with section 487(c)(1)(F) of the HEA, and that a teach-out plan is required.

(ii) The agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution notifies the agency that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

(iv) A State licensing or authorizing agency notifies the agency that an institution's license or legal authorization to provide an educational program has been or will be revoked.

(2) The agency must evaluate the teach-out plan to ensure it provides for the equitable treatment of students under criteria established by the agency, specifies additional charges, if any, and provides for notification to the students of any additional charges.

(3) If the agency approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it must notify that accrediting agency of its approval.

(4) The agency may require an institution it accredits or preaccredits to enter into a teach-out agreement as part of its teach-out plan.

(5) The agency must require an institution it accredits or preaccredits that enters into a teach-out agreement, either on its own or at the request of the agency, to submit that teach-out agreement for approval. The agency may approve the teach-out agreement only if the agreement is between institutions that are accredited or preaccredited by a nationally recognized accrediting agency, is consistent with applicable standards and regulations, and provides for the equitable treatment of students by ensuring that—

(i) The teach-out institution has the necessary experience, resources, and support services to—

(A) Provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and

(B) Remain stable, carry out its mission, and meet all obligations to existing students; and

(ii) The teach-out institution demonstrates that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about additional charges, if any.

(d) *Closed institution.* If an institution the agency accredits or preaccredits closes without a teach-out plan or agreement, the agency must work with the Department and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

(e) *Transfer of credit policies.* The accrediting agency must confirm, as part of its review for initial accreditation or preaccreditation, or renewal of accreditation, that the institution has transfer of credit policies that—

(1) Are publicly disclosed in accordance with §668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

(f) *Credit-hour policies.* The accrediting agency, as part of its review of an institution for initial accreditation or preaccreditation or renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (f)(1)(i)(B) of this section.

(3) The accrediting agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (f)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (f), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

(Approved by the Office of Management and Budget under control number 1845-0003)

(Authority: 20 U.S.C. 1099b)

[64 FR 56617, Oct. 20, 1999, as amended at 74 FR 55428, Oct. 27, 2009; 75 FR 66947, Oct. 29, 2010]

Title 34: Education

[PART 603—SECRETARY'S RECOGNITION PROCEDURES FOR STATE AGENCIES](#)
[Subpart B—Criteria for State Agencies](#)

§603.24 Criteria for State agencies.

The following are the criteria which the Secretary will utilize in designating a State agency as a reliable authority to assess the quality of public postsecondary vocational education in its respective State.

(a) *Functional aspects.* The functional aspects of the State agency must be shown by:

(1) *Its scope of operations.* The agency:

(i) Is statewide in the scope of its operations and is legally authorized to approve public postsecondary vocational institutions or programs;

(ii) Clearly sets forth the scope of its objectives and activities, both as to kinds and levels of public postsecondary vocational institutions or programs covered, and the kinds of operations performed;

(iii) Delineates the process by which it differentiates among and approves programs of varying levels.

(2) *Its organization.* The State agency:

(i) Employs qualified personnel and uses sound procedures to carry out its operations in a timely and effective manner;

(ii) Receives adequate and timely financial support, as shown by its appropriations, to carry out its operations;

(iii) Selects competent and knowledgeable persons, qualified by experience and training, and selects such persons in accordance with nondiscriminatory practices, (A) to participate on visiting teams, (B) to engage in consultative services for the evaluation and approval process, and (C) to serve on decision-making bodies.

(3) *Its procedures.* The State agency:

(i) Maintains clear definitions of approval status and has developed written procedures for granting, reaffirming, revoking, denying, and reinstating approval status;

(ii) Requires, as an integral part of the approval and reapproval process, institutional or program self-analysis and onsite reviews by visiting teams, and provides written and consultative guidance to institutions or programs and visiting teams.

(A) Self-analysis shall be a qualitative assessment of the strengths and limitations of the instructional program, including the achievement of institutional or program objectives, and should involve a representative portion of the institution's administrative staff, teaching faculty, students, governing body, and other appropriate constituencies.

(B) The visiting team, which includes qualified examiners other than agency staff, reviews instructional content, methods and resources, administrative management, student services, and facilities. It prepares written reports and recommendations for use by the State agency.

(iii) Reevaluates at reasonable and regularly scheduled intervals institutions or programs which it has approved.

(b) *Responsibility and reliability.* The responsibility and reliability of the State agency will be demonstrated by:

(1) Its responsiveness to the public interest. The State agency:

(i) Has an advisory body which provides for representation from public employment services and employers, employees, postsecondary vocational educators, students, and the general public, including minority groups. Among its functions, this structure provides counsel to the State agency relating to the development of standards, operating procedures and policy, and interprets the educational needs and manpower projections of the State's public postsecondary vocational education system;

(ii) Demonstrates that the advisory body makes a real and meaningful contribution to the approval process;

(iii) Provides advance public notice of proposed or revised standards or regulations through its regular channels of communications, supplemented, if necessary, with direct communication to inform interested members of the affected community. In addition, it provides such persons the opportunity to comment on the standards or regulations prior to their adoption;

(iv) Secures sufficient qualitative information regarding the applicant institution or program to enable the institution or program to demonstrate that it has an ongoing program of evaluation of outputs consistent with its educational goals;

(v) Encourages experimental and innovative programs to the extent that these are conceived and implemented in a manner which ensures the quality and integrity of the institution or program;

(vi) Demonstrates that it approves only those institutions or programs which meet its published standards; that its standards, policies, and procedures are fairly applied; and that its evaluations are conducted and decisions are rendered under conditions that assure an impartial and objective judgment;

(vii) Regularly reviews its standards, policies and procedures in order that the evaluative process shall support constructive analysis, emphasize factors of critical importance, and reflect the educational and training needs of the student;

(viii) Performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational institution or program;

(ix) Has written procedures for the review of complaints pertaining to institutional or program quality as these relate to the agency's standards, and demonstrates that such procedures are adequate to provide timely treatment of such complaints in a manner fair and equitable to the complainant and to the institution or program;

(x) Annually makes available to the public (A) its policies for approval, (B) reports of its operations, and (C) list of institutions or programs which it has approved;

(xi) Requires each approved school or program to report on changes instituted to determine continued compliance with standards or regulations;

(xii) Confers regularly with counterpart agencies that have similar responsibilities in other and neighboring States about methods and techniques that may be used to meet those responsibilities.

(2) Its assurances that due process is accorded to institutions or programs seeking approval. The State agency:

(i) Provides for adequate discussion during the on-site visit between the visiting team and the faculty, administrative staff, students, and other appropriate persons;

(ii) Furnishes as a result of the evaluation visit, a written report to the institution or program commenting on areas of strength, areas needing improvement, and, when appropriate, suggesting means of improvement and including specific areas, if any, where the institution or program may not be in compliance with the agency's standards;

(iii) Provides the chief executive officer of the institution or program with opportunity to comment upon the written report and to file supplemental materials pertinent to the facts and conclusions in the written report of the visiting team before the agency takes action on the report;

(iv) Provides the chief executive officer of the institution with a specific statement of reasons for any adverse action, and notice of the right to appeal such action before an appeal body designated for that purpose;

(v) Publishes rules of procedure regarding appeals;

(vi) Continues the approval status of the institution or program pending disposition of an appeal;

(vii) Furnishes the chief executive officer of the institution or program with a written decision of the appeal body, including a statement of its reasons therefor.

(c) *Credit-hour policies.* The State agency, as part of its review of an institution for initial approval or renewal of approval, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The State agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, a State agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (c)(1)(i)(B) of this section.

(3) The State agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (c)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (c), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

(d) *Capacity to foster ethical practices.* The State agency must demonstrate its capability and willingness to foster ethical practices by showing that it:

(i) Promotes a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services;

(ii) Maintains appropriate review in relation to the ethical practices of each approved institution or program.

(Authority: 20 U.S.C. 1094(c)(4))

[39 FR 30042, Aug. 20, 1974, as amended at 75 FR 66947, Oct. 29, 2010]

Title 34: Education

[PART 668—STUDENT ASSISTANCE GENERAL PROVISIONS](#)

[Subpart A—General](#)

§668.8 Eligible program.

(a) *General.* An eligible program is an educational program that—

(1) Is provided by a participating institution; and

(2) Satisfies the other relevant requirements contained in this section.

(b) *Definitions.* For purposes of this section—

(1) The Secretary considers the “equivalent of an associate degree” to be—

(i) An associate degree; or

(ii) The successful completion of at least a two-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program;

(2) A week is a consecutive seven-day period; and

(3)(i) The Secretary considers that an institution provides one week of instructional time in an academic program during any week the institution provides at least one day of regularly scheduled instruction or examinations, or, after the last scheduled day of classes for a term or a payment period, at least one day of study for final examinations.

(ii) Instructional time does not include any vacation periods, homework, or periods of orientation or counseling.

(c) *Institution of higher education.* An eligible program provided by an institution of higher education must—

(1) Lead to an associate, bachelor's, professional, or graduate degree;

(2) Be at least a two-academic-year program that is acceptable for full credit toward a bachelor's degree; or

(3) Be at least a one-academic-year training program that leads to a certificate, or other nondegree recognized credential, and prepares students for gainful employment in a recognized occupation.

(d) *Proprietary institution of higher education and postsecondary vocational institution.* An eligible program provided by a proprietary institution of higher education or postsecondary vocational institution—

(1)(i) Must require a minimum of 15 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Must be at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours;

(iii) Must provide undergraduate training that prepares a student for gainful employment in a recognized occupation; and

(iv) May admit as regular students persons who have not completed the equivalent of an associate degree;

(2) Must—

(i) Require a minimum of 10 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Be at least 300 clock hours, 8 semester or trimester hours, or 12 quarter hours;

(iii) Provide training that prepares a student for gainful employment in a recognized occupation as provided under §668.6; and

(iv)(A) Be a graduate or professional program; or

(B) Admit as regular students only persons who have completed the equivalent of an associate degree;

(3) For purposes of the FFEL and Direct Loan programs only, must—

(i) Require a minimum of 10 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations;

(ii) Be at least 300 clock hours but less than 600 clock hours;

(iii) Provide undergraduate training that prepares a student for gainful employment in a recognized occupation as provided under §668.6;

(iv) Admit as regular students some persons who have not completed the equivalent of an associate degree; and

(v) Satisfy the requirements of paragraph (e) of this section; or

(4) For purposes of a proprietary institution of higher education only, is a program leading to a baccalaureate degree in liberal arts, as defined in 34 CFR 600.5(e), that—

(i) Is provided by an institution that is accredited by a recognized regional accrediting agency or association, and has continuously held such accreditation since October 1, 2007, or earlier; and

(ii) The institution has provided continuously since January 1, 2009.

(e) *Qualitative factors.* (1) An educational program that satisfies the requirements of paragraphs (d)(3)(i) through (iv) of this section qualifies as an eligible program only if—

(i) The program has a substantiated completion rate of at least 70 percent, as calculated under paragraph (f) of this section;

(ii) The program has a substantiated placement rate of at least 70 percent, as calculated under paragraph (g) of this section;

(iii) The number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares students, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(iv) The program has been in existence for at least one year. The Secretary considers an educational program to have been in existence for at least one year only if an institution has been legally authorized to provide, and has continuously provided, the program during the 12 months (except for normal vacation periods and, at the discretion of the Secretary, periods when the institution closes due to a natural disaster that directly affects the institution or the institution's students) preceding the date on which the institution applied for eligibility for that program.

(2) An institution shall substantiate the calculation of its completion and placement rates by having the certified public accountant who prepares its audit report required under §668.23 report on the institution's calculation based on performing an attestation engagement in accordance with the Statements on Standards for Attestation Engagements of the American Institute of Certified Public Accountants (AICPA).

(f) *Calculation of completion rate.* An institution shall calculate its completion rate for an educational program for any award year as follows:

(1) Determine the number of regular students who were enrolled in the program during the award year.

(2) Subtract from the number of students determined under paragraph (f)(1) of this section, the number of regular students who, during that award year, withdrew from, dropped out of, or were expelled from the program and were entitled to and actually received, in a timely manner a refund of 100 percent of their tuition and fees.

(3) Subtract from the total obtained under paragraph (f)(2) of this section the number of students who were enrolled in the program at the end of that award year.

(4) Determine the number of regular students who, during that award year, received within 150 percent of the published length of the educational program the degree, certificate, or other recognized educational credential awarded for successfully completing the program.

(5) Divide the number determined under paragraph (f)(4) of this section by the total obtained under paragraph (f)(3) of this section.

(g) *Calculation of placement rate.* (1) An institution shall calculate its placement rate for an educational program for any award year as follows:

(i) Determine the number of students who, during the award year, received the degree, certificate, or other recognized educational credential awarded for successfully completing the program.

(ii) Of the total obtained under paragraph (g)(1)(i) of this section, determine the number of students who, within 180 days of the day they received their degree, certificate, or other recognized educational credential, obtained gainful employment in the recognized occupation for which they were trained or in a related comparable recognized occupation and, on the date of this calculation, are employed, or have been employed, for at least 13 weeks following receipt of the credential from the institution.

(iii) Divide the number of students determined under paragraph (g)(1)(ii) of this section by the total obtained under paragraph (g)(1)(i) of this section.

(2) An institution shall document that each student described in paragraph (g)(1)(ii) of this section obtained gainful employment in the recognized occupation for which he or she was trained or in a related comparable recognized occupation. Examples of satisfactory documentation of a student's gainful employment include, but are not limited to—

(i) A written statement from the student's employer;

(ii) Signed copies of State or Federal income tax forms; and

(iii) Written evidence of payments of Social Security taxes.

(h) *Eligibility for Federal Pell Grant, ACG, National SMART Grant, TEACH Grant, and FSEOG Programs.* In addition to satisfying other relevant provisions of the section—

(1) An educational program qualifies as an eligible program for purposes of the Federal Pell Grant Program only if the educational program is an undergraduate program or a postbaccalaureate teacher certificate or licensing program as described in 34 CFR 690.6(c);

(2) An educational program qualifies as an eligible program for purposes of the ACG, National SMART Grant, and FSEOG programs only if the educational program is an undergraduate program; and

(3) An educational program qualifies as an eligible program for purposes of the TEACH Grant program if it satisfies the requirements of the definition of TEACH Grant-eligible program in 34 CFR 686.2(d).

(i) *Flight training.* In addition to satisfying other relevant provisions of this section, for a program of flight training to be an eligible program, it must have a current valid certification from the Federal Aviation Administration.

(j) *English as a second language (ESL).* (1) In addition to satisfying the relevant provisions of this section, an educational program that consists solely of instruction in ESL qualifies as an eligible program if—

(i) The institution admits to the program only students who the institution determines need the ESL instruction to use already existing knowledge, training, or skills; and

(ii) The program leads to a degree, certificate, or other recognized educational credential.

(2) An institution shall document its determination that ESL instruction is necessary to enable each student enrolled in its ESL program to use already existing knowledge, training, or skills with regard to the students that it admits to its ESL program under paragraph (j)(1)(i) of this section.

(3) An ESL program that qualifies as an eligible program under this paragraph is eligible for purposes of the Federal Pell Grant Program only.

(k) *Undergraduate educational program in credit hours.* (1) Except as provided in paragraph (k)(2) of this section, if an institution offers an undergraduate educational program in credit hours, the institution must use the formula contained in paragraph (l) of this section to determine whether that program satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and the number of credit hours in that educational program for purposes of the title IV, HEA programs, unless—

(i) The program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Secretary; or

(ii) Each course within the program is acceptable for full credit toward that institution's associate degree, bachelor's degree, professional degree, or equivalent degree as determined by the Secretary provided that—

(A) The institution's degree requires at least two academic years of study; and

(B) The institution demonstrates that students enroll in, and graduate from, the degree program.

(2) A program is considered to be a clock-hour program for purposes of the title IV, HEA programs if—

(i) Except as provided in paragraph (k)(3) of this section, a program is required to measure student progress in clock hours when—

(A) Receiving Federal or State approval or licensure to offer the program; or

(B) Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue;

(ii) The credit hours awarded for the program are not in compliance with the definition of a credit hour in 34 CFR 600.2; or

(iii) The institution does not provide the clock hours that are the basis for the credit hours awarded for the program or each course in the program and, except as provided in §668.4(e), requires attendance in the clock hours that are the basis for the credit hours awarded.

(3) The requirements of paragraph (k)(2)(i) of this section do not apply to a program if there is a State or Federal approval or licensure requirement that a limited component of the program must include a practicum, internship, or clinical experience component of the program that must include a minimum number of clock hours.

(l) *Formula.* (1) Except as provided in paragraph (l)(2) of this section, for purposes of determining whether a program described in paragraph (k) of this section satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and of determining the number of credit hours in that educational program with regard to the title IV, HEA programs—

(i) A semester hour must include at least 37.5 clock hours of instruction;

(ii) A trimester hour must include at least 37.5 clock hours of instruction; and

(iii) A quarter hour must include at least 25 clock hours of instruction.

(2) The institution's conversions to establish a minimum number of clock hours of instruction per credit may be less than those specified in paragraph (l)(1) of this section, if the institution's designated accrediting agency, or recognized State agency for the approval of public postsecondary vocational institutions, for participation in the title IV, HEA programs has not identified any deficiencies with the institution's policies and procedures, or their implementation, for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for programs and courses, in accordance with 34 CFR 602.24(f), or, if applicable, 34 CFR 603.24(c), so long as—

(i) The institution's student work outside of class combined with the clock-hours of instruction meet or exceed the numeric requirements in paragraph (l)(1) of this section; and

(ii)(A) A semester hour must include at least 30 clock hours of instruction;

(B) A trimester hour must include at least 30 clock hours of instruction; and

(C) A quarter hour must include at least 20 hours of instruction.

(m) An otherwise eligible program that is offered in whole or in part through telecommunications is eligible for title IV, HEA program purposes if the program is offered by an institution, other than a foreign institution, that has been evaluated and is accredited for its effective delivery of distance education programs by an accrediting agency or association that—

(1) Is recognized by the Secretary under subpart 2 of part H of the HEA; and

(2) Has accreditation of distance education within the scope of its recognition.

(n) For Title IV, HEA program purposes, *eligible program* includes a direct assessment program approved by the Secretary under §668.10 and a comprehensive transition and postsecondary program approved by the Secretary under §668.232.

(Authority: 20 U.S.C. 1070a, 1070a-1, 1070b, 1070c-1, 1070c-2, 1070g, 1085, 1087aa-1087hh, 1088, 1091; 42 U.S.C. 2753)

[59 FR 22421, Apr. 29, 1994]

<http://www2.ed.gov/about/offices/list/ope/policy.html>

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/negreg-summerfall.html>

Title 5. Education
Division 6. California Community Colleges
Chapter 4. Employees
Subchapter 2. Certificated Positions
Article 2. Academic Senates

5 CCR § 53200
§ 53200. Definitions.

For the purpose of this Subchapter:

(a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

(c) “Academic and professional matters” means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;
(2) degree and certificate requirements;
(3) grading policies;
(4) educational program development;
(5) standards or policies regarding student preparation and success;
(6) district and college governance structures, as related to faculty roles;
(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
(8) policies for faculty professional development activities;
(9) processes for program review;
(10) processes for institutional planning and budget development; and
(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
(1) relying primarily upon the advice and judgment of the academic senate; or
(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

2024 ACCJC Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

- Policies and/or other documentation regarding transfer of credit into and out of the institution
- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)

- **Policies/procedures related to program discontinuance, demonstrating that the institution provides enrolled students with opportunities for timely completion in the event of program elimination**
- Policies related to catalog, communication, recruiting, enrollment, admissions, etc.
- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs
- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process
- Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup
- Policies/practices for release of student records
- Documentation of alignment with ACCJC Policy on Institutional Compliance with Title IV (if applicable)
- Documentation of agreements with other external parties regarding the provision of student and/or learning support services, if applicable
- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)
- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)
- Policies and/or other documentation related to expectation of conformity with specific codes of conduct, worldviews, or beliefs (if applicable)
- Policies and/or other documentation related to credit for prior learning and competency-based credit (if applicable)
- Documentation and/or other evidence demonstrating alignment with ACCJC Policy on Distance Education and on Correspondence Education (if applicable)

EXHIBIT 2A

November 4 2024							
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Mohammed Elmatary	MSE	CSCI	Comets Affordable Learning Materials Committee (CALM)	Faculty, MSE (24-26)	On the CALM Committee, I plan to focus on making sure our learning materials are inclusive and represent the diverse backgrounds of our students. I'll actively listen to underrepresented voices to ensure that what we choose really meets their needs and helps everyone feel included. I'm also committed to learning more about Diversity, Equity, Inclusion, and Antiracism through workshops and discussions with others. This ongoing journey will help guide our choices and make sure all students have access to the resources they need to thrive.	I bring a solid mix of software development and teaching experience, along with a real passion for inclusivity. As a Computer Science Faculty member, I love breaking down complex ideas and connecting with students from all backgrounds. I've been active in promoting Diversity, Equity, Inclusion, and Antiracism by weaving diverse perspectives into my classes and creating supportive spaces for everyone. On the CALM Committee, I'm excited to help choose materials that are accessible and meaningful for all students, making our learning environment more equitable.	
Alina Gonzalez	AMBA	Media Studies	Curriculum Committee	Faculty L&L (22-25)	As a member of a minority group, I try my hardest to break barriers and continue to ensure that students feel seen and represented in their education. I plan to abide by the Antiracism statement and help create informed, equitable materials for classes.	I am a lifelong learner and have certificates in ethnic studies, chicano studies, and indigenous studies. I continue to educate myself in ways to create inclusive spaces for students and pride myself in the desire to help create these spaces.	
Diana Lozano	AMBA	Business Administration Education	Curriculum Committee	Faculty AMBA (24-27)	I completed the Faculty Cultural Curriculum Teaching Institute (FCCTI) workshop sessions and assignments to learn and contribute my commitment to promoting diversity, fairness, inclusion, and zero tolerance for racism. The workshop was excellent. I continue using the tools learned in the FCCTI workshop. I am also participating in the Center of Excellence Strong Workforce Faculty Institute work to expand my knowledge of cultural diversity with higher-level education and what I can do as an educator and researcher. The first group meeting with the Institute was outstanding.	I am involved with the Center of Excellence Strong Workforce Faculty Institute to increase my knowledge and improve my teaching methods with culturally diverse students and all students. My professional experience working with multigenerational groups that all have cultural and moral differences will be beneficial in serving on the Committee. I have more than 30 years of professional experience working with different organizational structures and environments in real-world situations. My experience can serve as a benefit in teaching business education to college students entering the workforce or acquiring advanced education for professional work. An example is teaching about establishing good work ethics, respecting co-workers' opinions, encouraging collaboration, ensuring work-life balance and wellness, appropriate business communications, social expectations, and exhibiting empathy.	
David Hamilton	L&L	ASL	Distinguished Faculty Award Committee (DFA)	Faculty, Full-Time (23-25)	I have a wealth knowledge and experience related to DEI and antiracism. Because of my experience with racism, oppression and bias, I can share some ideas to make this program more effectively.	My previous job at California School for the Deaf, i was part of DEI committee, we were required to attend the workshop and training. With the committee, we were able to plan the activity about DEI with the students. I was doing a "storytelling" in ASL about antiracism with young deaf children at the school for the deaf.	
Narissa Kim Luna	MSE	Nursing	Equal Employment Opportunity Advisory Committee (EEOAC)	Faculty, Part-time (24-26)	By being sensitive to the various backgrounds of students.	Nursing students face unique needs during their time in the program. Their backgrounds are rich with some having families and prior careers. This is helpful to consider when needing to address obstacles in their educational journey.	

EXHIBIT 2B

November 4, 2024						
				Hiring Committee: Vice President Finance & Administrative Services		
Name	Division	Department	Position:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Barbara Baer	SBS	Economics, History and Political Science	VP of Finance and Administrative Services	I will look carefully at the responses of candidates regarding equity and anti-racism and make sure they are in line with Palomar's commitment to DEI/AA. I will make sure that my own training on reducing implicit bias and viewing candidates through a holistically diverse lens is put into use.	I am the current co-chair of the Palomar Budget Committee and understand the needs of Palomar for a truly forward thinking VP of Finance. I am also the past Co-president of PFF and therefore know the needs of faculty and students and therefore would make a good faculty representative on this committee. I am also still on PFF's Negotiations team and understand how budget manipulation and conservative budget projections have made it difficult to hire faculty and provide college infrastructure (and I work closely with CCE on staff hires). I would want to see that we hire someone who is not just the typical "bean counter". As for DEI/AA, I believe that my own experiences with finance people is that they historically have not pulled from a group with diverse experiences. Instead we get the corporate model of education. I will look for a diversity of backgrounds and thoughts. I often feel that the ideas that come forward from our own faculty and staff show that when we are open to new approaches we stop making the same mistakes over and over. I am hoping that focus on DEI/AA that I have learned through Palomar's workshops, shared governance, and other communal settings will serve me well on this hiring committee.	
Lawrence Hamilton Lawson	L&L	ESL	VPFAS	Keeping AP 3000 in mind, equity and antiracism play a huge role in the VPFAS' position in that AP 300 calls out an equitable distribution of resources. Specifically, AP 300 says this: "The District will allocate financial and human resources in a manner that emphasizes racial equity. The District will ensure students have the resources they need to achieve academic, career, and personal success." So it's important to have people on the hiring committee who are aware this aspect of AP 3000 exists and can leverage that knowledge (and commitment to that language) as a participant in the hiring process for the VPFAS. I am one of those people.	I am deeply knowledgeable of college processes including those around budget. As PFF Co-President, one aspect of my role is to be a watchdog on the college budget and budget practices. This work has led to recent commitments from the District to adhere to commonsense budgeting and fund allocation processes. This work has made me keenly aware of answers from admin around budgets that raise concern--which will be useful to all faculty (and the college as a whole, to be honest) during interview processes. Based on that, I think I am a good candidate for this hiring committee. Plus, I am on the Budget Committee (and meet with the VPFAS regularly) and have a clear sense of what skills folks in these roles should exhibit (and which they should not).	

GOVERNANCE STRUCTURE GROUP REQUEST



Date: October 14, 2024

Proposed Name of Requested Group:	Faculty Service Area Review Committee	
Request submitted by:	Jason Jarvinen, Chair, Faculty Service Area Review Committee	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change: Requesting change to meeting schedule and description of Faculty Service Area.	
Reporting Relationship: Faculty Senate		
Purpose: The Faculty Service Area (FSA*) Review Committee is composed of an administrator with FSA responsibilities, seven Tenured or Probationary Faculty members (one from each of the five Instructional divisions, Library, and Student Services) appointed by the Faculty Senate, and one Faculty member appointed by the Palomar Faculty Federation (PFF). Every three years the committee reviews the faculty service areas and competencies for completeness and currency; further, the committee reviews applications for additional faculty service areas and issues of competence relating to reassignment. “Faculty Service Area” is an instructional subject area and/or service established by a community college district. Faculty Service Areas determine the order by which faculty may be laid off when a district is facing a reduction in force in faculty. The application of faculty service areas and competencies shall be consistent with applicable non-discrimination and equal employment laws, as well as relevant District policies and procedures and applicable collective bargaining agreements. The Senate emphasizes the significance of discipline expertise, noting that Faculty Service Areas are defined and reviewed by the departments.		
Products:		
Meeting Schedule: Meets monthly for one hour or as needed. Schedule to be set at the beginning of the semester.		
Chair(s): Senator		
Members: • Faculty, AMBA • Faculty, Counseling • Faculty, CTEE • Faculty, L&L • Faculty, Library • Faculty, MSE • Faculty, SBS • Faculty, PFF Appointed • One administrator with FSA responsibilities		

Structure created – New Council
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Structure revision – [Note type of change]
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Option 1: Constitution/Bylaws Split

Constitution

- **Article 1:** Definition of Academic Faculty
- **Article 2:** The faculty senate of Palomar College
 - Section 1: Nature and Power
 - Section 2: Senate duties

Yellow = Need updated

Red = Faculty Council composition & eligibility

Bylaws

- **Article 1:** Code of Ethics
- **Article 2:** Faculty Senate Membership & Composition
 - Section 1: Composition
 - Section 2: Eligibility
 - Section 3: Terms of Office and Method of Election
 - Section 4: Officers
 - Section 5: Meetings
 - Section 6: Committees
 - Section 7: Code of ethics as applied to faculty senate
 - Section 8: Opinion Polling
 - Section 9: Right of petition of the faculty senate
 - Section 10: Granting of Emeritus Status
- **Article 3:** Faculty Council
- **Article 4:** Constitutional Review
- **Article 5:** Right of Petition of the Faculty Body

Option 2: Constitution/Bylaws Split

Constitution

- **Article 1:** Definition of Academic Faculty
- **Article 2:** The faculty senate of Palomar College
 - Section 1: Nature and Power
 - Section 2: Senate duties
- **Article 3:** Faculty Council
 - Section 1: Officers

Yellow = Need updated

Red = Faculty Council composition & eligibility

Bylaws

- **Article 1:** Code of Ethics
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 - Section 9: Granting of Emeritus Status
- **Article 3:** Constitutional Review
- **Article 4:** Right of Petition of the Faculty Body



ASCCC Fall Plenary Session 2024 Resolutions

For Discussion – Thursday, November 7, 2024

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 7, 2024.

ASCCC 2024-2025 Resolutions Committee

Robert L. Stewart, Jr, ASCCC Resolutions Chair, Area C
Dr. Karen Chow, ASCCC At-Large Representative, Area B
Davena Burns-Peters, San Bernardino Valley College, Area D
Nikki Grose, Feather River College, Area A
Yuting Lin, Sierra College, Area A
Krystinne Mica, ASCCC Executive Director

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PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

- *+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course
- *+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments
- *+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses
- *105.01 F24 Investigate Academic Renewal Policies
- *+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status
- *+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access
- *+105.04 F24 Support the Establishment of Guidance for Course Syllabi
- *+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success
- *+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards
- *+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses
- *+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance
- *+114.02 F24 Work Experience Education Course Repeatability

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

- 101. Curriculum
- 102. Degree and Certificate Requirements
- 103. Grading Policies
- 104. Educational Program Development
- 105. Student Preparation and Success
- 106. Governance Structures
- 107. Accreditation
- 108. Professional Development
- 109. Program Review
- 110. Institutional Planning and Budget Development
- 111. Academic Senate for California Community Colleges
- 112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
- 113. Legislation and Advocacy
- 114. Consultation with the Chancellor's Office

101 CURRICULUM

101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3)¹ requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards² refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards³ also refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

*+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, but the study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry;

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX 10) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR 132) meets CSULB's local GE Category B - Science, Technology and Mathematics/Quantitative Reasoning; and

Whereas, Cal-GETC Standards Version 1.0 (May 2023)⁴ states Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological

¹ Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

² ACCJC 2024 Standards with Review Criteria and Suggested Evidence: <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

³ WSCUC Standards of Accreditation: <https://www.wscuc.org/handbook2023/#standards-of-accreditation>

⁴ https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_v0_2023.pdf

Sciences, and though Cal-GETC Standards Version 1.2 (May 2024)⁵ no longer contains the exclusion language, Nutrition course proposals continue to be denied with the reason cited being that the proposal is too narrow in focus;

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Solange Bushra Wasef, Palomar College, Area C

***+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments**

Whereas, Cambridge International, known as a global educational program taught in English in 160 countries, is rapidly expanding across the US, the National Student Clearinghouse reports hundreds of Cambridge International students in the US enrolled in California postsecondary institutions, and thousands of international Cambridge students annually matriculate to California colleges and universities;

Whereas, AS ⁶Levels Exams are administered at the end of a one-year course of study comparable to an Advanced Placement Exam, A Level exams correspond to two years of in-depth study in a subject, and Cambridge International AS and A level exams allow students to validate college level learning outcomes comparable to formal educational settings, aligned with subject exams corresponding to General Education transfer pathways, therefore deserving recognition and unit credit in academic contexts;

Whereas, The California General Education Transfer Curriculum⁷ (Cal-GETC) has not yet included Cambridge International AS and A level exams⁸ to meet transfer general education areas, and credit for prior learning is rigorously reviewed by external evaluators, with the ACE National Guide⁹ (American Council on Education) recommending credit for passing Cambridge International A and AS Level exams; and

Whereas, While the University of California campuses recognize Singapore-Cambridge A levels, UCs still deny credit for Cambridge AS levels, exam grade thresholds vary, and without a current executive order for Cambridge credit from the California State University System, the CSU Office of the Chancellor as noted in the CSU Policy Guide¹⁰ has recommended use of the ACE National Guide for awarding college credit based on prior learning assessment, thereby students encounter inequitable credit opportunities, and international students are increasingly aware that they can maximize the California Community Colleges' recognized pathways to successfully transfer to universities;

⁵ https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf

⁶ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/qualification/>

⁷ Cal-GETC Standards p. 18 https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf. Although the Cal-GETC Standards mentions Credit by Exam, it does not address other options for Cambridge International AS and A level exams.

⁸ Cambridge AS and A level exams, <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

⁹ American Council on Education National Guide, <https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc>

¹⁰ See Article 4 of the California State University's Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>

Resolved, That the Academic Senates for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to include the use of passing Cambridge International AS and A level exam grades to meet requirements for the California General Education Transfer Curriculum.

Contact: Dave DeGroot, Allan Hancock College, Area C

***+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Since fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies established effective fall 2021, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, It appears that California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for transfer general education ethnic studies requirement than “comparable” California State University (CSU) ethnic studies courses that are approved for CSU campus-specific general education ethnic studies requirements;

Whereas, It has been reported that CCC course-to-course articulation requests for ethnic studies courses with CSU Area F approved courses have been denied by some CSU campuses if the CCC “comparable” course is not already approved for California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies (which is aligned with Cal-GETC Area 6 Ethnic Studies effective fall 2025); and

Whereas, Requiring courses to have a prior intersegmental general education approval as a condition for a course to receive course-to-course articulation contradicts best practice of granting course-to-course articulation based primarily upon course content, course objectives and other course outline of record elements in a manner “comparable” to the CSU or UC course, not whether the course is approved for a transfer general education area;

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to strongly encourage California State University and University of California faculty to base course-to-course articulation agreements on course comparability, not transfer general education approval; and

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2025, that for any California Community College (CCC) ethnic studies course that is articulated to any California State University (CSU) course approved for any CSU campus ethnic studies general education requirement (Area F or Area 6), and any California Community College (CCC) ethnic studies course that is articulated to any University of California (UC) course approved for any UC campus ethnic studies general education and/or graduation requirements, be “automatically” approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

105 STUDENT PREPARATION AND SUCCESS

***105.01 F24 Investigate Academic Renewal Policies**

Whereas, Academic renewal policies and procedures can alleviate some substandard grades for clear educational purposes¹¹, such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;

Whereas, Title 5 §55046¹² requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded;

Whereas, District policies and procedures on academic renewal vary among California Community Colleges (CCCs), and therefore create differences in access to and the educational standards of the CCCs; and

Whereas, Academic renewal policies and procedures are an academic and professional matter, specifically Title 5 §53200(c)(3) grading policies¹³;

Resolved, That the Academic Senate for California Community Colleges survey district academic renewal policies with a focus on the maximum number of units that can be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded, and report on the results by Fall 2025; and

Resolved, That the Academic Senate for California Community Colleges encourages local and district academic senates to evaluate their academic renewal policies and procedures' criteria for renewal, and determine whether they are grounded in educational purposes, as defined locally.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

¹¹ [https://govt.westlaw.com/calregs/Document/I628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=I](https://govt.westlaw.com/calregs/Document/I628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=I)

¹² *ibid*

¹³ [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

***+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Whereas, Title 5 §59404¹⁴ of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions¹⁵ to achieve Zero Textbook Cost (ZTC) status¹⁶ while preserving faculty's right to select appropriate instructional materials (F23 17.01¹⁷, S22 03.03¹⁸);

Whereas, The ASCCC recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTC status (F21 03.05¹⁹); and

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals, which may be the only barrier to achieving ZTC status for certain courses;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrative colleagues to allocate funds to cover the printing costs of lab manuals when such costs are the only barrier to a course achieving Zero Textbook Cost (ZTC) status, thereby supporting students' access to affordable instructional materials and facilitating the broader adoption of ZTC courses.

Contact: Michelle Pilati, Rio Hondo College, Area C

¹⁴ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59404-district-policies-and-regulations-for-instructional-materials>

¹⁵ <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>

¹⁶ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052

¹⁷ <https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts>

¹⁸ <https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost>

¹⁹ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

***+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access**

Whereas, Publishers and bookstores vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as “inclusive”, “equitable”, or “first day” access although the costs of the program may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22 17.02²⁰), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students’ long-term interest (F19 09.06²¹);

Whereas, California community colleges are required by law to mark their sections which have no textbook costs (California Education Code 66406.9²²) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and

Whereas, College-wide automatic billing programs that require students to “opt-out” establish a system that requires students to act in order for a course section to be no-cost.

Resolved, The Academic Senate for California Community Colleges encourages faculty and colleges to use the term “automatic billing” in lieu of euphemisms such as “inclusive”, “equitable”, or “first day” access; and

Resolved, The Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office require that course sections that have no textbook cost be excluded from automatic billing programs.

Contact: Michelle Pilati, Rio Hondo College, Area C

²⁰ <https://www.asccc.org/resolutions/textbook-automatic-billing-concerns>

²¹ <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

²² <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-6-academic-materials/section-664069-operative-71-2024-highlighting-course-materials-available-free-of-charge#:~:text=2024%20Legislative%20Session.-,Section%2066406.9%20%2D%20%5BOperative%207%2F1%2F2024%5D%20Highlighting,Clearly%20highlight%2C%20by%20means%20that>

***+105.04 F24 Support the Establishment of Guidance for Course Syllabi**

Whereas, The freedom to create and teach courses is a professional right of each faculty member²³;

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR)²⁴, sections 66000 - 101149.5 of the California Education Code²⁵, sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5²⁶, the 2024 ACCJC Accreditation Standards²⁷, or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors²⁸ to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines; and

Resolved, That the Academic Senate for California Community Colleges shall make the syllabus guidance available by Spring 2026.

Contact: Preston Pipal, San José City College, Area B

***+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success**

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (*California Education Code §69640*²⁹);

Whereas, Extended Opportunity Programs and Services is a categorical program whose funds are intended to support students who are underserved, are educationally and economically disadvantaged, and often are first-

²³ <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#3>

²⁴ <https://www.ecfr.gov/current/title-34>

²⁵ https://leginfo.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3

²⁶ [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

²⁷ <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

²⁸ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

²⁹ <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-42-student-financial-aid-program/chapter-2-student-financial-aid-programs/article-8-community-college-extended-opportunity-programs-and-services/section-69640-legislative-intent>

generation college students, and whose monies have been restricted to protect funding to serve these students (*California Code of Regulations Title 5 §56200-56298*³⁰); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any large-scale student support program, and Extended Opportunity Programs and Services is present at 116 California Community Colleges, with EOPS having served more than 86,843 statewide in the latest academic year in which complete data is available (*Data Mart*³¹ – *California Community Colleges Chancellor's Office*);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 55 years of serving students;

Resolved, That the Academic Senate for California Community Colleges support the integrity of Extended Opportunity Programs and Services by affirming that their categorical funds should be used exclusively to serve EOPS students according to Title 5; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of Extended Opportunity Programs and Services at their colleges in order to promote student success.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

109 PROGRAM REVIEW

***+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper “Program Review: Setting a Standard” to reflect ACCJC 2023 Standards**

Whereas, Processes for Program Review is established as an academic and professional matter in Title 5 §53200³² indicating the role and involvement of faculty self-study and improvement process;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) adopted updated standards in June 2023³³ resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards³⁴;

Whereas, Local academic senates and faculty members may require support to maintain the need for faculty involvement in the processes for Program Review due to the less explicit language in the Accrediting Commission for Community and Junior Colleges 2023 standards; and

Whereas, The last paper on Program Review by the ASCCC, titled *Program Review: Setting a Standard*³⁵, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2023;

³⁰ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-7-special-programs/subchapter-25-extended-opportunity-programs-and-services>

³¹ <https://datamart.cccco.edu/datamart.aspx>

³² Title 5 §53200

³³ [Accrediting Commission for Community and Junior Colleges adopted updated standards in June 2023](#)

³⁴ [ACCJC 2014 standards](#)

³⁵ [Program Review: Setting a Standard](#)

Resolved, That the Academic Senate for California Community Colleges update its *Program Review: Setting a Standard* (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2023 standard to reinforce the role of faculty in program review processes; and

Resolved, That the Academic Senate for California Community Colleges provide updated resources reflecting updated Accrediting Commission for Community and Junior Colleges 2023 standards to support local academic senates and faculty to assert their role and effectively engage in the program review process, by Spring 2026.

Contact: Davena Burns-Peters, San Bernardino Valley College, Area D

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to both serve students in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care³⁶;

Whereas, The California Legislature has enacted AB 705 (2017, Irwin)³⁷ and AB 1705 (2021, Irwin)³⁸ which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language;

Whereas, The California Community Colleges have adopted the guided pathways framework³⁹ and the California Community College Chancellor’s Office has developed and adopted Vision 2030⁴⁰ to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Whereas, The Academic Senate for California Community College’s paper *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges*⁴¹ has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges* to include equitable practices in counseling on course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student’s basic needs, to be completed by Spring 2026.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

³⁶ <https://www.cccstudentmentalhealth.org/>

³⁷ <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

³⁸ <https://legiscan.com/CA/text/AB1705/id/2609099>

³⁹ <https://www.cccco.edu/College-Professionals/Guided-Pathways>

⁴⁰ <https://www.cccco.edu/About-Us/Vision-2030>

⁴¹ https://www.asccc.org/sites/default/files/CounselingSI2_0.pdf

111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, term limits for the Executive Committee, responsibilities of Executive Committee officers, the relationship between the Academic Senate Foundation and the Executive Committee, and the process for forming, amending, and deleting ASCCC standing committees, task forces, workgroups, and *ad hoc* groups;

Whereas, The Standards and Practices Committee reviewed and revised the ASCCC Rules to ensure that they were consistent with all applicable laws, Academic Senate for California Community Colleges (ASCCC) policies and procedures, and prior adopted ASCCC resolutions; and

Whereas, The proposed revisions to the ASCCC Rules were approved by the ASCCC Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Rules⁴² and that the revised ASCCC Rules take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

⁴² <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Rules%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarri%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930847197%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklIhaWwiLCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=3gAhUf0Y0AvcODiqcb16cKltlkyswwW6Te%2F2pAylsVQ%3D&reserved=0>

111.03 F24 Academic Senate for California Community Colleges Bylaws Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC Bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the ASCCC Bylaws in 2022, in consultation with legal counsel, to ensure that they were consistent with previously adopted resolutions, incorporated practices enacted since the COVID pandemic, clarified language throughout to distinguish local academic senates from the ASCCC, clarified the language pertaining to the relationship of the ASCCC Executive Director to the ASCCC Board of Directors, moved duties and responsibilities of Board officers to the ASCCC Rules document, and specify the threshold necessary for the ASCCC Rules to be changed by resolution at an ASCCC Plenary Session; and

Whereas, The proposed revisions to the ASCCC Bylaws were approved by the Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the ASCCC Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Bylaws⁴³ and that the revised ASCCC Bylaws take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

113 LEGISLATION AND ADVOCACY

*+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

Whereas, California Education Code Section 78213,⁴⁴ as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), prevents community colleges from offering prohibited courses to students who are not succeeding in the one-year throughput metric despite whether (a) such students would like the option of taking said courses, (b) community colleges had other success data metrics to support the value of said courses, or (c) CSU and UC faculty from the affected disciplines expect the additional preparation students receive from said courses;

⁴³ <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Bylaws%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarrl%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930825393%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=YrFCuo%2BUjHKB%2BNkfib8metK0RUg86V%2BSjrSMX034k3k%3D&reserved=0>

⁴⁴ See California Education Code Section 78213, particularly sub-sections (d) through (j)
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213.

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), does not account for students who may feel so excluded by being forced to take transfer-level English or mathematics, or, for STEM majors, Calculus 1 courses, that they are opting to drop before census or to not enroll altogether, which contradicts the shared goals of all public educational institutions in California “to provide educational opportunity and success to the broadest possible range of our citizens” specified in California Education Code Section 66010.2;⁴⁵ and

Whereas, The Academic Senate for California Community Colleges has long expressed concerns that the ability of community colleges to serve all students were threatened by the implementation of AB 705 and AB 1705⁴⁶;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code 78213 to allow community college districts to offer pretransfer-level English and mathematics courses and, for STEM majors, mathematics courses below Calculus so students will have the choice of taking said courses when (1) requested by students, (2) local college data supports the value of said courses irrespective of one-year throughput, or (3) CSU and UC faculty from the affected disciplines recommend the additional preparation students receive from said courses.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

114 CONSULTATION WITH THE CHANCELLORS OFFICE

***+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance**

Whereas, The California legislature passed AB 1111 (Berman) in 2021⁴⁷ directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation,” a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations;

Whereas, Phase I of implementation began in Spring of 2024 with course templates being made available in September 2024 with a due date for submission identified as December 1st, 2024, and an effective date of Fall 2025, demonstrating a lack of consideration for 1) established curriculum timelines and processes at California Community Colleges and 2) the ramifications these updates may have on ASSIST and Cal-GETC updates in addition to the additional stress this puts on a system already burdened by required updates from AB 928 (Berman), AB 705 (Irwin), AB 1705 (Irwin), and introducing Ethnic Studies requirements;

⁴⁵ See California Education Code Section 66010.2

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

⁴⁶ See the following ASCCC resolutions:

[F23 07.04 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

[F22 07.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population](#)

[S22 06.03 Upholding the California Community College Mission – Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

[S22 06.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

[S22 06.05 Regarding Chancellor's Office Student Enrollment Data in AB 1705 \(Irwin, 2022\)](#)

[F19 09.09 Ensuring Access and Opportunity for Success for All Students Through AB 705 \(Irwin, 2017\) Implementation](#)

⁴⁷ California State Legislature. 2021. Assembly Bill No. 1111, Postsecondary Education: Common Course Numbering System. https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Whereas, Practical considerations including technological challenges with curriculum, catalog, and scheduling systems, questions with respect to maintaining articulation agreements, and other local concerns at individual colleges, including but not limited to local numbering practices, quarter vs. semester system course topic distribution, multi-college districts that may require layers of vetting, and numerous questions about academic freedom have arisen, vastly complicating an already complex implementation plan; and

Whereas, Funding⁴⁸ has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in “aligning existing course curricula to the CCN system” as one of the items fund may be allocated for;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and the Legislature as necessary to provide for additional time to review, reflect on and implement course templates for common course numbering to ensure that systemwide articulation with CSU and UC will be able to be implemented within the anticipated/expected timeframe of AB 1111;

Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to advocate for additional funding for implementation and continued efforts to make required updates.

Contact: Mary Pape, De Anza College, Area B

⁴⁸ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-55-ccn-implementation-allocation-a1111.pdf?la=en&hash=B22CCD432C315F1B2BA70FF0B89DB1E92A395DE8>

***+114.02 F24 Work Experience Education Course Repeatability**

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office stated in Memorandum ESS 23-49⁴⁹ that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161⁵⁰, subdivision (f)(4)) ...[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: "(4) Work Experience Education courses, as defined in section 55252."⁵¹

Contact: Ashley Young, Las Positas College, Area B

Academic Senate for California Community Colleges

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(916) 445-4753 info@asccc.org www.asccc.org

⁴⁹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/ESS-23-49-Work-Experience-Education-Regulations-Clarification-Regarding-Repeatability.pdf>

⁵⁰ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment>

⁵¹ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-4-course-repetition-and-academic-renewal/section-55041-repeatable-courses>

Committee on Committees

Presentation to Faculty Senate. November 4, 2024
Anastasia Zavodny

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

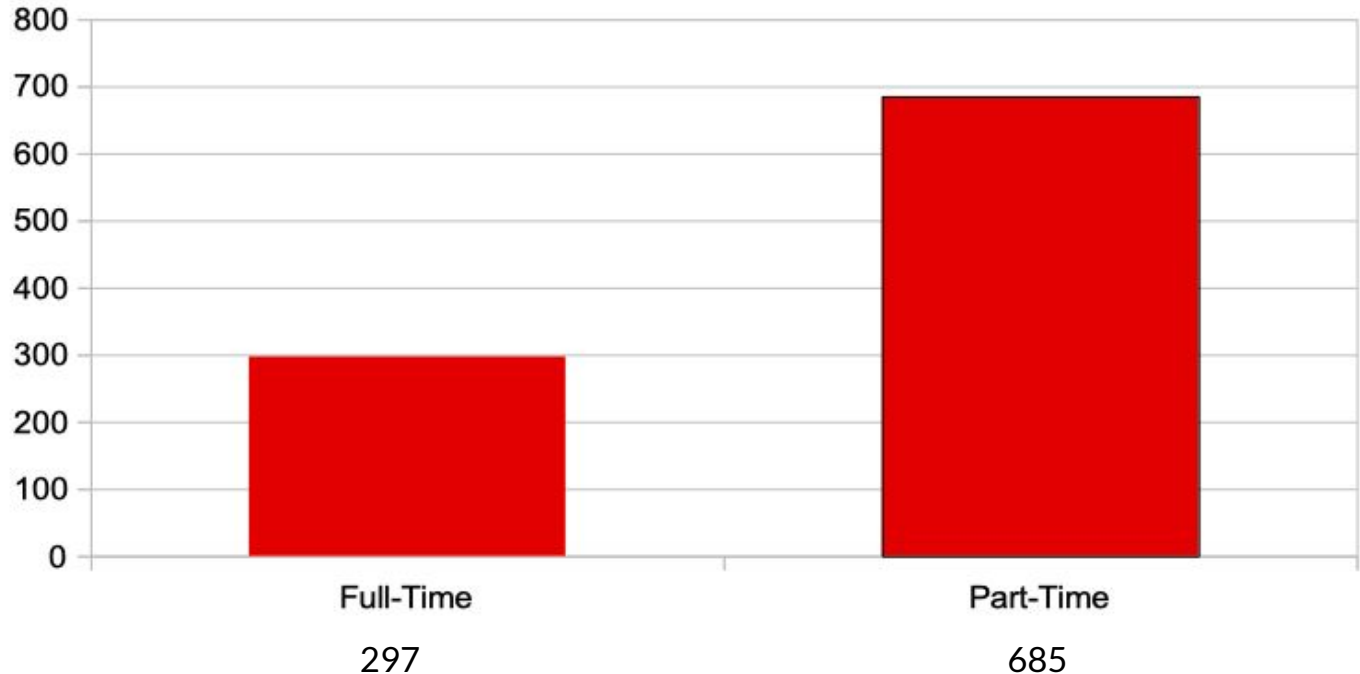
Options for update:

Update form

Update process

Data: The Faculty

Palomar Faculty (October 2024)



Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Data: How Many Committees?

Palomar: 5 councils, Faculty Senate, and ∞ many committees, subcommittees, task forces, and workgroups:

College Council

4 Councils + 3-5 committees*

Equity Education &
Student Success
Council
17 (+2 joint) committees*

Employees
Community and
Communication
Council
7 committees*

Infrastructure
& Sustainability
Council
4 committees*

Institutional
Effectiveness,
Planning, & Fiscal
Stewardship
Council
6 committees*

Other

10 committees*

Faculty Senate

15 (+2 joint) committees*

* ConC Chair's best estimates at current shared governance groups District-wide

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

~ 69

known
current
groups

Data: How Many Committees?

Palomar: 5 councils, Faculty Senate, and ∞ many committees, subcommittees, task forces, and workgroups:

College Council

4 Councils + 3-5 committees*

Equity Education &
Student Success
Council

17 (+2 joint) committees*

Employees
Community and
Communication
Council

7 committees*

Infrastructure
& Sustainability
Council

4 committees*

Institutional
Effectiveness,
Planning, & Fiscal
Stewardship
Council

6 committees*

Other

10 committees*

Faculty Senate

16 (+2 joint) committees*

* ConC Chair's best estimates at current shared governance groups District-wide

Data

- Committees

- Participation

Senate Committees

- Relation to 10+1+1

- Considerations

- Brown Act

- Recommendations

Volunteer process

- Current form

- Options for update:

 - Update form

 - Update process

Data: How Many Faculty Positions?

With ~69 shared governance groups across campus, how many positions are listed for “faculty”?

Fall 2024: **411** faculty positions

Fall 2017: 384 faculty positions

Data: Faculty Fill Rate

Examining information for the number of unique Full-Time faculty serving on various committees reveals a peak of participation 2020-2021.

Current participation of **unique Full-Time faculty** in shared governance is **below 50%**.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Unique FT on committees	158	154	163	172	169	152	150	147
Total FT at Palomar	273	276	309	281	273	275	304	297
Unique FT Participation	57.88%	55.80%	52.75%	61.21%	61.90%	55.27%	49.34%	49.49%
Positions filled by FT	76.82%	80.45%	82.83%	84.75%	84.34%	74.38%	73.83%	66.67%

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

The 10+1+1

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to **academic and professional matters** (at Palomar, known as the "[10+1+1](#)");

1. Curriculum including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards or policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
 11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
 12. *Faculty Hiring*
-

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Faculty Senate Committees

Current committees reporting to Faculty Senate (or jointly reporting to Faculty Senate):

Academic Integrity Taskforce (link) <i>(concludes Spring 2024)</i>	Curriculum Committee (link)	Equivalency Committee (link)
Academic Standards and Practices Committee (link)	Distance Education Committee (link)	FSA Review Committee (link)
Assembly Bill 1111/928 Steering Committee Taskforce <i>(concludes Spring 2025; reports to Curriculum)</i> (link)	DFA Committee (link)	Instructional PRP Committee (link)
Committee on Committees (link)	Educators for Equity, Diversity and Cultural Consciousness Subcommittee (link)	Oversight Committee Grant Funded Programs (link)
Committee on Service Learning (link)	Elections, Petitions, Ethics Committee (link)	Tutoring Committee (link)
CALM Committee (link)	Equitable Placement and Completion Committee (link)	Workforce and Community Development Advisory Group (link)

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

[Brown Act](#)

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Senate Committees & Brown Act

All Faculty Senate committees are subject to the Brown Act.

This means these committees must:

- Post agendas 72 hours in advance of meeting (*24 hours if emergency*)
 - Record minutes/ post minutes as approved
 - Members meet in-person (or Zoom from Centers)
 - Exceptions are currently allowed until January 1, 2026 by [AB 2449](#) under the following conditions:
 - A quorum must meet in-person in one location
 - A member may Zoom for ***just cause*** or ***personal emergency*** without publicly posting their physical location ([SM&W Law Firm statement](#); [SS&D Attorneys statement](#))
-

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Senate Committees: Recommendations

Amount of committees

- Are all Senate committees still needed?
- Is there a need for an additional committee(s)?

Recordkeeping

- Digital repository for agendas/ minutes for all meetings is needed
 - Who is responsible for updating?
- Uniform templates

Meetings

- Physical meeting space / Hyflex
 - Calendar
 - Who maintains updates?
-

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Volunteer Process

“District and college governance structures, with respect to faculty roles”
(10+1+1 Academic and Professional matters)

Faculty Senate’s Committee on Committees (ConC):

- solicits faculty volunteers for positions on shared governance
- prepares ballots
- maintains committee membership lists

ConC brought Senate some ideas for updating our volunteer process:

- updates to questions on our volunteer form; **or**
 - updates to the entire volunteer procedure
-

Current Volunteer Form

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

The [current form](#) asks the following of faculty volunteers:

- Email
- First and Last name
- Division
- Department
- Faculty Status
- Select the committee you wish to volunteer for (*select one from list*)
 - Which position are you requesting?
 - How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee? *Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.*
 - What are the knowledge, skills, and abilities you will bring to this committee? *In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

Current Volunteer Form

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

[Current form](#)

Options for update:

Update form

Update process

For volunteers using the [current form](#) and selecting EEDCC (*Educators for Equity, Diversity, and Cultural Consciousness Subcommittee*) the additional three questions are presented at the end of the volunteer form:

- Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?
- What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism while engaging and inspiring others in this work?
- What do you see as the biggest challenge(s) to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?

Options for Update:

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

Update form

Update process

Concerns have been expressed in Senate:

- “Popular” committees receive many volunteers, others receive few or none (*including groups with important work*)
- Faculty volunteer for multiple committees at once (*and may be placed on multiple committees*)
- Some faculty use the exact same statements for all volunteer submissions
- Potential overlap of the two current questions asked of volunteers
- Some committees may desire targeted questions of volunteers (*only EEDCC has targeted questions at present*)

Solutions include:

- Updating the current volunteer form (new questions)
- Creating a new volunteer process

Option #1: Update Form

Data

Committees

Participation

Senate Committees

Relation to 10+1+1

Considerations

Brown Act

Recommendations

Volunteer process

Current form

Options for update:

[Update form](#)

Update process

If Senate opts for updating the form, there are two* considerations:

- Do we want **updated questions**?
 - Modify existing language?
 - Create entirely new questions?
- Do we want **targeted questions per committee**?
 - How many committees receive unique questions?
 - Which committees?

** Additional considerations may apply*

Option #2: Update Process

Data

Committees
Participation

Senate Committees

Relation to 10+1+1
Considerations
Brown Act
Recommendations

Volunteer process

Current form
Options for update:
Update form
[Update process](#)

ASCCC solicits faculty volunteers from the 116 colleges for 25 committees:

- An [open call](#) is made for volunteers
- Volunteers submit one application, indicating up to 5 committees of interest
- Committee chairs review submissions and contact volunteers for gauging continued interest and informing volunteers of potential placement
- ASCCC President decides final volunteer placements
- Faculty serve for one-year terms which may be renewed once (*maximum of two consecutive years on a committee*)

Option #2: Update Process

Data

Committees
Participation

Senate Committees

Relation to 10+1+1
Considerations
Brown Act
Recommendations

Volunteer process

Current form
Options for update:
Update form
[Update process](#)

How might this work at Palomar?

- Volunteers complete one volunteer form, indicating up to 5 committees of interest
 - Committee on Committees sorts volunteers based on stated interest, availability, and campus need
 - ConC recommendations for faculty placements are brought to Senate for vote/confirmation
-

Pros:

- One set of statements from volunteers
- Streamlined process
- Reduced Senate time for placements

Cons:

- Faculty may not get top choice(s)
- Initial sorting may be difficult

Moving Forward

Data

- Committees
- Participation

Senate Committees

- Relation to 10+1+1
- Considerations
- Brown Act
- Recommendations

Volunteer process

- Current form
- Options for update:
 - Update form
 - Update process

Senate guidance is needed:

- Amount of necessary committees
 - Keep?
 - Merge?
 - Disband?
- Volunteer placement process
 - Increasing faculty participation
- Accessing agendas / minutes
 - Updating and maintaining records
- Disseminating information on meeting times / locations

EXHIBIT 7

Retreat Discussion on Faculty Senate Goals	<u>Like?</u> <u>Yes/No</u>	<u>Create a</u> <u>Goal/Objective?</u>	<u>Action Item?</u>	<u>Should it go to a</u> <u>subcommittee</u>
Goal: Split Constitution & Bylaws				
Goal: Implement Brown Act requirements for subcommittees				
Goal: Academic Standards and Practices Committee				
Examine Academic Probation Policies and Language.				
More faculty to participate in shared governance.				
Update Grade Dispute Policy				
Create a Faculty Manual				
Goal: Focus and organization of Senate Meetings				
Greater emphasis on committee reports. Consider abridged reports.				
Senate should delegate operational work to committees.				
Consider asking presenters to pre-record presentations and then attend meetings for discussion.				
Align agenda to Faculty Senate goals.				
Less presentations and more focus on goals.				
More time evaluating ASCCC Resolutions				
Need more student voice and develop a mechanism to gather it				
Goal: Faculty responsibilities & equity in reassigned time positions				
Work with PFF to clarify faculty responsibilities.				
Work with PFF on a yearly survey of our faculty.				
Report on Analysis of reassigned time positions. Equity in reassigned time with Senate and PFF				
Need to conduct an analysis of faculty participation.				

Goal: Gather information about enrollment and scheduling				
Need more clarity around meeting the needs of our students.				
How do we evaluate what they need?				
Align class offerings with student needs.				
Strategic Enrollment Management				
Goal: DEIAA				
Work with EEDCC on developing DEIAA goals.				
Other				
How do we get administration to answer our questions				