



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

MEETING: Regular Meeting in April 2020

DATE: Tuesday, April 14, 2020, at 5:30 p.m.

PLACE: Zoom Teleconference

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

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

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

Public comments for Zoom teleconference meetings will only be accessible via email and should be sent to chancellor@nocccd.edu. Submissions must be received prior to the posted start time of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

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

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

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
 - b. **Board of Trustees Roll Call**
 - c. **Comments: Members of the Audience:** The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received prior to the posted start time of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
 - d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 & 4**
 - e. **Consider Personnel block-vote items indicated by [] in Section 5**
Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion. An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote.
- Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor's Office.
- f. **Reports:**
 - Chancellor**
 - * **COVID-19 Update**

- g. **Comments:**
Chancellor's Staff
Resource Table Personnel
Members of the Board of Trustees
- h. **Approval of Minutes of the Regular Meeting of March 10, 2020 and the Minutes of the Emergency Meeting of March 20, 2020.**
- i. **CLOSED SESSION: Per the following sections of the Government Code:**
- Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**
- Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.**

3. **FINANCE & FACILITIES**

- [a] It is recommended that the Board ratify purchase orders and checks. **(The Purchase Orders and Checks are available for review in the District's Business Office.)**
- [b] Authorization is requested to make adjustments to General Fund and Financial Aid Fund revenue and expenditure budgets in accordance with the revised fiscal year 2019-2020 allocations and that a resolution be adopted to adjust budgets and authorize expenditures within the General Fund and Financial Aid Fund pursuant to the California Code of Regulations Title 5, §58308.
- [c] Authorization is requested for the 2019-2020 General Fund transfers netting to the amount of \$1,779,158 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.
- [d] Authorization is requested for the Board to approve the allocation of \$19,609,148 of one-time funds be allocated for Capital Improvement, including ADA, to Cypress College (\$7,557,000), Fullerton College (\$7,900,000), and NOCE (\$4,152,148).
- [e] It is recommended that the Board approve Resolution No. 19/20-16, and authorize the District Director, Purchasing, to issue a purchase order and contract to Trane to upgrade the Energy Management System at the Anaheim Campus in the amount of \$495,985 plus contingency in the amount of \$50,000.
- [f] Authorization is requested for contracted services with Concentric Sky, for an amount not to exceed \$238,584, to cover services through December 30, 2021.
- [g] It is recommended that the Board retroactively approve an emergency temporary closure of the Fullerton College Child Development and Educational Services, Lab School effective March 16, 2020 and authorize the Chancellor to approve the reopening of the center when it is deemed safe for students and staff.

- [h] Authorization is requested for an institutional membership to the #RealCollege California Coalition –a partnership of the Hope Center for College, Community, and Justice; Temple University; and the Community College League of California– for Fullerton College from April 1, 2020 through April 1, 2021, at a cost not to exceed \$5,000.
- [i] It is recommended that the Board approve the attached updated master agreement between NOCCCD, Fullerton College, and the Fullerton College Foundation.

4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the summary of curriculum changes for Cypress College, to be effective Fall 2020.
- [b] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2020 or Fall 2021.
- [c] It is recommended that the Board approve the summary of curriculum changes for North Orange Continuing Education, to be effective Fall 2020.
- [d] It is recommended that the Board accept the Hazard Mitigation Grant in the amount of \$150,000, approve the Designation of Subrecipients Agent Resolution – Hazard Mitigation Grant Program and Pre-Disaster Mitigation Program, adopt a resolution to accept new revenue, and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, §58308.
- e. It is recommended that the Board receive as information the Cypress College Guided Pathways Self-Assessment Progress Report.

5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:
 - Change in Salary Classification
 - Payment for Independent Learning Contract
 - Leaves of Absence
 - Faculty Sabbatical Leave
 - Temporary Academic Hourly
- [b] Request approval of the following items concerning classified personnel:
 - Resignation
 - Probationary Release
 - New Personnel
 - Voluntary Changes in Assignment
 - Professional Growth & Development
 - Leaves of Absence
- [c] Request approval of Professional Experts.

- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- e. Request approval to receive an initial proposal to the Adjunct Faculty United Successor Agreement as proposed by the District and to set a public hearing.

6. **GENERAL**

- a. It is recommended that the Board mark its ballot for the California Community College Board of Trustees Board of Directors election at this time.
- b. It is recommended that the Board adopt the Board of Trustees Assessment Instrument which will be distributed at the April 28, 2020 Board meeting.
- c. It is recommended that the Board discuss any potential future agenda items.

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	April 14, 2020	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Ratification of Purchase Orders and Checks	Enclosure(s)	<u> X </u>

BACKGROUND: Pursuant to the Purchasing Policy for the North Orange County Community College District, a summary of purchase orders and checks shall be submitted to the Board of Trustees for ratification at the first meeting of the Board following the issuance or prior to issuance where required.

The purchase order numbers P0137240 - P0138802, check numbers C00501889 - C0051540; F0242688 - F0245047; Q0006918 - Q0006939; 88501889 - 88502898; V0031795 - V0031796; 70097268 - 70098581; disbursements E8843474 - E8854381; and amended purchase orders have been processed since the previous Board meeting. Checks beginning with "C" are from the Cypress College Bursar's office; checks beginning with "F" are Fullerton College Bursar; checks beginning with "Q" are NOCE Bursar; checks beginning with "88" are District checks through the County Department of Education; checks beginning with "V" are District revolving checks; checks beginning with "7" are Cypress College Bursar's Office Student Refund Checks; and disbursements beginning with "E" are financial aid payments made electronically via the Bank Mobile disbursement process. These purchase orders and checks can be reviewed in the District's Business Office. All purchase orders and checks have been processed in accordance with the Plan of Implementation as approved by the Board pursuant to the concept of fiscal accountability.

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

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

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: It is recommended that the Board ratify purchase order numbers P0137240 - P0138802 through March 12, 2020, totaling \$52,089,724.52, and check numbers C00501889 - C0051540, totaling \$116,834.77; check numbers F0242688 - F0245047, totaling \$650,933.73; check numbers Q0006918 - Q0006939, totaling \$1,800.16 check numbers 88501889 - 88502898, totaling \$4,020,728.94; check numbers V0031795 - V0031796, totaling \$2,504.00; check numbers 70097268 - 70098581, totaling \$273,434.00; and disbursements E8843474 - E8854381, totaling \$13,200,700.84, through March 31, 2020.

Fred Williams

3.a.1

BOARD RECAP
FOR THE PERIOD FEBRUARY 14, 2020, THROUGH MARCH 12, 2020
BOARD MEETING 4/14/20

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0137240	Lenovo (United States) Inc	\$ 6,558.26		CC	(2) Laptops
P0138022	Amazon Business	\$ 263.29		FC	Textbook
P0138068	Ninyo & Moore Geotechnical	\$ 6,760.00	Capital Outlay	AC	Materials Testing and Special Inspection Services
P0138074	Rodriguez Engineering Inc	\$ 13,320.00		AC	Engineering Services
P0138085	Action Duct Cleaning Co Inc	\$ 1,500.00		AC	Ventilation Duct Cleaning Services
P0138123	GST	\$ 8,609.53		NOCE	Audio Video System Installation
P0138127	Weil Aquatronics Inc	\$ 33,859.92		AC	Water Booster Replacement
P0138135	Cypress College	\$ 3,750.00		CC	HCOP Student Grant Stipend
P0138142	BN Builders	\$ 49,645,753.00	Bond	AC	RFP #1718-13 FC Instructional Bldg. B/A: 2/12/19
P0138146	School Services of California	\$ 65,000.00		AC	Faculty Comparative Criteria Study for Human Resources
P0138147	Cone Instruments LLC	\$ 1,623.44		CC	Lab Supplies
P0138149	Oriental Trading Company Inc	\$ 160.27		NOCE	Instructional Supplies
P0138150	Sodexo Inc and Affiliates	\$ 335.86		FC	Catering for Natural Science Division Meeting
P0138151	Create-A-Party Inc	\$ 630.51		FC	Table Rentals
P0138152	Amazon Business	\$ 77.54		CC	Instructional Supplies
P0138153	Amazon Business	\$ 17.12		CC	Instructional Supplies
P0138154	Benner Metals Corp	\$ 1,362.51		FC	Lab Supplies
P0138155	Amazon Business	\$ 208.72		NOCE	Lab Supplies
P0138202	Cristina Bello	\$ 63.00		FC	Students Fee Reimbursement Spring 2020
P0138203	Pilar Ellis	\$ 335.23		FC	Field Trip Reimbursement
P0138204	Sodexo Inc and Affiliates	\$ 31.23		FC	Catering for International Club Meeting
P0138205	US Bank	\$ 4,540.00		CC	Field Trip Ticket Fees
P0138206	Sodexo Inc and Affiliates	\$ 887.12		FC	Catering for Culturally Responsive Training
P0138207	BSN Sports LLC	\$ 1,442.97		FC	Athletic Uniforms
P0138208	Sodexo Inc and Affiliates	\$ 1,038.91		FC	Catering for Interview Meeting
P0138209	Brandon Floerke	\$ 258.87		FC	Reimbursement for Textbook
P0138210	B & H Photo Video Inc	\$ 1,608.74		FC	Audio Supplies
P0138211	Vital Link Orange County	\$ 6,439.25		NOCE	Consultant for Career Pathways Day
P0138212	WWD	\$ 419.75		FC	Site Licenses
P0138213	Rockfire Grill	\$ 678.83		AC	Catering for Curriculum Development Seminar
P0138214	Rockfire Grill	\$ 527.98		AC	Catering for Curriculum Development Seminar
P0138215	Sandra Duncan	\$ 800.00		FC	Speaker Agreement for Child Development
P0138216	Bearcom Wireless Worldwide	\$ 5,214.99		CC	Radio Equipment
P0138217	CDW Government Inc	\$ 34,615.68		FC	Annual Renewal for VMware Licenses
P0138218	CDW Government Inc	\$ 10,633.64		FC	Annual Renewal for VMware Licenses
P0138219	Office Solutions	\$ 650.00		FC	Blanket Order for Office Supplies
P0138220	Pacific Coast Entertainment	\$ 15,649.96		FC	Theatre Audio Supplies
P0138221	Sodexo Inc and Affiliates	\$ 349.08		FC	Catering for Cadena Center Open House
P0138222	M-F Athletic Company Inc	\$ 9,773.54		CC	Athletic Supplies
P0138223	The Ninety-Nines Inc	\$ 800.00		CC	Exhibitor Registration Fee
P0138224	Postmaster - Fullerton	\$ 480.00		AC	Postage Permit Fees

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138225	Sweetwater Sound Inc	\$ 860.93		FC	Guitar
P0138226	BSN Sports LLC	\$ 1,067.00		FC	Athletic Supplies
P0138231	American Association of Museums	\$ 230.00		FC	Institutional Membership
P0138232	BSN Sports LLC	\$ 5,794.49		FC	Athletic Supplies
P0138233	Rancho Santiago Community College	\$ 2,450.05		AC	Job Fair Fees
P0138234	Sodexo Inc and Affiliates	\$ 166.89		FC	Catering for Jump Start Troy High School Event
P0138237	Amazon Business	\$ 31.16		FC	Library Reserves
P0138238	ConvergeOne Inc	\$ 10,913.50		CC	Computer Server
P0138239	Promotional Concepts Enterprises	\$ 1,048.01		CC	Promotional Supplies
P0138240	CollegeSource Inc	\$ 6,366.00		FC	Subscription Renewal
P0138241	Sumun Lakshmi Pendakur	\$ 5,000.00		FC	Guest Speaker for Flex Day Event
P0138242	Best Western Plus	\$ 5,445.72		FC	Field Trip Hotel Reservations
P0138243	West-Lite Supply Co Inc	\$ 2,188.40		FC	Facilities Supplies
P0138244	Angela Henderson	\$ 425.50		AC	Sabbatical Reimbursement
P0138245	Peter Snyder	\$ 451.50		AC	Sabbatical Reimbursement
P0138246	Sodexo Inc and Affiliates	\$ 489.88		AC	Catering for Leadership Academy
P0138247	Mikes Custom Flooring Inc	\$ 7,819.77		AC	Flooring Services
P0138248	Amazon Business	\$ 41.99		CC	Instructional Supplies
P0138249	Howard Technology Solutions	\$ 1,885.63		FC	Security System Light
P0138250	Howard Technology Solutions	\$ 22,950.75		FC	(30) Computers
P0138251	CDW Government Inc	\$ 435.31		FC	Printer
P0138252	CDW Government Inc	\$ 32,491.28		FC	Software License Renewal
P0138253	Certified Enterprises Inc	\$ 300.00		CC	Waste Pickup Services
P0138254	Elisamuel Vazquez	\$ 3,500.00		CC	Guest Speaker for Black History Month
P0138255	C Below Inc	\$ 2,810.00		AC	Utility Locating Services
P0138256	GST	\$ 8,682.35		NOCE	Audio Video Setup
P0138271	GST	\$ 8,247.88		FC	Multimedia Display Unit
P0138272	CSI Fullmer	\$ 31,831.20		NOCE	Classroom Furniture
P0138273	PerkinElmer Health Sciences Inc	\$ 1,161.55		FC	Lab Supplies
P0138274	Howard Technology Solutions	\$ 2,865.08		FC	Projector
P0138275	HealthFirst Medical Group of Santa Fe Springs	\$ 100.00		AC	Respiratory Questionnaire Review
P0138276	Lightstyles	\$ 137.06		FC	Lighting Supplies
P0138277	General Air Compressors Inc	\$ 10,000.00		FC	Blanket Order for Air Compressor Repairs
P0138279	Shaun Harper	\$ 20,000.00		FC	Guest Speaker for Spring Convocation Event
P0138280	Carol Henke	\$ 338.50		AC	Sabbatical Reimbursement
P0138282	McMaster Carr Supply Co	\$ 4,270.89		FC	Hardware Supplies
P0138284	Amazon Business	\$ 395.13		CC	Lab Supplies
P0138285	Amazon Business	\$ 71.08		CC	Textbook
P0138286	Scuba World	\$ 15,464.28		FC	Instructional Supplies
P0138287	Kerry Marsh	\$ 1,454.75		FC	Instructional Supplies
P0138289	Cambridge University Press	\$ 1,195.81		NOCE	Instructional Supplies
P0138290	Amazon Business	\$ 86.69		NOCE	Instructional Supplies
P0138292	Office Solutions	\$ 5,000.00		CC	Blanket Order for Office Supplies
P0138293	Scott Northrup	\$ 175.00		FC	Guest Speaker for Fullerton Colloquium

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138294	Lowe's Companies Inc	\$ 434.95		FC	Hardware Supplies
P0138295	Chief Automotive	\$ 269.38		CC	Annual Subscription
P0138296	Ronald Ray	\$ 119.99		CC	Guardian Scholar Student Book Reimbursement
P0138297	Callahan Automotive Information Systems	\$ 199.34		CC	Textbook
P0138298	B & H Photo Video Inc	\$ 9,037.75		FC	Video Equipment
P0138299	J W Pepper of Los Angeles	\$ 499.83		NOCE	Instructional Supplies
P0138300	Cathleen Mang	\$ 404.00		AC	Sabbatical Reimbursement
P0138301	William Henke	\$ 415.00		AC	Sabbatical Reimbursement
P0138302	Annie Liu	\$ 264.50		AC	Sabbatical Reimbursement
P0138303	Orange County Air Conditioning	\$ 3,507.27		FC	Ventilation Controller
P0138304	Jeffers Handbell Supply Inc	\$ 342.35		NOCE	Instructional Supplies
P0138305	Howard Technology Solutions	\$ 859.85		FC	Security Camera Components
P0138306	Amazon Business	\$ 47.53		FC	Athletic Supplies
P0138307	CDW Government Inc	\$ 24,329.09		NOCE	(24) Computers
P0138308	Sodexo Inc and Affiliates	\$ 148.92		FC	Catering for New Librarian/Adjunct Training
P0138309	ACS DivCHED Examinations Institute	\$ 555.26		FC	Study Guides
P0138310	American 3B Scientific	\$ 2,021.93		FC	Library Display
P0138311	LOEX	\$ 95.00		FC	Institutional Membership
P0138312	Amazon Business	\$ 353.42		CC	Instructional Supplies
P0138313	Carolina Biological Supply Co	\$ 1,255.18		FC	Instructional Supplies
P0138314	Amazon Business	\$ 117.14		CC	Lab Supplies
P0138315	Forestry Suppliers Inc	\$ 620.72		FC	Instructional Supplies
P0138316	Jane Ishibashi	\$ 346.32		FC	Reimbursement for Library Materials
P0138317	Amazon Business	\$ 204.22		NOCE	Instructional Supplies
P0138318	Amazon Business	\$ 332.82		NOCE	Instructional Supplies
P0138327	JM & J Contractors	\$ 29,046.00	Capital Outlay	AC	Retaining Wall/Concrete Flat Work @ FC
P0138328	North Orange County Chamber	\$ 1,000.00		AC	Institutional Membership
P0138329	Amazon Business	\$ 1,576.92		FC	Instructional Supplies
P0138331	Pocket Nurse Enterprises Inc	\$ 462.50		NOCE	Lab Supplies
P0138332	Oriental Trading Company Inc	\$ 118.83		NOCE	Instructional Supplies
P0138333	Placentia Yorba Linda USD	\$ 174.00		FC	Transportation Cost for College Prep Event
P0138334	JT Print It	\$ 199.35		FC	Promotional Materials
P0138335	BSN Sports LLC	\$ 186.33		FC	Promotional Materials
P0138336	Trashcans Unlimited	\$ 527.46		FC	Trash Cans
P0138337	Nasco Modesto	\$ 954.35		FC	Nutrition Study Aids
P0138338	VWR Funding Inc	\$ 129.11		FC	Library Materials
P0138339	Henry Schein Inc	\$ 230.25		CC	Instructional Supplies
P0138340	Alina Medina	\$ 63.00		FC	Student Fee Reimbursement
P0138341	Jasmin Garcia	\$ 49.00		FC	Student Fee Reimbursement
P0138342	Irene Lopez	\$ 33.50		FC	Student Fee Reimbursement
P0138343	Lowe's Companies Inc	\$ 515.50		FC	Instructional Supplies
P0138344	The Total Signs	\$ 19,997.70		CC	Graphics and Installation for Communications Dept.
P0138345	White Dove Release	\$ 450.00		FC	Sherbeck Field Supplies
P0138346	Amazon Business	\$ 130.98		FC	Textbook

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138347	Wheatstone Corporation	\$ 346.83		FC	Software License
P0138348	Leonard Chaidez Tree Service	\$ 15,955.00		CC	Tree Trimming Services
P0138349	Amazon Business	\$ 84.13		FC	Office Supplies
P0138350	Transportation Charter Services Inc	\$ 1,122.00		AC	Bus Transportation for District Diversity Trip
P0138351	Amazon Business	\$ 410.39		FC	Instructional Supplies
P0138352	Case & Sons Construction Inc	\$ 14,700.00	Capital Outlay	AC	Concrete Cutting Services for Hot Water Tank Pipeline @ FC
P0138353	California Auto Refrigeration Distributors Inc	\$ 1,000.00		FC	Blanket Order for Instructional Supplies
P0138354	California Metal X	\$ 1,500.00		FC	Blanket Order for Instructional Supplies
P0138355	ConvergeOne Inc	\$ 5,995.00		CC	Software Maintenance Renewal
P0138356	A Alvarado Painting	\$ 2,576.00		FC	Wall Repair Services
P0138357	American System Integrators	\$ 2,458.64		NOCE	Security Camera Installation
P0138358	Sodexo Inc and Affiliates	\$ 2,396.30		FC	Catering for Adjunct Day Events
P0138359	Cesar Ureiro	\$ 19.00		FC	Student Fees Reimbursement
P0138360	Andrew Finney	\$ 58.00		FC	Student Fees Reimbursement
P0138361	Angela Medina	\$ 52.50		FC	Reimbursement for Student Fees
P0138362	Mirza Lopez Zepeda	\$ 49.00		FC	Reimbursement for Student Fees
P0138363	Kevin Ryan	\$ 52.50		FC	Reimbursement for Student Fees
P0138364	Joseph Escano	\$ 63.00		FC	Reimbursement for Student Fees
P0138365	Briana Ruiz	\$ 52.50		FC	Reimbursement for Student Fees
P0138366	Marina Pacheco	\$ 64.50		FC	Reimbursement for Student Fees
P0138367	Nicole Relaz	\$ 66.50		FC	Reimbursement for Student Fees
P0138369	Nth Generation Computing Inc	\$ 323.00		NOCE	Software Support
P0138372	Amazon Business	\$ 347.94		CC	Instructional Supplies
P0138373	Amazon Business	\$ 33.85		CC	Office Supplies
P0138374	Amazon Business	\$ 279.98		NOCE	Instructional Supplies
P0138375	CopWare Inc	\$ 85.00		FC	Subscription Renewal
P0138376	Transportation Charter Services Inc	\$ 864.00		FC	Transportation for International Student Center
P0138377	Sodexo Inc and Affiliates	\$ 4,980.21		FC	Catering for College Prep Event
P0138378	Uline Inc	\$ 577.91		FC	Rolling Rack
P0138379	Shiffler Equipment Sales Inc	\$ 15.46		CC	Lab Supplies
P0138380	Educational Student Tours Inc	\$ 20,188.00		FC	College Tour Field Trip Travel Fees
P0138397	NMK Corporation	\$ 2,505.79		FC	Network Switch
P0138398	Pistol Star Inc	\$ 20,000.00		AC	Software License Renewal
P0138399	Blick Art Materials LLC	\$ 619.67		FC	Instructional Supplies
P0138400	Eliza Arellano	\$ 64.50		FC	Student Fees Reimbursement
P0138401	Bearcom Wireless Worldwide	\$ 117.46		NOCE	Campus Safety Supplies
P0138402	Love and Logic Institute Inc	\$ 6,823.15		NOCE	Curriculum Publication
P0138403	NMK Corporation	\$ 26,884.30		FC	Network Server
P0138404	Nelson Case Corporation	\$ 2,505.19		CC	Camera Cases
P0138405	Signarama of Anaheim	\$ 962.38		FC	Campus Signage
P0138406	B & H Photo Video Inc	\$ 362.84		FC	Instructional Supplies
P0138407	Laundry Loops, Inc.	\$ 225.80		CC	Classroom Supplies
P0138408	Lenny's	\$ 950.00		FC	Concrete Pump Rental
P0138409	Vintage King Audio Inc	\$ 301.17		FC	Instructional Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138410	Sweetwater Sound Inc	\$ 870.62		FC	Instructional Supplies
P0138411	Montgomery Hardware	\$ 11,870.49	Capital Outlay	AC	Replacement Doors at FC Men & Women's Restrooms @ FC
P0138412	Joel Salcedo	\$ 1,703.92		FC	Field Trip Fee Reimbursement
P0138413	Snap-on Business Solutions	\$ 33,083.43		CC	Lab Work Stations
P0138414	Matco Tools	\$ 1,461.54		CC	Classroom Supplies
P0138415	Jostens	\$ 21.56		FC	Degree Supplies
P0138416	The Total Signs	\$ 1,093.69		CC	Campus Signage
P0138417	Anatomy Warehouse	\$ 310.32		FC	Lab Supplies
P0138418	Woodwind & Brasswind of South Bend LLC	\$ 642.19		CC	Storage Carts
P0138419	Transportation Charter Services Inc	\$ 1,299.00		CC	Transportation Fees for Legacy Program Students
P0138420	Embalmers Supply Company	\$ 525.80		CC	Shipping Fees
P0138421	iT1 Source LLC	\$ 799.72		NOCE	Printer
P0138422	Sodexo Inc and Affiliates	\$ 888.34		FC	Catering for Dual Enrollment Faculty & Staff Event
P0138423	Amazon Business	\$ 87.84		FC	Instructional Supplies
P0138424	Jersey Mike's UTC	\$ 6,400.00		CC	Blanket Order for Food Delivery
P0138439	Hal Leonard Corporation	\$ 58.49		CC	Textbook
P0138440	B & H Photo Video Inc	\$ 79,125.12		FC	Video Equipment
P0138441	Sodexo Inc and Affiliates	\$ 1,293.00		FC	Catering for Kwanzaa Event
P0138442	International E-Z Up Inc	\$ 141.81		CC	Canopy
P0138443	Anaheim Restaurant Supplies	\$ 9,944.25		FC	Culinary Equipment
P0138444	MVP Promotions	\$ 4,439.30		CC	Marketing Materials
P0138445	Fast Signs	\$ 343.23		FC	Financial Aid Signage
P0138446	Easykeys.com Inc	\$ 29.95		FC	Keys
P0138447	Home Depot	\$ 251.36		CC	Office Supplies
P0138448	Sodexo Inc and Affiliates	\$ 1,259.71		FC	Catering for Fine Arts Division Meeting
P0138449	Brittany Hamer	\$ 205.76		CC	Reimbursement for Cypress Charger Experience
P0138450	Gisela Verduzco	\$ 143.95		CC	Reimbursement for Student Supplies
P0138451	School Services of California	\$ 50,000.00		AC	Collective Bargaining Negotiations Consultant
P0138452	Certified Enterprises Inc	\$ 480.00		CC	Waste Pickup Services
P0138462	iZotope Inc	\$ 2,985.00		FC	Software License
P0138463	Sodexo Inc and Affiliates	\$ 68.92		FC	Catering for Movie Fright Night
P0138464	Ashley Berry	\$ 104.60		CC	Reimbursement for Food Supplies
P0138465	Cypress College	\$ 30.00		CC	Parking Permit Reimbursement
P0138466	Sodexo Inc and Affiliates	\$ 945.94		FC	Catering for New Student Orientation
P0138467	Global Equipment Co	\$ 157.85		FC	Security Safe
P0138468	African American Male Education Network and Developmer	\$ 4,400.00		FC	Summit Fee
P0138469	Lederick Horne Speaks LLC	\$ 7,500.00		CC	Independent Contractor for Speaking Services
P0138470	Rodriguez Engineering Inc	\$ 39,500.00	Capital Outlay	AC	Structural Engineering Services for Bldg. 1300 @ FC
P0138471	Sodexo Inc and Affiliates	\$ 271.32		FC	Catering for Academic Orientation
P0138472	Vital Inspection Services Inc	\$ 4,608.00	Capital Outlay	AC	Inspection of Record Bldg. 3100 HVAC Replacement @ FC
P0138473	Johnson Controls Fire Protection LP	\$ 372.50	Capital Outlay	CC	Fire Controls System
P0138474	CSI Fullmer	\$ 65,859.01		NOCE	Classroom Furniture
P0138475	Hi Standard Automotive LLC	\$ 1,136.58		CC	Vehicle Lights
P0138476	Transportation Charter Services Inc	\$ 4,011.00		FC	Transportation for Umoja XV Conference

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138477	Celeste Phelps	\$ 15.00		CC	Reimbursement for Catering for Disabled Students Meeting
P0138478	Celeste Phelps	\$ 11.84		CC	Reimbursement for Catering for Disabled Students Meeting
P0138479	Evelyn Barajas	\$ 49.00		FC	Student Fee Reimbursement
P0138480	Angelica Ramos	\$ 33.00		FC	Student Fee Reimbursement
P0138481	Jasmine Salas	\$ 66.50		FC	Student Fee Reimbursement
P0138482	Yasmin Avila	\$ 63.00		FC	Student Fee Reimbursement
P0138492	Cynthia Olivo	\$ 1,000.00		FC	Guest Speaker Services
P0138493	Shawntel Palacios	\$ 52.50		FC	Student Fee Reimbursement
P0138494	Karla Castillo	\$ 49.00		FC	Student Fee Reimbursement
P0138495	Amazon Business	\$ 56.63		CC	Instructional Supplies
P0138496	Karla Castillo	\$ 49.00		FC	Student Fee Reimbursement
P0138497	Johanna Paredes	\$ 61.00		FC	Student Fee Reimbursement
P0138498	Tracy Ruiz Lopez	\$ 49.00		FC	Student Fee Reimbursement
P0138499	Performance Health Supply Inc	\$ 9,876.34		CC	Lab Supplies
P0138500	Trinity Machinery Service	\$ 5,000.00		FC	Blanket Order for Welding Machine Repairs
P0138501	Workrite Ergonomics LLC	\$ 371.85		FC	Office Furniture
P0138502	CSI Fullmer	\$ 8,509.96		FC	Furniture for Administrative Services
P0138503	VocalBooth.com Inc	\$ 2,311.48		FC	Instructional Supplies
P0138505	Ambient Environmental Inc	\$ 4,400.00	Bond	AC	Asbestos Sampling and Environmental Reporting @ FC
P0138506	Amazon Business	\$ 105.55		CC	Instructional Supplies
P0138507	Buddy's All Stars, Inc.	\$ 2,787.11		FC	Athletic Uniforms
P0138508	On Call Event Rentals	\$ 3,221.28		CC	Table/Chair Rental for Science Technology Event
P0138509	S&B Foods	\$ 307.08		CC	Catering for Cultural Understanding Event
P0138510	North Orange County Chamber	\$ 3,000.00		AC	Sponsorship for Influences Conference 2020
P0138511	Amazon Business	\$ 420.65		FC	Instructional Supplies
P0138512	Cypress College	\$ 180.00		CC	Student Parking Permits
P0138513	Mac Tools	\$ 6,384.17		CC	Instructional Supplies
P0138514	Pier - Tech Inc	\$ 2,562.75	Bond	AC	Anchor Plate and J Bolts for SEM & VRC-SAC Bldg. @ CC
P0138515	Allana Buick & Bers Inc	\$ 220,600.00	Bond	AC	Inspections of Waterproofing & Air Barrier B/A: 9/24/19
P0138516	VARI Sales Corporation	\$ 969.75		CC	Stand Up Desks
P0138517	Ninyo & Moore Geotechnical	\$ 6,325.00	Capital Outlay	AC	Material Testing & Special Inspection Underground Salt Vault @ AC
P0138518	King Van & Storage Inc	\$ 2,000.00		NOCE	Blanket Order for Moving Furniture
P0138519	Design Science Inc	\$ 454.56		FC	Software License
P0138520	S&B Foods	\$ 619.56		CC	Catering for Student Equity and Achievement
P0138521	S&B Foods	\$ 26,900.00		CC	Meal Cards
P0138522	Amazon Business	\$ 549.48		CC	Lab Supplies
P0138523	Amazon Business	\$ 135.86		CC	Instructional Supplies
P0138524	Promotional Concepts Enterprises	\$ 2,013.04		CC	Promotional Materials
P0138525	Brea/Orange County Plumbing	\$ 15,000.00		FC	Blanket Order for Emergency Plumbing Repairs
P0138526	Sasco Electric	\$ 2,000.00		CC	Blanket Order for Installation of Cable
P0138527	Office Solutions	\$ 300.00		CC	Blanket Order for Office Supplies
P0138528	J D Fields Lumber Co Inc	\$ 2,000.00		CC	Blanket Order for Instructional Supplies
P0138529	Freestyle Camera	\$ 4,500.00		CC	Blanket Order for Instructional Supplies
P0138530	Hi Standard Automotive LLC	\$ 3,500.00		CC	Blanket Order for Automotive Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138531	Laguna Clay Co	\$ 1,500.00		CC	Blanket Order for Instructional Supplies
P0138550	Amazon Business	\$ 184.53		NOCE	Blanket Order for Instructional Supplies
P0138551	Glasby Maintenance Supply Co.	\$ 23,295.23	Capital Outlay	CC	Custodial Equipment @ Cypress College
P0138552	Creative Resources Consulting	\$ 588.00		FC	Remote Software Service Session
P0138553	CSI Fullmer	\$ 61,437.99		CC	Furniture for the President Office
P0138555	Howard Roofing Company Inc	\$ 17,540.00		FC	Roofing Repairs
P0138556	O'Reilly Automotive Inc	\$ 114.35		CC	Facilities Supplies
P0138557	Howard Technology Solutions	\$ 1,280.08		FC	Computer
P0138558	Rodriguez Engineering Inc	\$ 12,500.00		AC	General Engineering Services
P0138559	DynTek Services Inc	\$ 10,200.00		FC	Office 365 Training Services
P0138560	iT1 Source LLC	\$ 249.89		NOCE	Computer Accessories
P0138561	Mels Sewing Service	\$ 137.50		NOCE	Instructional Supplies
P0138562	Krueger International Inc	\$ 39,570.62		NOCE	Instructional Classroom Furniture
P0138563	Sodexo Inc and Affiliates	\$ 974.22		FC	Catering for Ethnic Studies Open House
P0138564	BJ Fine Catering	\$ 390.06		CC	Catering for Black History Month Event
P0138565	Home Depot	\$ 600.00		NOCE	Blanket Order for Instructional Supplies
P0138566	Darrell Wesley	\$ 800.00		CC	Guest Speaker for Black History Month
P0138567	Matfal Music LLC	\$ 300.00		FC	Instructional Supplies
P0138568	Rodriguez Engineering Inc	\$ 14,500.00	Capital Outlay	AC	Structural Investigation for an Offsite Hotel @ CC
P0138569	Boosey & Hawkes	\$ 881.23		FC	Instructional Supplies
P0138570	State of California	\$ 3,150.00		CC	Safety Inspection Fees
P0138571	Integrity Electric	\$ 4,996.00		FC	Lighting Installation Project
P0138572	Piano Marvel LLC	\$ 340.00		FC	Subscription Renewal
P0138573	GST	\$ 216.55		CC	Printer
P0138574	Make Music Inc	\$ 350.00		FC	Instructional Supplies
P0138575	B & H Photo Video Inc	\$ 342.75		FC	Instructional Supplies
P0138576	AudioRax LLC	\$ 86.68		FC	Instructional Supplies
P0138577	Sodexo Inc and Affiliates	\$ 620.45		FC	Catering for Spring 2020 Info Booths
P0138578	The Research & Planning Group for CCC	\$ 500.00		FC	Institutional Membership
P0138579	Fullerton College	\$ 509.85		FC	Child Development Lab School Invoice
P0138580	Kristal Bastedo	\$ 110.60		FC	Student Reimbursement for Foster Youth Success
P0138581	JB Bostick Company Inc	\$ 400.00		AC	Concrete Repair Services
P0138582	Eliza Arellano	\$ 54.66		FC	Textbook Reimbursement
P0138583	Amazon Business	\$ 149.55		NOCE	Instructional Supplies
P0138584	US Bank	\$ 500.00		AC	Institutional Membership
P0138585	Genesee Osuna	\$ 13.29		FC	Student Reimbursement for Foster Youth Success
P0138586	CDW Government Inc	\$ 93.55		FC	Computer Warranty
P0138587	Xavier Deras	\$ 119.97		FC	Student Reimbursement for Foster Youth Success
P0138588	CDW Government Inc	\$ 430.23		FC	Computer Monitor
P0138593	Joseph Liles	\$ 68.44		FC	Student Reimbursement for Foster Youth Success
P0138594	Sodexo Inc and Affiliates	\$ 4,969.97		FC	Catering for Spring 2020 Convocation
P0138595	Maintenance Solutions Inc	\$ 446.38		CC	Facilities Supplies
P0138596	Jostens	\$ 36.20		FC	College Degrees
P0138597	Certified Enterprises Inc	\$ 300.00		CC	Recycling Pickup

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138598	NMK Corporation	\$ 793.04		FC	Computer Component
P0138599	Stored Value Marketing	\$ 80,045.00		FC	Student Gas Cards
P0138600	CDW Government Inc	\$ 1,428.67		FC	Computer
P0138601	American Bar Association	\$ 1,500.00		FC	Institutional Membership
P0138603	Anaheim Union High School District	\$ 179.82		NOCE	Custodial Services
P0138604	Associated Press	\$ 813.86		FC	Broadcasting License Fee
P0138605	Safe Hearing America Inc	\$ 1,994.50		AC	2020 Mobile Hearing Testing
P0138606	Aluminess Products inc	\$ 2,784.50		FC	Instructional Equipment
P0138607	Placentia Yorba Linda USD	\$ 278.00		FC	Transportation Charges
P0138609	Sodexo Inc and Affiliates	\$ 407.21		FC	Catering for New Faculty Seminar Breakfast
P0138610	Sodexo Inc and Affiliates	\$ 1,491.21		FC	Catering for New Faculty Seminar Breakfast
P0138611	BSN Sports LLC	\$ 5,384.78		FC	Athletic Uniforms
P0138612	Wolters Kluwer Law & Business	\$ 531.58		FC	Annual Subscription Fee
P0138613	CSI Fullmer	\$ 220.00		NOCE	Cabinet Installation
P0138614	Sodexo Inc and Affiliates	\$ 322.72		FC	Catering for Mindfulness Institute Event
P0138615	Orbit Event Rentals	\$ 2,353.00		FC	Umbrella Rentals
P0138616	S&B Foods	\$ 1,465.40		CC	Catering for Counselor Event
P0138617	Loyola Marymount University	\$ 300.00		FC	Sacramento Legislative Seminar Fees
P0138618	Ikea California LLC	\$ 185.31		FC	Instructional Materials
P0138619	DM Color Express Inc	\$ 1,522.30		FC	Facilities Supplies
P0138620	BSN Sports LLC	\$ 78.47		FC	Athletic Uniforms
P0138621	The Mathworks Inc	\$ 1,225.00		FC	Software
P0138622	Sodexo Inc and Affiliates	\$ 283.53		FC	Catering for Guided Pathways Meetings
P0138623	Cherie Ichinose	\$ 500.00		FC	Guest Speaker
P0138624	Hu-Friedy Mfg Co LLC	\$ 5,185.38		CC	Lab Equipment
P0138625	Sodexo Inc and Affiliates	\$ 2,437.60		FC	Catering for President's Open Forum
P0138626	Ann Marie Ruelas	\$ 279.60		CC	Reimbursement for Student Lunch Event
P0138627	4imprint Inc	\$ 3,044.92		FC	Marketing Materials
P0138628	Henry Schein Inc	\$ 41.69		CC	Instructional Supplies
P0138629	Columbia Dentoform Corp	\$ 1,039.41		CC	Lab Supplies
P0138630	CSI Fullmer	\$ 2,027.09		NOCE	Office Furniture
P0138631	Airgas USA LLC	\$ 62.46		NOCE	Office Supplies
P0138642	Stanford Research Systems	\$ 1,055.86		CC	Lab Equipment
P0138643	Redline Detection LLC	\$ 350.00		FC	Blanket Order for Automotive Supplies
P0138644	VWR Funding Inc	\$ 971.44		CC	Lab Supplies
P0138645	BSN Sports LLC	\$ 2,302.79		FC	Athletic Supplies
P0138646	Opti-Fit International Inc	\$ 8,136.93		CC	Athletic Equipment
P0138647	S&B Foods	\$ 867.39		CC	Catering for Legacy Program Dinner
P0138648	Angela Medina	\$ 245.67		FC	Reimbursement for Student Fees
P0138649	Jordan Ensheiwat	\$ 63.00		FC	Reimbursement for Student Fees
P0138650	Carla Waters	\$ 22.50		FC	Reimbursement for Student Fees
P0138651	Maria Chelo	\$ 49.00		FC	Reimbursement for Student Fees
P0138652	Jill Rivera	\$ 49.00		FC	Reimbursement for Student Fees
P0138653	Maria Cruz Monroy	\$ 54.50		FC	Reimbursement for Student Fees

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138654	Janeth Lopez	\$ 85.00		FC	Reimbursement for Student Fees
P0138655	Amazon Business	\$ 111.92		FC	Instructional Supplies
P0138656	Cal Pro Specialties	\$ 648.31		NOCE	Promotional Materials
P0138657	North Orange County ROP	\$ 7,000.00		NOCE	Travel Reimbursements for Regional Opportunity Program
P0138658	The Taco Man	\$ 650.00		FC	Catering for Puente Program
P0138659	Reyna Ortiz	\$ 66.50		FC	Student Fee Reimbursement
P0138660	Cecilia Gomez	\$ 49.00		FC	Student Fee Reimbursement
P0138661	Hi Standard Automotive LLC	\$ 8,852.70		CC	Vehicle Supplies for Campus Safety
P0138662	Fisher Scientific Co LLC	\$ 3,333.67		CC	Instructional Supplies
P0138663	Illuminart Group	\$ 199,648.50		AC	Anaheim Campus LED Retrofit Project - BA: 09/24/19
P0138664	Lorena Cuellar	\$ 66.50		FC	Student Fee Reimbursement
P0138666	CSI Fullmer	\$ 3,400.67		FC	Student Seating
P0138668	CDW Government Inc	\$ 14,702.34		CC	(10) Computers
P0138672	Conceptual Marketing	\$ 3,593.56		FC	Promotional Materials
P0138673	Amazon Business	\$ 482.72		FC	Promotional Materials
P0138674	Amazon Business	\$ 35.72		NOCE	Instructional Supplies
P0138675	Fast Signs	\$ 283.60		FC	Signage for Counseling
P0138676	American Dental Association	\$ 4,170.00		CC	Dental Accreditation Fees
P0138677	US Bank	\$ 488.14		CC	Student Travel & Conference Fee
P0138678	Doing Good Works	\$ 2,792.81		FC	Marketing Materials
P0138691	ASCAP	\$ 579.00		FC	Annual License Fee
P0138692	Amazon Business	\$ 79.68		CC	Instructional Supplies
P0138693	Amazon Business	\$ 43.09		AC	Office Supplies
P0138694	Amazon Business	\$ 155.54		NOCE	Textbooks
P0138695	Carolina Biological Supply Co	\$ 107.67		CC	Instructional Supplies
P0138696	World Trust	\$ 509.88		CC	Instructional Supplies
P0138697	Good Docs	\$ 2,705.15		CC	Instructional Supplies
P0138699	Apex Audio Inc	\$ 15,363.12		FC	Instructional Supplies
P0138700	Airgas-West Inc	\$ 320.66		AC	Instructional Supplies
P0138701	PBS	\$ 253.10		CC	Instructional Supplies
P0138702	Entenmann-Rovin Co	\$ 124.10		CC	Police Badge
P0138703	Office Solutions	\$ 500.00		NOCE	Blanket Order for Office Supplies
P0138704	Greek Life Threads	\$ 38.33		CC	Graduation Supplies
P0138705	Greek Life Threads	\$ 2,155.00		CC	Graduation Supplies
P0138706	Versare Solutions Inc	\$ 1,831.75		CC	Room Divider
P0138707	Funmilola Fagbamila	\$ 3,000.00		FC	Guest Speaker for Umoja Program
P0138708	Toni Nielson	\$ 370.00		FC	Field Trip Reimbursement
P0138709	Media Education Foundation	\$ 5,249.13		CC	Instructional Media
P0138710	Arthur J Gallagher & Company	\$ 32,135.00		AC	18-19 WC Excess Supplemental Audit Premium
P0138711	CDW Government Inc	\$ 361.26		FC	Printer
P0138712	CDW Government Inc	\$ 887.86		FC	Scanner
P0138713	State Water Resources Control Board	\$ 652.00		CC	Water Resources Permit Fees
P0138716	Transportation Charter Services Inc	\$ 5,000.00		NOCE	Blanket Order for Bus Transportation
P0138718	CDW Government Inc	\$ 338.34		AC	Printer with Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0138720	ELB US Inc	\$ 10,704.32		FC	Multimedia Display Unit
P0138721	Signarama of Anaheim	\$ 2,374.20		NOCE	Campus Signage
P0138722	Li9 Inc	\$ 2,618.00		FC	Software Subscription Renewal
P0138723	Certified Enterprises Inc	\$ 440.00		FC	Waste Pickup Services
P0138724	Johnson Controls Fire Protection LP	\$ 1,132.25		CC	Fire Alarm Fees
P0138725	JM & J Contractors	\$ 2,850.00		FC	Flooring Repair Services
P0138727	Placentia Yorba Linda USD	\$ 53,500.00		NOCE	Fee for California Adult Education Program
P0138740	Great Scott Tree Service Inc	\$ 47,573.75	Capital Outlay	FC	Tree Trimming and Removal @ FC
P0138741	Guidepost Solutions LLC	\$ 58,670.00	Bond	CC	Security Assessment and Security Standards @ CC
P0138744	Vivantio Inc	\$ 15,146.00		FC	Software Licenses Renewal
P0138763	Westberg + White Inc	\$ 190,000.00	Capital Outlay	FC	Architect of Record for FC Sherbeck Field Improvement B/A 2/11/20
P0138799	Federal Express	\$ 350.00		AC	Blanket Order for FedEx Mailing Costs
P0138800	Office Solutions	\$ 1,000.00		CC	Blanket Order for Instructional Supplies
P0138801	Richard the Thread	\$ 1,000.00		CC	Blanket Order for Instructional Supplies
P0138802	Stage Accents & Performance Concepts	\$ 4,000.00		FC	Blanket Order for Instructional Supplies
		\$ 52,089,724.52			

Approved by: _____
Fred Williams, Vice Chancellor

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 14, 2020

SUBJECT: Budget Adjustments

Action	X
Resolution	X
Information	
Enclosure(s)	X

BACKGROUND: Revised 2019-2020 fiscal year allocations and amendments have been received for various federal- and state-funded programs, and local contracts. Based on these revisions, adjustments are needed to various General Fund and Financial Aid Fund revenue and expenditure budgets that were previously approved by the Board.

The General Fund programs requiring an adjustment are:

- Health Resources & Services Administration Health Careers Opportunity Program (HRSA HCOP)
- Hunger Free Campus Program
- Staff Diversity Funds
- Strong Workforce Program (SWP) - Local

The Financial Aid Fund program requiring an adjustment is:

- Student Success Completion Grant (SSCG)

Revised Allocation Adjustments

SITE	PROGRAM NAME	TOTAL ADJUSTMENT	SOURCE OF ADJUSTMENT
GENERAL FUND			
AC	Staff Diversity	5,000	P-1 Allocation
	SWP - Local	(3,936)	Revised Allocation from State
CC	HRSA HCOP	(8,000)	Correction to Carryover
	Hunger Free Campus Program	40,950	P-1 Allocation
	SWP - Local	203,579	17% Incentive Funding Allocation
FC	Hunger Free Campus Program	59,380	P-1 Allocation
	SWP - Local	277,924	17% Incentive Funding Allocation
NOCE	Hunger Free Campus Program	17,009	P-1 Allocation
	SWP - Local	<u>127,487</u>	17% Incentive Funding Allocation
	TOTAL – GENERAL FUND	<u>719,393</u>	

SITE	PROGRAM NAME	TOTAL ADJUSTMENT	SOURCE OF ADJUSTMENT
	FINANCIAL AID FUND		
CC	SSCG	448,000	P-1 Allocation
FC	SSCG	<u>638,000</u>	P-1 Allocation
	TOTAL – FINANCIAL AID FUND	<u>1,086,000</u>	
	GRAND TOTAL BUDGET ADJUSTMENTS	<u>1,805,393</u>	

This agenda item was submitted by Ivy Hwee, District Manager, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities; and Direction #5: The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 3280, Grants.

FUNDING SOURCE AND FINANCIAL IMPACT: Various programs have received revised 2019-2020 allocations and amendments since the adoption of the District Proposed Budget on September 10, 2019 or subsequent adoption of new agreements by the Board. Budget adjustments are being submitted to revise revenue and expenditure budgets accordingly for the 2019-2020 fiscal year.

RECOMMENDATION: Authorization is requested to make adjustments to General Fund and Financial Aid Fund revenue and expenditure budgets in accordance with the revised fiscal year 2019-2020 allocations. It is further requested that a resolution be adopted to adjust budgets and authorize expenditures within the General Fund and Financial Aid Fund pursuant to the California Code of Regulations Title 5, Section 58308. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Budget Adjustments (Board Date April 14, 2020) July 1, 2019 - June 30, 2020

Note: All expenditure adjustments are being placed in one account for each program. Separate budget transfers will be processed to reallocate the adjustment amount to align with program plans.

<u>Campus Fund</u>		<u>Account Title</u>	<u>Fund</u>	<u>Orgn</u>	<u>Account</u>	<u>Program</u>	<u>Acty</u>	<u>Locn</u>	<u>Adjustment</u>
<u>General Fund (0101)</u>									
AC	Staff Diversity	Other Operating Expenses	18000	1405	50000	6760			\$ 5,000.00
AC	Staff Diversity	State Revenues	18000	1405	86274	6760			\$ 5,000.00
AC	SWP - Local	Other Operating Expenses	17240	1505	50000	6090			\$ (3,936.00)
AC	SWP - Local	State Revenues	17240	1505	86255	6090			\$ (3,936.00)
CC	HRSA HCOP	Other Operating Expenses	16924	2635	50000	6600			\$ (8,000.00)
CC	HRSA HCOP	Federal Revenues	16924	2635	81900	6600			\$ (8,000.00)
CC	Hunger Free Campus Program	Other Operating Expenses	17767	3370	50000	6960			\$ 40,950.00
CC	Hunger Free Campus Program	State Revenues	17767	3370	86283	6960			\$ 40,950.00
CC	SWP - Local	Other Operating Expenses	17240	2770	50000	6010			\$ 203,579.00
CC	SWP - Local	State Revenues	17240	2770	86255	6010			\$ 203,579.00
FC	Hunger Free Campus Program	Other Operating Expenses	17768	6105	50000	6490			\$ 59,380.00
FC	Hunger Free Campus Program	State Revenues	17768	6105	86283	6490			\$ 59,380.00
FC	SWP - Local	Other Operating Expenses	17240	5225	60000	6600			\$ 277,924.00
FC	SWP - Local	State Revenues	17240	5225	86255	6600			\$ 277,924.00
NOCE	Hunger Free Campus Program	Other Operating Expenses	17769	9704	50000	6490			\$ 17,009.00
NOCE	Hunger Free Campus Program	State Revenues	17769	9704	86283	6490			\$ 17,009.00
NOCE	SWP - Local	Other Operating Expenses	17240	9793	50000	6190			\$ 127,487.00
NOCE	SWP - Local	State Revenues	17240	9793	86255	6190			\$ 127,487.00
<u>Financial Aid Fund (7474)</u>									
CC	SSCG	Student Financial Aid	37541	3410	75000	7320			\$ 448,000.00
CC	SSCG	State Revenues	37541	3410	86237	7320			\$ 448,000.00
FC	SSCG	Student Financial Aid	37542	6150	75000	7320			\$ 638,000.00
FC	SSCG	State Revenues	37542	6150	86237	7320			\$ 638,000.00

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund (0101), for fiscal year 2019-2020, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

<u>INCOME ACCOUNT</u>	<u>INCOME SOURCE</u>	<u>AMOUNT</u>
8199	Other Federal Revenues	\$ (8,000)
8629	CalWORKs, TTIP, Other	727,393
TOTALS		\$ <u>719,393</u>
<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
5000	Other Operating Expenses	\$ 441,469
6000	Capital Outlay	277,924
TOTALS		\$ <u>719,393</u>

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on April 14, 2020, and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____.

Al Mijares, Ph.D., County Superintendent of Schools
by _____, Deputy
3.b.4

Item No.

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the Financial Aid Fund (7474), for fiscal year 2019-2020, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

<u>INCOME ACCOUNT</u>	<u>INCOME SOURCE</u>	<u>AMOUNT</u>
8629	CalWORKs, TTIP, Other	\$ 1,086,000
	TOTALS	\$ <u>1,086,000</u>

<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
7500	Student Financial Aid	\$ 1,086,000
	TOTALS	\$ <u>1,086,000</u>

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on April 14, 2020, and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____.

Al Mijares, Ph.D., County Superintendent of Schools
by _____, Deputy

3.b.5

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	April 14, 2020	Information	
SUBJECT:	2019-2020 Budget Transfers: General Fund	Enclosure(s)	X

BACKGROUND: While all areas attempt to project their expenditures accurately, situations occur which require transfers to be made. Many times an amount is budgeted for a project but the specific areas of expenditures are not determined until a later date. In this case, the funds are then transferred to the specific accounts.

The attached transfers have been requested and only represent those that affect a contingency account, exceed \$10,000 and/or establish new revenue and expense budgets. In each case, a brief explanation is stated. Additional information will be provided upon request. Pursuant to the California Code of Regulations Title 5, §58307, transfers of funds may be made from reserve for contingencies to any expenditure classification or between expenditure classifications at any time by written resolution of the Board of Trustees. In addition, a resolution providing for the transfer from reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board of Trustees.

This agenda item was submitted by Kashmira Vyas, District Director, Fiscal Affairs.

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

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6250, Budget Management.

FUNDING SOURCE AND FINANCIAL IMPACT: Budget transfers will be made to the various funds and accounts, as listed.

RECOMMENDATION: Authorization is requested for the 2019-2020 General Fund transfers netting to the amount of \$1,779,158 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Fred Williams

3.c.1

Recommended by

Approved for Submittal

Item No.

1. 17240: Strong Workforce Initiative - Local - FC

Transfer to align budget with approved program plans.

From:	5000 Other Operating Expenses & Services	(1,535,468)
To:	1300 Instructional Salaries	29,455
	1400 Noninstructional Salaries	86,691
	2100 Noninstructional Salaries	342,546
	2300 Noninstructional Salaries	118,088
	3900 Benefits	109,901
	4000 Supplies & Materials	309,978
	6000 Capital Outlay	538,809

2. 17169: California Adult Education Program - NOCE

Transfer to cover the cost of furniture for ARISE lab (Academics, Relationships, Independence, Self-Advocacy, & Emotional Health) and future purchases.

From:	5000 Other Operating Expenses & Services	(148,000)
To:	6000 Capital Outlay	148,000

3. 17249: Strong Workforce Initiative - Local - CC

Transfer to align budget with approved program plans.

3.1	From:	5000 Other Operating Expenses & Services	(24,065)
	To:	4000 Supplies & Materials	5,000
		6000 Capital Outlay	19,065
3.2	From:	5000 Other Operating Expenses & Services	(68,460)
	To:	1400 Noninstructional Salaries	54,554
		3900 Benefits	10,891
		4000 Supplies & Materials	432
		6000 Capital Outlay	2,583

4. 11100: Prior Year Funds - AC

Transfer to provide funding for Portal Guard, a comprehensive single-sign on and self-service password reset service.

From:	7900 Reserve for Contingencies	(20,000)
To:	5000 Other Operating Expenses & Services	10,000
	6000 Capital Outlay	10,000

5. 16751: Department of Defense (DoD) California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) – Cybersecurity Internships/Externships - FC

Transfer to appropriate organization and account number for professional expert salaries and benefits.

From:	2100 Noninstructional Salaries	(16,000)
To:	2300 Noninstructional Salaries	14,787
	3900 Benefits	1,213

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to make the budget transfers between the expenditure classifications as listed below, within the General Fund (0101), pursuant to the California Code of Regulations Title 5, §58307;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

FROM			TO	
Budget Classification	Amount		Budget Classification	Amount
5000	\$ 1,759,158		1300	\$ 29,455
7900	20,000		1400	141,245
			2100	326,546
			2300	129,175
			3900	122,005
			4000	303,838
			6000	726,894
TOTAL	\$ 1,779,158		TOTAL	\$ 1,779,158

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on April 14, 2020, and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____.

Al Mijares, Ph.D., County Superintendent of Schools

by _____, Deputy

3.c.3

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: April 14, 2020 Information _____
Enclosure(s) _____
SUBJECT: One-time Funding Allocations

BACKGROUND: At the November 26, 2019 Board Study Session, discussion ensued on categories and amounts for allocation of \$74.5 million of one-time funds. Since that time numerous discussions have taken place at both the Council on Budget and Facilities (CBF) and the District Consultation Council (DCC) on the same topic.

Recent discussion has focused on the change of estimates on the amount of funds available to allocate, shifting from the \$74.5 million down to \$60.5 million, due to the reduction of the District’s estimate of hold harmless funding. The revision of the estimate is necessary due to improvements in the District’s metrics and rate for earned revenue and the decision of the State Chancellor’s Office to have “Hold Harmless Districts” participate in any statewide funding deficit. At the time of the 2019-20 First Principal Apportionment calculations, the statewide deficit was \$250,003,559, of which our District’s portion is \$7,907,027.

After lengthy discussions, CBF, through consensus, has recommended the allocation of \$19,609,148 of one-time funds be allocated for Capital Improvement, including ADA, to Cypress College (\$7,557,000), Fullerton College (\$7,900,000) and NOCE (\$4,152,148). These amounts have filtered through each of the campuses budget processes, including line item project lists.

Allocations such as this would normally go through the normal budget development process, and would be included in the 2020-21 budget. Campus staff have requested an earlier allocation to allow work to be completed over the summer break.

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

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6250, Budget Management. Transfers from the reserve for contingencies to any expenditure classification must be approved by two-thirds vote of the members of the Board.

FUNDING SOURCE AND FINANCIAL IMPACT: \$9.8 million of the funds will be shifted from redevelopment funds with the balance of \$9.81 million carry over from unallocated Districtwide resources.

RECOMMENDATION: Authorization is requested for the Board to approve the allocation of \$19,609,148 of one-time funds be allocated for Capital Improvement, including ADA, to Cypress College (\$7,557,000), Fullerton College (\$7,900,000) and NOCE (\$4,152,148).

Fred Williams

Recommended by

Approved for Submittal

3.d.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	April 14, 2020	Information	
		Enclosure(s)	
SUBJECT:	Sole Source Service for the Upgrade of the Energy Management System at Anaheim Campus		

BACKGROUND: The Anaheim Campus’ existing Metasys Energy Management System (EMS) currently works on two systems – Metasys and FX, which causes programming issues and limits the staff’s capability to manage the building systems efficiently. Additionally, the original Metasys system’s controls have passed the useful life and require large-scale replacement.

On January 28, 2020, the original recommendation to issue a purchase order and contract to Trane to upgrade the Anaheim Campus’ EMS was pulled from the Board agenda for further review. At the time, the Committee, comprised of the District Director, Facilities Planning & Construction, Manager, District Facilities Planning, Maintenance & Construction, and the current and former District Building Maintenance Coordinators, compared proposals and presentations from two vendors, Johnson Controls, Inc. and Trane. Since that time, an additional vendor, Computrols, was reviewed by the Committee.

Computrols	\$852,364.00
Johnson Controls, Inc.	\$585,000.00
Trane	\$495,985.00

After consideration of the price comparisons of all three vendors, as shown above, and functionalities of three different systems, the Committee continues to recommend that Trane Building Automation System (BAS) would best serve the needs of the Anaheim Campus.

Trane shall provide all required equipment, materials, labor, and services to upgrade the EMS at the Anaheim Campus in the amount of \$495,985. The District is also requesting a contingency in the amount of \$50,000 for unforeseen conditions such as diagnostic or repair services for the existing HVAC systems, duct/air distribution systems, air balancing, BACnet communication cards or integration of Data Aire units, etc.

This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction, and Jenney Ho, District Director, Purchasing.

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

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

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project will come from Scheduled Maintenance.

RECOMMENDATION: It is recommended that the Board approve Resolution No. 19/20-16, and authorize the District Director, Purchasing, to issue a purchase order and contract to Trane to upgrade the Energy Management System at the Anaheim Campus in the amount of \$495,985 plus contingency in the amount of \$50,000. Authorization is further requested for the Vice Chancellor, Finance and Facilities or his designee to execute all required documents and contracts.

Fred Williams

Recommended by

Approved for Submittal

3.e.2

Item No.



**RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
APPROVING CONTRACT WITH TRANE TO PROVIDE EQUIPMENT,
MATERIALS, LABOR AND SERVICES TO UPGRADE THE ENERGY
MANAGEMENT SYSTEM AT THE ANAHEIM CAMPUS**

RESOLUTION NO. 19/20-16

WHEREAS, the North Orange County Community College District (“District”) has determined it is necessary to upgrade the energy management system at the Anaheim Campus; and

WHEREAS, based on a review and comparison of proposals and presentations provided by various vendors, and after consideration of price and the functionality of the various systems, District staff determined that the Trane Building Automation System (“BAS”) would best serve the needs of the District and its Anaheim Campus;

WHEREAS, the District’s Board of Trustees (“Board”) finds that the Trane BAS is necessary due to specific features and other factors including, but not limited to, the following:

- a. Trane is the District’s standard for HVAC systems and the District has two existing Trane chillers.
- b. The District’s Board previously approved contracts to Trane to upgrade the chillers and to install adaptive frequency drives (AFD’s) and controls.
- c. Trane’s comprehensive upgrade to the current EMS includes, without limitation, engineering and design; installation; programming; testing and verification of system operations; remote hosting of Intelligent Services (IS) systems and technologies; ongoing support by way of a service agreement; and Trane’s Artificial Intelligence (AI) predictive diagnostics.
- d. Since the two existing chillers have already been fitted with Trane AFD’s, the AI program and services that will be included in the new BAS can manipulate intricate chiller plant sequences to optimize energy use under continuous real-time conditions. Trane’s AI program and services will also help verify service actions and identify issues before they become a problem. Trane’s AI program and services are unique and no other vendor that the District reviewed and considered could provide similar services, operations, functions or features, and be fully integrated and compatible with the District’s existing chillers and AFD’s.
- e. Since Trane is already familiar with the performance curves of the District’s existing chillers, Trane will be able to best implement chiller plant optimization strategies such as chilled water resets which can match plant operations with prevailing conditions to lower the burden on the compressors and reduce energy consumption.

- f. The new Trane BAS will have the ability to perform data logging or trending that can assist the District identify and evaluate energy saving measures.

WHEREAS, pursuant to Public Contract Code section 3400(b)(2), the District's Board has determined that the Trane BAS is a necessary in order to match and fully integrate with the existing chillers, AFD's and other products in use on a particular public improvement either completed or in the course of completion;

WHEREAS, pursuant to Public Contract Code section 3400(b)(3), the District's Board has determined that the Trane BAS and accompanying AI predictive diagnostics equipment and services are necessary items and are available from one source;

WHEREAS, the District's Board has determined that it would work an incongruity and not produce any advantage to competitively bid the procurement and construction of the Trane BAS and accompanying AI predictive diagnostics equipment and services are necessary items and are available from one source; and

WHEREAS, Meakin v. Steveland (1977) 68 Cal.App.3d 490 and Los Angeles Dredging v. Long Beach (1930) 210 Cal. 348 hold that statutes requiring competitive bidding do not apply when competitive bidding would work an incongruity or not produce any advantage.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines that the acquisition of the Trane BAS and accompanying AI predictive diagnostics equipment and services are necessary items; are necessary in order to match and fully integrate with the existing chillers, AFD's and other products in use on a particular public improvement either completed or in the course of completion; are available from one source based on the factors set forth above; and that it would work an incongruity and not produce any advantage to competitively bid the procurement/installation of the Trane BAS and accompanying AI predictive diagnostics equipment and services.

Section 3. The Board hereby approves the acquisition of the Trane BAS and accompanying AI predictive diagnostics equipment and services as specified herein and as set forth in Exhibit "A".

Section 4. The Board hereby delegates authority to the Vice Chancellor, Finance and Facilities or his designee to execute and deliver any and all documents which he may deem necessary or advisable in order to execute this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5. This Resolution shall be effective as of the date of its adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 24th day of March, 2020, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

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

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

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 24th day of March, 2020, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 24th day of March, 2020.

Clerk of Governing Board
North Orange County Community College District

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution
DATE: April 14, 2020 Information
Enclosure(s)
SUBJECT: Agreement with Concentric Sky for the
Orange County K-12 to Community
College Crosswalk / Career Technical
Education Program Finder

BACKGROUND: Through Strong Workforce (SW) funds provided from the Los Angeles Orange County Regional Consortium (LAOCRC), Cypress College is the fiscal agent for the K12 to Community College Crosswalk Project. As the fiscal agent, Cypress College worked with the Orange County Department of Education (OCDE) and Concentric Sky to develop an online crosswalk between K-12 to Cypress College career education pathways (a.k.a. Program Finder).

The initial Program Finder project was completed (<https://www.programfinderoc.com>); however, the Los Angeles Orange County Regional Consortium has elected to fund additional features to develop Phase II, for an amount of \$368,581, over a 30 month period. On March 10, 2020 the Board approved the receipt of the SW allocation. The North Orange County Community College District is sub-contracting a portion of that funding for a total of \$238,584 to Concentric Sky to assist in the development of Phase II, including a distance filter, job search field, etc., for the career technical education (CTE) College Program Finder.

This agenda item is being submitted by Kathleen Reiland, CTE Dean, Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Strategic Direction: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. It also responds to Strategic Direction #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses. This project supports Strategic Direct #5, in that it will educate all constituents about the many excellent career opportunities offered at our institutions.

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

FUNDING SOURCE AND FINANCIAL IMPACT: The contract fee of \$234,584 will be reimbursed through the regional Strong Workforce allocation.

RECOMMENDATION: Authorization is requested for contracted services with Concentric Sky, for an amount not to exceed \$238,584. The contract will cover services through December 30, 2021. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreement on behalf of the District.

Fred Williams

3.f

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 14, 2020 Resolution _____
Information _____
Enclosure(s) _____

SUBJECT: Emergency Closure of the Fullerton
College Child Development and
Educational Services, Lab School

BACKGROUND: On March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of a novel Coronavirus (COVID-19).

On March 7, 2020, the California Department of Public Health issued a School Guidance on COVID-19 advising educational institutions to prepare for possible impacts of the worldwide pandemic.

On March 15, 2020, the U.S. Centers for Disease Control and Prevention imposed a mandatory moratorium against gatherings of 50 or more people. As an emergency measure and for the immediate welfare of the school and pupils, temporary closure of the Fullerton College Child Development and Educational Services, Lab School was necessary, effective March 16, 2020, and continuing until the Chancellor authorizes the reopening of the center.

In order to continue to receive State funding, the Board must take official action to close the center as part of the official licensing requirements.

This agenda item was prepared by Jorge Gamboa, Dean of Social Sciences at Fullerton College.

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: There is minimal fiscal impact for this item. California State Preschool Program (CSPP) Fund, and Child and Adult Care Food Program (CACFP).

RECOMMENDATION: It is recommended that the Board retroactively approve an emergency temporary closure of the Fullerton College Child Development and Educational Services, Lab School effective March 16, 2020 and authorize the Chancellor to approve the reopening of the center when it is deemed safe for students and staff.

Fred Williams

3.g

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 14, 2020 Resolution _____
Information _____
Enclosure(s) _____

SUBJECT: Fullerton College Institutional Membership,
#RealCollege California

BACKGROUND: Historically, the North Orange County Community College District has maintained memberships in state and national organizations that represent and serve the interests of community colleges. Each year, the District pays the membership dues for these organizations, many of which are oriented toward a specific instructional area or toward the instructional program in general. Many of them are required or strongly recommended as part of an accreditation, while others provide professional development to staff or establish linkages between the District and the business or private sector. The Board has delegated the approval process for memberships under \$1,000; consequently, items presented for approval are those memberships that exceed \$1,000.

The inaugural #RealCollege California was implemented by the Chief Executive Officers of the California Community Colleges Affordability, Food & Housing Access Taskforce. Members of #RealCollege California receive the following support from the Hope Center for College, Community, and Justice:

- #RealCollege California Conference - special membership rates for the annual conference and support with the planning and implementation of the conference which is held on a Californian Community College campus
- Strategic Planning - advice from leaders, including virtual office hours with Dr. Sara Goldrick-Rab, and help with strategic planning and implementation in diverse areas such as financial aid, food, housing, partnership relations, and advising
- Network and Partnership Connections - networking opportunities and support provided by experienced practitioners from around the country
- Grant Assistance - assistance with grant proposals and other fundraising activities
- Research, Data and Baseline Metrics - assistance from qualified researchers to establish baseline metrics and assess outcomes as well as assistance with powerful story telling
- Online Resources - participation in an online platform to communicate with colleagues for brainstorming, collaboration, planning, and a virtual book club
- Advocacy Support - strategic guidance on policy advocacy at the state and federal levels
- #RealCollege Survey - optional participation in the #RealCollege Survey, cost includes student incentives

This #RealCollege California membership will provide valuable information, data, and support related to addressing the food and housing insecurities facing many of our students. While the membership will impact the College as a whole, the membership benefits will also support specific Student Services areas that work with students experiencing significant financial need such as the Chris Lamb and Tony DuBois-Walker

Memorial Food Bank, Financial Aid, Veterans Resource Center, and the EOPS/CARE/CalWORKs and FYSI departments.

This agenda item was prepared by Dr. Elaine Lipiz Gonzalez, Dean of Student Support Services at Fullerton College.

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

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6100, Delegation of Authority.

FUNDING SOURCE AND FINANCIAL IMPACT: The membership dues will be charged to the Hunger Free Grant fund and organization codes that best represent the purpose of the membership.

RECOMMENDATION: Authorization is requested for an institutional membership to the #RealCollege California Coalition –a partnership of the Hope Center for College, Community, and Justice; Temple University; and the Community College League of California– for Fullerton College from April 1, 2020 through April 1, 2021, at a cost not to exceed \$5,000.

Fred Williams

Recommended by

Approved for Submittal

3.h.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	April 14, 2020	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	NOCCCD, Fullerton College & Fullerton College Foundation Master Agreement	Enclosure(s)	<u> X </u>

BACKGROUND: Fullerton College and the Fullerton College Foundation have been planning for a transition of the Fullerton College Foundation from an Independent Foundation Model to an Auxiliary Foundation Model, similar to the relationship between Cypress College and the Cypress College Foundation. An updated master agreement is attached in support of this relationship.

The master agreement serves to formalize relationships and cooperative activities between NOCCCD, Fullerton College and the Fullerton College Foundation. The attached updated master agreement reflects the work that has been done collaboratively between the Fullerton College Foundation and Fullerton College.

The updated master agreement has been reviewed and approved by the Fullerton College Foundation Board of Directors, as well as Fullerton College. The updated master agreement was shared, discussed and supported by a variety of constituents and governance groups at the college, including the Faculty Senate and the President's Advisory Council.

This agenda item is submitted by Dr. Greg Schulz, President, Fullerton College and Chuck Allen, Executive Director, Fullerton College Foundation.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations and businesses.

How does this relate to Board Policy: The agenda item relates to Board Policy 3600, Auxiliary Organizations.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding in support of this updated master agreement comes from a donation that the college received, which is on deposit at the Fullerton College Bursar's Office.

RECOMMENDATION: It is recommended that the Board approve the attached updated master agreement between NOCCCD, Fullerton College and the Fullerton College Foundation.

Fred Williams

3.i.1

Recommended by

Approved for Submittal

Item No.



AGREEMENT

BY AND BETWEEN THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, FULLERTON COLLEGE
AND
THE FULLERTON COLLEGE FOUNDATION

This Agreement is made and entered into this day 14 of April, 2020, by and between the North Orange County Community College District (the “NOCCCD”), Fullerton College (the “College”) and the Fullerton College Foundation, Inc. (“Foundation”), a California non-profit Corporation operated for the sole benefit of the College/NOCCCD, to formalize relationships and cooperative activities between the College/NOCCCD and the Foundation.

I. BACKGROUND AND PURPOSE

WHEREAS, the Foundation is an Internal Revenue Code Section 501(c)(3) public charity which exists solely for the purpose of supporting the College and its students and which has been recognized by the College/NOCCCD governing board as having a formal relationship with, and working on behalf of, the College/NOCCCD. By approving this Agreement, the College/NOCCCD affirms its recognition of the Foundation as an auxiliary organization within the meaning of Section 72607€of the Education Code; and

WHEREAS, the College offers a comprehensive array of educational and other services to students and to the community, and has done so continuously since 1913; and the Foundation was created in 1959 to administer funds bequeathed or donated for the educational benefit of students and former students of the College, including distribution of such funds for scholarship activities, and to further the educational purposes of the College in other ways; and

WHEREAS, the College/NOCCCD has found that the administration of fundraising, development and foundation funds management functions, is most efficiently performed by an Auxiliary, nonprofit entity such as the Foundation;

NOW THEREFORE, the NOCCCD Board of Trustees and the Foundation hereby enter into this Agreement defining the parameters of their relationship.

II. COMMITMENT OF THE FOUNDATION TO THE COLLEGE/NOCCCD

- Hold, apply and prudently expend its income and assets so as to manage and operate the Foundation effectively for the exclusive benefit of the College and NOCCCD
- Provide student Scholarships/Grants including Osher Foundation scholarships to FC students
- Raise funds from business, corporations, associations and individuals for student financial aid, College Capital projects, College academic programs, College events, etc.
- Work with the Office of the President for the purpose of planning and coordinating the College’s internal and external fund and friend raising activities

III. COMMITMENT OF THE COLLEGE/NOCCCD TO THE FOUNDATION

- Salary and benefits and other types of funding support as agreed to by the Foundation and College/NOCCCD as defined in Exhibit A
- Provide office space, technology support and College Bursar's Office support
- Provide the Foundation with databases(s), public information support and assist with fund raising efforts
- Retain and pay for the annual audit of the Foundation

IV. USE OF FACILITIES OR EQUIPMENT

The Foundation may occupy, operate and use the College/NOCCCD facilities and property as identified in Exhibit B to this Agreement to accomplish the purposes of the Agreement and consistent with the policies, rules and regulations as adopted by the College and/or the NOCCCD.

The Foundation shall keep and maintain all utilized College facilities in a clean and orderly condition and shall, if required by the College, at its own expense at reasonably frequent intervals and in a lawful manner, dispose of all extraordinary waste from the facilities. The College/NOCCCD agrees that it will keep the described facilities in good repair and will provide custodial services, Internet connections, and telephone lines.

The right to use any of the College/NOCCCD facilities or equipment as provided in this Agreement shall cease upon termination of this Agreement or upon written notice of thirty (30) days to the Foundation by the College or NOCCCD that the facilities are needed for the exclusive use of the College or the NOCCCD.

Upon termination of this Agreement or upon the termination of the Foundation's right to use College/NOCCCD facilities pursuant to this Agreement, the College/NOCCCD shall have the option to require the Foundation, at its own expense and risk, to restore the facilities as nearly as possible to the condition existing prior to the execution of the Agreement. If the Foundation shall fail to do so within thirty (30) days after the College/NOCCCD exercises said option in writing, the College/NOCCCD may restore the property at the expense of the Foundation, and all costs and expenses of such removal or restoration shall be paid by the Foundation upon demand of the College/NOCCCD. The College/NOCCCD shall have the right to exercise this option at any time up to thirty (30) days after the expiration of this Agreement, but not thereafter. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

During the term of this Agreement, the Foundation shall have the right to place and attach fixtures, signs, furniture and equipment in or upon facilities as authorized in writing by the College President as to number, site, and location. Fixtures, signs or equipment so erected, placed or attached by the Foundation shall be and remain the properties of the Foundation and shall be removed there from by the Foundation upon the termination of this Agreement or when directed by the College President in writing.

V. IDENTITY

The College/NOCCCD grants the Foundation the use of College name and logo during the term of this Agreement for so long as the Foundation remains in good standing with the College/NOCCCD and abides by the terms set forth in this Agreement.

VI. ACCESS

It is understood and agreed that at any time the College/NOCCCD's officers, employees and agents shall have the right to enter the described facility; however, a mandate that no such person shall have the right to remove anything of a personal or confidential nature shall be strictly enforced by the College/NOCCCD and the Foundation, except as may be required by law.

VII. ALIGNMENT OF INTERESTS

The Foundation's Board of Directors shall include the President of the College, as an ex-officio voting member; the President of the Faculty Senate as ex-officio voting member, the President of the Classified Senate as an ex-officio, voting member and an appointed member of the North Orange County Board of Trustees as an ex-officio voting member. The Foundation bylaws shall include language requiring such appointments to the Foundation Board of Directors.

The communication between the Foundation and the College/NOCCCD shall be delegated to the Executive Director of the Foundation and the College President and, if the NOCCCD so desires, the Chancellor of the NOCCCD, who shall meet at a mutually acceptable time, as they determine, to review and prioritize the planned and current activities of the Foundation, as well as explore, discuss, recommend and review programs and activities involving both organizations, as are then appropriate. A system of formal communication between the Executive Director and the College President will be developed to ensure that the College and the NOCCCD is fully informed of activities between the Foundation and the College and that these activities are clearly communicated and well-coordinated between College/NOCCCD administration, departments, faculty, committees, and programs such that the College President is fully aware of and can support Foundation activities. The College will make available to the Foundation the annual planning document that outlines the College priority needs for the coming year and will assist with promoting Foundation programs and highlighting achievements for the mutual benefit of the Foundation and the College.

The NOCCCD Chancellor or College President shall have the right to cause the Foundation to cease any activity deemed, in her or his judgment, to be contrary to the best interests of the College or inconsistent with the policies or purposes of the College/NOCCCD.

The Foundation shall help the College/NOCCCD create an environment conducive to increasing levels of private support for the College/NOCCCD mission and priorities.

VIII. COVENANT

During the term of this Agreement, the Foundation agrees to maintain its existence and to operate in accordance with state and federal laws governing nonprofit organizations, and with College/NOCCCD policy. The Foundation's bylaws will be in support of the policies, rules, and regulations of both the mission and program goals of the College and the NOCCCD and with State and Federal laws and regulations.

IX. PROPRIETARY AND CONFIDENTIAL MATERIAL AND INFORMATION

The Foundation acknowledges that the College/NOCCCD possesses and shall continue to possess a wide variety of proprietary and confidential materials and information. Such materials and information may appear in tangible or intangible forms and may include but are not limited to trade secrets, inventions, documents, writings, papers, records, data, publication, apparatus, equipment, property, improvements, products, hardware, software, processes, formulae, concepts, know-how, studies, and reports. The Foundation agrees that such materials and information shall be the sole and exclusive property of the College/NOCCCD and shall be used in strict confidence. The Foundation shall not disclose, sell, or use such materials and information unless specifically authorized by this Agreement or in writing by the College President or NOCCCD Chancellor. Upon termination of this Agreement or upon written notice by the College/NOCCCD, the Foundation shall return all such materials and information to the College/NOCCCD. Thereafter, the Foundation shall forever refrain from using or disclosing such materials and information for any purpose whatsoever without consent from the College/NOCCCD. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

From time to time the Foundation Board may, in open or closed session, discuss private, confidential or sensitive matters, including, without limitation, candidates for office, potential donors, specialized grants, restricted donation limitations, testamentary requirement, and the like. This information is considered essential in order for the Foundation to fulfill its fiduciary obligations to donors. As a material part of the Agreement, the College/NOCCCD agrees that such information is strictly confidential and shall not be disclosed to, or discussed with, any other person or entity by any person who is employed by, or serves in any office or capacity for, the NOCCCD, without the prior written consent of the Foundation Board, so long as said disclosure is not required by law or necessary to comply with the terms of this Agreement or NOCCCD policy.

X. BUSINESS PRACTICES AND AUDIT

The Foundation recognizes that all of its activities, programs, publicity and news releases, and similar actions could result in diminished public esteem and injury to the College; therefore, in addition to obtaining an annual independent audit, the Foundation shall adopt and implement all appropriate generally accepted business practices as applied by enterprises of size and scope similar to the Foundation.

The Foundation shall keep and maintain records and accounts of its operations, financial status and program expenditures for a period of not less than five (5) years following each budget period. Such records and reports shall cover all activities of the Foundation whether pursuant to this Agreement or otherwise. The College/NOCCCD shall have the right to inspect and audit such records and accounts during and/or following the close of any Foundation fiscal year following reasonable notification to the Foundation. The rights and obligations provided in this Section shall survive the termination of this Agreement.

The Foundation will hold regular meetings of the Board of Directors and provide written notice to each member at least (10) days before the day of such meetings as specified in the Foundation bylaws.

The Foundation Executive Director will submit an annual Schedule of Commensurate Return to the College President's Office for the NOCCCD Board of Trustees highlighting the benefits and services the Foundation has provided to the College concurrent with the submission of the audited financial report.

The Foundation shall prepare an annual budget of its revenues and expenses and shall submit such budget to the Foundation Board of Directors and to the College President prior to the commencement of each fiscal year, for approval by the Foundation's Board of Directors.

XI. APPLICATION OF FOUNDATION FUNDS

To ensure good stewardship and to fulfill the fiduciary responsibilities of the Foundation regarding endowment and other gifts, the Foundation has established and will follow legal, customary, and generally accepted policies and procedures for the acceptance, management and investment of such gifts. Earnings in excess of operating costs, appropriate provision for equipment acquisition and replacement, and quasi-endowment and working capital and reserves, shall be used for the benefit of students and former students of the College, and for other activities and programs of the College, as determined by the Foundation with the concurrence of the Foundation Board of Directors. All activities and programs that benefit the goals and objectives of various educational programs of the College in the near term and in the long term will be determined by mutual agreement between the College President and the Foundation.

XII. INSURANCE AND INDEMNIFICATION

The NOCCCD shall provide for the Foundation commercial general liability coverage, which includes property damage coverage, of \$1,000,000 per occurrence with a deductible of \$1,000 per occurrence.

The Foundation shall secure its own insurance policy with appropriate supplemental liability coverage for errors and omissions of directors and officers and employee dishonesty at a minimum of \$1,000,000 per occurrence and \$1,000,000 in the aggregate, at the Foundation's sole cost and expense. The NOCCCD shall be named as an additional insured on the Foundation's insurance policy and shall be furnished a certificate of insurance along with an additional insured endorsement. The Foundation shall notify the NOCCCD in writing within thirty (30) days of the cancellation of such policy of insurance.

Each party agrees to indemnify, defend, and save harmless the other party and its officers, agents and employees from any and all loss, damage, liability or expense (including but not limited to reasonable attorneys fees and court costs) that may be suffered or incurred by the other party, its officers, agents and employees arising in connection with this Agreement, or in any way connected with the use of the NOCCCD or College facilities by the Foundation, to the extent that the loss, damage, or liability arises from the intentional or negligent acts or omissions of the indemnifying party, its officers, agents or employees or its breach of this Agreement. If the indemnified party, or its officers, agents, or employees, engaged in intentional or negligent acts or omissions or a breach of this Agreement that contributed to said loss, damage or liability, then the parties' respective responsibility shall be determined in accordance with principles of comparative fault. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

XIII. PUBLIC RELATIONS

With respect to expenditures for public relations or other purposes which would serve to augment College/NOCCCD appropriations for the operation of the College, the Foundation may expend funds in such amount and for such purposes as are approved by the Board of Directors of the Foundation.

XIV. DISPOSITION OF EARNINGS

Net earnings derived from the operations of the Foundation shall be used solely to benefit the College/NOCCCD and its students or used for reserves as established by the Board of Directors of the Foundation.

XV. ATTORNEY AND ACCOUNTANT SERVICES

The board of directors of the Foundation shall have the benefit of the advice and counsel of at least one attorney admitted to practice law in California and at least one licensed certified public accountant. Neither

the attorney nor the certified public accountant need to be members of the board of directors of the Foundation.

XVI. INDIRECT COSTS

If the Foundation administers federally-sponsored or other programs in which indirect costs to the College/NOCCCD will be incurred, it shall gain the approval of the College/NOCCCD in advance of accepting such funds and agree to reimburse the College/NOCCCD for the indirect costs. Such reimbursement will take into consideration the NOCCCD's federal indirect cost rate and the approved indirect cost allocation, if any, of the program award. All such reimbursements shall be made by the Foundation within thirty (30) days of receipt of an invoice with a determination of such costs.

XVII. DISTRIBUTION OF ASSETS UPON CESSATION

The property of the Foundation is irrevocably dedicated to the charitable purpose, as set forth in its governing documents, of supporting the College/NOCCCD and its students and former students, and upon the liquidation or dissolution of the Foundation, or upon the abandonment of its property or the cessation of the Foundation's operations under this Agreement, this property will not inure to the benefit of any private person, but rather it will be distributed to either (1) the College/NOCCCD, or (2) one or more nonprofit funds, foundations, or corporations that are designated by the College and which are organized and operated exclusively for public educational purposes and that have established tax exempt status under Section 501(c)(3) and Section 509 of the Internal Revenue Code (or any successor provision), and that will assure that all received property shall be reserved for the exclusive use and benefit of the College and its students and former students.

Through the years the Foundation has accepted funds from donors in the form of scholarship endowments. These funds are commonly known and accounted for as "Permanently Restricted Funds." In the event of a liquidation or dissolution of the Foundation the successor organization will continue to maintain and manage these "Permanently Restricted Funds" as scholarship endowments in perpetuity. Additionally, the Foundation manages "Title V" funds which are "Temporarily Restricted Funds." These funds, including any earnings, dividends, interest, etc. will convert to "Permanently Restricted Funds" of the Foundation or the successor organization at the end of the holding period (Year 2023) and also be treated as scholarship endowments in perpetuity.

XVIII. THIRD PARTIES

Neither party shall enter into any contract that would obligate the other party or its facilities, equipment or personnel without the prior written approval of the other party. There are no intended third-party beneficiaries of this Agreement.

XIX. SEVERABILITY

If any one or more of the provisions of this Agreement is held to be invalid, illegal, or unenforceable, then such provisions shall be deemed severed from the Agreement, and the remaining provisions of the Agreement shall continue in full force and effect and shall not be affected, impaired, or invalidated in any way.

XX. SECTION HEADINGS

The various section headings in the Agreement shall be used solely for the Parties' convenience and shall not affect the meaning, construction, or effect thereof.

XXI. TERM OF AGREEMENT

The term of this Agreement shall be five (5) years beginning on the date of this Agreement, unless sooner terminated as herein provided; provided however, that this Agreement shall be extended upon mutual agreement automatically for subsequent annual periods of five (5) years unless either party notifies the other party in writing not later than sixty (60) days prior to a renewal date of its intention not to renew. The Parties to this Agreement agree to meet and review this Agreement yearly. In any event of termination, the provisions of Section XVII of this Agreement (concerning the distribution of assets upon dissolution) shall survive such termination.

XXII. EFFECT OF TERMINATION

Upon termination of this Agreement, neither party shall have any further obligation hereunder except for (1) obligations occurring prior to the date of such termination; and (2) obligations, promises, or covenants contained herein which expressly extend beyond the term of this Agreement, including but not limited to those set forth in this Section XIV. Upon termination of this Agreement, the Foundation shall within thirty (30) days of such termination: (1) vacate any College/NOCCCD facilities and/or real property the Foundation is occupying; (2) return all College/NOCCCD equipment and supplies to the College/NOCCCD; (3) transfer all documents and records in its possession relating to its administration of the services, programs, functions or activities described in this Agreement to the College/NOCCCD; (4) discontinue its use of the College name and logo; and (5) perform all other obligations required of the Foundation under the terms of this Agreement.

XXIII. GOVERNING LAW AND VENUE

This Agreement shall be executed, delivered, construed, and enforced in accordance with the laws of the State of California. Proper venue for legal action regarding this Agreement shall be situated in Orange County, California.

XXIX. CONSTRUCTION

In the event of dispute, both Parties shall be deemed to have drafted this Agreement. No portion of this Agreement shall be constructed for or against either Party based on the drafter or the Agreement. Unless otherwise specified, references in this Agreement to notice or acts to be performed by the College shall be deemed to require the approval of or notice from the College President or acting College President (or his or her designee) as endorsed by the NOCCCD governing board or the District Chancellor as may be applicable, and references to notice or acts to be performed by the Foundation shall be deemed to require the approval of or notice from the Foundation Executive Director or his or her designee, as endorsed by the Foundation Board of Directors.

XXV. NON-ASSIGNABILITY

This Agreement is not assignable by the Foundation or the College/NOCCCD in whole or in part, nor shall the Foundation permit anyone else to use the assigned Foundation facilities or any part thereof without written permission of the College/NOCCCD.

XXVI. LEGAL AUTHORITY

This Agreement is made pursuant to Section 59257 of Title 5 of the California Code of Regulations and Section 72670 of the Education Code.

XXVII. LEGAL COMPLIANCE

The Foundation agrees to operate in compliance with NOCCCD policy and regulations, and with provisions of law pertaining to auxiliary organizations of community college districts, Sections 72670 et. Seq. of the Education Code and Sections 59277 et. Seq. of Title 5 of the California Code of Regulations.

XXVIII. REAL PROPERTY

The Foundation shall not enter into any transaction concerning real property without the prior approval of the NOCCCD Board of Trustees.

XXIX. REIMBURSEMENT FOR SERVICES AND FACILITIES

Reimbursement to the College by the Foundation for facilities or services shall be in the form of agreed-upon levels of reimbursement for staff and other operating expenses, and in the form of non-monetary or intangible benefits that are agreed upon by the College and the Foundation.

This arrangement is in keeping with the March 13, 1998, Attorney General's Opinion (No.97-1105), which included this observation: "Because the duties and purpose of an auxiliary organization are to benefit a community college district and contribute to its educational mission, no issue of a 'gift of public funds' (Cal Const. Art. XVI, Section 6) is present when district employees perform services for the organization."

The Foundation may provide services to the College for which the College would reimburse the Foundation. The Foundation is responsible for funding its operation other than in those areas the College agrees to.

XXX. NOTICES

All notices required to be given, or that may be given, by either party to the other, shall be in writing and shall be deemed to have been fully given when delivered if delivered personally or three (3) days after mailing if sent by mail, postage prepaid, to the other party as follows.

Notice to the Foundation shall be directed as follows:

President, Board of Directors, Fullerton College Foundation
Executive Director, Fullerton College Foundation
P.O. Box 431
Fullerton, CA 92836

Notice to the NOCCCD and Fullerton College shall be directed as follows:

President, Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832-2095

Chancellor, North Orange County Community College District
1830 W. Romneya Drive
Anaheim, CA 92801-1819

XXXI. SUPERSEDURE AND AUTHORIZATION

This Agreement supersedes all prior agreements between the College and the Foundation with respect to its subject matter. This Agreement may be amended only by a fully executed written agreement of the parties. The individuals whose signatures appear below certify that this Agreement has been approved by their respective governing boards and has received all approvals required under California law.

SIGNATURE PAGE FOLLOWS THIS PAGE

IN WITNESS WHEREOF, this Agreement, when executed by the parties, is effective as of the date written above.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

By _____
Dr. Cheryl Marshall, Chancellor

Date _____

By _____
NOCCCD Board of Trustees

Date _____

FULLERTON COLLEGE

By _____
Dr. Greg Schulz, President

Date _____

FULLERTON COLLEGE FOUNDATION

By _____
Mary Dalessi, Foundation Board President

Date _____

EXHIBIT A

- Salary and benefits and other types of funding support as agreed to by the Foundation and College/NOCCCD
 - The Foundation's Executive Director's salary and benefits shall be reimbursed by the College/NOCCCD for the first three (3) fiscal years of this Agreement at a forty percent (40%) rate.
 - The Foundation's Office Manager's salary and benefits shall be reimbursed by the College/NOCCCD for the first three (3) years of this Agreement at a forty percent (40%) rate.

FOUNDATION EMPLOYEES

As of the effective date of this Agreement, salaries and benefits for the Foundation Executive Director and Foundation Office Manager are paid for by the Foundation.

DISTRICT EMPLOYEES

As of the effective date of this Agreement, there are no District employees assigned to the Foundation; however, in consideration of the Foundation being recognized as an auxiliary organization of the College/NOCCCD, the College intends to hire and partially fund the salaries and benefits for the follow two positions:

- Job Title: Executive Director, College Foundation and Community Relations
- Job Title: Administrative Assistant II (or III)

The College/NOCCCD shall assign College/NOCCCD employees to devote work time to the Foundation, the amount and nature of which shall be determined by the College/NOCCCD in consultation with the Board of Directors of the Foundation. Such employees shall at all times be employees of College/NOCCCD only, and will be subject to and governed by the District's regular policies and procedures. The College/NOCCCD shall retain exclusive authority with respect to all employment issues concerning such employees, including but not limited to, as applicable, renewal and negotiation of employment agreements, right of assignment, salary and wages, benefits, discipline and termination (subject to any applicable collective bargaining or meet and confer agreement). Notwithstanding the foregoing, the Foundation, may evaluate and provide input into employment decisions by the College/NOCCCD with respect to College/NOCCCD employees assigned to the Foundation.

Attachment A will be amended with a complete list of College/NOCCCD employees assigned to the Foundation and a list of their duties to determine the amount that will be reimbursed to the District by the Foundation will be attached hereto as Attachment A and incorporated into this Agreement by reference. Attachment A may be reviewed annually at the request of the College/NOCCCD or Foundation and may be amended by mutual agreement of the parties.

EXHIBIT B

College/NOCCCD Supplied Facilities

Office Space

The Foundation requires adequate working/office space including networked desktop computers and two printers for a minimum of six personnel including:

- Executive Director
- Office Manager
- Development Manager
- Work-Study Student
- Work-Study Student
- Work-Study Student

The Foundation requires a minimum of 100 square feet of adjacent inside storage space for filing cabinets and supplies storage

The Foundation requires a small reception area for students and visitors

The Foundation requires a minimum of 200 square feet of garage type storage for tables, chairs, pop-up tent, archives and marketing materials

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	April 14, 2020	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Cypress College Curriculum Matters		

BACKGROUND: The divisions and the Curriculum Committee at Cypress College and the District Curriculum Coordinating Committee have approved the attached summary of new curriculum and curriculum revisions.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; (6) to provide greater consistency between Cypress and Fullerton courses; and (7) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review and approval prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Silvie Grote, Chair of the Cypress College Curriculum Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Campus General Fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Cypress College, to be effective Fall 2020. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.a.1

Item No.

CYPRESS COLLEGE CURRICULUM

Board Agenda April 14, 2020

(DCCC approved March 6, 2020)

DELETE (DEACTIVATION) COURSES		
COURSE ID	EFF DATE	JUSTIFICATION
ACR 055 C	2020 Fall	Course no longer needed
ACR 001 C	2020 Fall	Course number change
ACR 002 C	2020 Fall	Course number change
ACR 003 C	2020 Fall	Course number change
ACR 004 C	2020 Fall	Course number change
ACR 007 C	2020 Fall	Course number change
ACR 008 C	2020 Fall	Course number change
ACR 009 C	2020 Fall	Course number change
ACR 012 C	2020 Fall	Course number change
ACR 013 C	2020 Fall	Course number change
ACR 030 C	2020 Fall	Course number change
ACR 040 C	2020 Fall	Course number change
ACR 060 C	2020 Fall	Course number change
ACR 070 C	2020 Fall	Course number change

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACR 101 C Auto Collision Repair Tech I Units: 6 Lecture: 3 Laboratory: 9	*Outline Update *Course number change from 001 C *Catalog/Schedule Description Update *Textbook Update Program Review *CSU Transfer	24	Safety, industry and NATEF certification requires highly individualized teaching and oversight.	2020 Fall	Program Review Outline, course number, catalog/schedule description and textbook updated to better reflect course content. Course enhancement for transferability, marketability, and NATEF certification.
ACR 102 C Auto Collision Repair Tech II Units: 6 Lecture: 3 Laboratory: 9	*Outline Update *Course number change from 002 C *Prerequisite Update: ACR 101 C *SAM Code Update *Catalog/Schedule Description Update *Student Learning Outcomes Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, prerequisite, SAM code, catalog/schedule description, SLO's and textbook updated to better reflect course content. Course number change for transferability and marketability.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACR 103 C Auto Collision Repair Tech III Units: 6 Lecture: 3 Laboratory: 9	*Outline Update *Course number change from 003 C *Prerequisite Update: ACR 102 C *SAM Code Update *Catalog/Schedule Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, prerequisite, SAM code, catalog/schedule and textbook updated to better reflect course content. Course number change for transferability and marketability. Update for currency with EPA, ICAR and NATEF industry safety and skills development.
ACR 104 C Auto Collision Repair Tech IV Units: 6 Lecture: 3 Laboratory: 9	*Outline Update *Course number change from 004 C *Prerequisite Update: ACR 103 C *SAM Code Update *Catalog/Schedule Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, prerequisite, SAM code, catalog/schedule description and textbook updated to better reflect course content. Course number change for transferability and marketability.
ACR 107 C Refinishing Technician I Units: 6 Lecture: 5 Laboratory: 3	*Outline Update *Course number change from 007 C *Catalog/ Schedule Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24 The Automotive Collision Repair Department follows guidelines and standards established by both: ASE - the National Institute for Automotive Service Excellence and I-CAR – the Inter-Industry Conference on Auto Collision Repair. NATEF certification is awarded to programs that implement their processes, procedures and testing methodologies and class size thereby establishing a baseline for quality technicians entering the workforce. STD 6.4	2020 Fall	Program Review Outline, course number, catalog/schedule description and textbook updated to better reflect course content. Course number change for transferability and marketability.
ACR 108 C Refinishing Tech II Units: 6 Lecture: 5 Laboratory: 3	*Outline Update *Course number change from 008 C *Prerequisite Update: ACR 107 C *SAM Code Update *Catalog/Schedule Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24 The Automotive Collision Repair Department follows guidelines and standards established by both: ASE - the National Institute for Automotive Service Excellence and I-CAR – the Inter-Industry Conference on Auto Collision Repair. NATEF certification is awarded to programs that implement their processes, procedures and testing methodologies and class size thereby establishing a baseline for	2020 Fall	Program Review Outline, course number, prerequisite, SAM code, catalog/schedule description and textbook updated to better reflect course content. Course number change for transferability and marketability.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			quality technicians entering the workforce. STD 6.4		
ACR 109 C Refinishing Technician III Units: 6 Lecture: 5 Laboratory: 3	*Outline Update *Course number change from 009 C *Prerequisite Update: ACR 108 C *Catalog/Schedule Description Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24 The Automotive Collision Repair Department follows guidelines and standards established by both: ASE - the National Institute for Automotive Service Excellence and I-CAR – the Inter-Industry Conference on Auto Collision Repair. NATEF certification is awarded to programs that implement their processes, procedures and testing methodologies and class size thereby establishing a baseline for quality technicians entering the workforce. STD 6.4	2020 Fall	Program Review Outline, course number, prerequisite, catalog and schedule description updated to better reflect course content. Course number change for transferability and marketability.
ACR 112 C Collision Damage Appraisal Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number change from 012 C *Catalog Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, catalog description and textbook updated to better reflect course content.
ACR 113 C Computerized Automotive Damage Appraisal Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number change from 013 C *Add Distance Education *SAM code Update *Catalog Description Update *Student Learning Outcomes Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, add distance education, SAM code updated, catalog description, SLO's and textbook updated to better reflect course content. Updates for better industry alignments, particularly in software options. Revisions also per program restructuring, number change for transferability, and marketability.
ACR 130 C Electrical Systems and Component Repair Units: 4 Lecture: 3 Laboratory: 3	*Outline Update *Course number change from 030 C *Prerequisite Update: ACR 102 C, ACR 103 C, ACR 104 C *Lecture hours from 4 to 3 *Lab hours from 2 to 3 *Catalog/Schedule Description Update *Student Learning Outcomes Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number, prerequisite update, lecture hours, lab hours, catalog/schedule description, SLO's and textbook updated to better reflect course content. Course number change for transferability and marketability.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACR 140 C Structural Alignment Repair Units: 4 Lecture: 3 Laboratory: 3	*Outline Update *Course number change from 040 C *Prerequisite Update: ACR 102 C, ACR 103 C, ACR 104 C *Catalog Description Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number change, prerequisite update, catalog description and textbook updated to better reflect course content. Course number change for transferability and marketability.
ACR 160 C Collision Repair Management Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number change from 060 C *Catalog Description Update *Student Learning Outcomes Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number change, prerequisite update, catalog description, SLO's and textbook updated to better reflect course content. Course number change for transferability and marketability.
ACR 170 C Automotive Color Matching Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number change from 070 C *Catalog Description Update *Student Learning Outcomes Update *Textbook Update *CSU Transfer	24	Class provides highly individualized one on one training both in lecture and in lab settings. NATEF certification requirement - class size 24	2020 Fall	Program Review Outline, course number change, prerequisite update, catalog description, SLO's and textbook updated to better reflect course content. Course number change for transferability and marketability.
GEOG 203 C Geospatial Field Techniques Units:1 Lecture:1 Laboratory:0	*Update SAM code	25	Most of the time the students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds	2020 Fall	Previously Board Approved 1/28/2020
INDS 200 C Introduction to Global Citizenship Studies Units:3 Lecture:3 Laboratory:0	*Correction to change from Not Degree Applicable to Degree Applicable.	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	Previously Board Approved 6/11/2019

NEW DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Automotive Collision Repair	Auto Collision 1: Detail Technician Certificate		2020 Fall Restructuring for progressive skills attainment.	
	Required courses are listed in suggested sequence (17-18 units):			
		Units		
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR101 C	Auto Collision Repair Tech I		6
	ACR107 C	Refinishing Technician I		6
	ACR050 C	ACR/Special Projects		2 - 3
	Total Units	17 - 18		
Automotive Collision Repair	Auto Collision 2: Paint and Refinishing Certificate		2020 Fall Restructuring for progressive skills attainment and compliance with industry standards	
	Required courses are listed in suggested sequence (18 units):			
		Units		
	ACR021 C	Advanced Auto Detailing		3
	ACR102 C	Auto Collision Repair Tech II		6
	ACR108 C	Refinishing Tech II		6
	ACR170 C	Automotive Color Matching		3
	Total Units	18		
Automotive Collision Repair	Auto Collision 3: Structural Certificate		2020 Fall Restructuring for progressive skills attainment and compliance with industry standards.	
	Required courses are listed in suggested sequence (16 units):			
		Units		
	ACR103 C	Auto Collision Repair Tech III		6
	ACR109 C	Refinishing Technician III		6
	ACR140 C	Structural Alignment Repair		4
	Total Units	16		
Automotive Collision Repair	Auto Collision 4: Appraisal & Management Certificate		2020 Fall Program updates and restructuring for better alignment with industry standards and for student professional development.	
	Required courses are listed in suggested sequence (19 units):			
		Units		
	ACR104 C	Auto Collision Repair Tech IV		6
	ACR112 C	Collision Damage Appraisal		3
	ACR113 C	Computerized Automotive Damage Appraisal		3
	ACR130 C	Electrical Systems and Component Repair		4
	ACR160 C	Collision Repair Management		3
	Total Units	19		

NEW DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Automotive Collision Repair	Auto Collision Advanced Technician Associate of Science		2020 Fall Restructuring of program to emphasize specialty areas and to optimize on funding metrics	
	Required courses are listed in suggested sequence (35 units):			
		Units		
	ACR103 C	Auto Collision Repair Tech III		6
	ACR104 C	Auto Collision Repair Tech IV		6
	ACR109 C	Refinishing Technician III		6
	ACR112 C	Collision Damage Appraisal		3
	ACR113 C	Computerized Automotive Damage Appraisal		3
	ACR130 C	Electrical Systems and Component Repair		4
	ACR140 C	Structural Alignment Repair		4
	ACR160 C	Collision Repair Management		3
	Total Units	35		
Automotive Collision Repair	Auto Collision I-CAR Gold Certificate		2020 Fall Update for alignment with industry standards, and to more appropriate offer students course work toward both a certificate and A.S.	
	Required courses are listed in suggested sequence (34-35 units):			
		Units		
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR021 C	Advanced Auto Detailing		3
	ACR050 C	ACR/Special Projects		2 - 3
	ACR101 C	Auto Collision Repair Tech I		6
	ACR107 C	Refinishing Technician I		6
	ACR130 C	Electrical Systems and Component Repair		4
	ACR140 C	Structural Alignment Repair		4
	ACR160 C	Collision Repair Management		3
ACR170 C	Automotive Color Matching	3		
	Total Units	34 - 35		
Automotive Collision Repair	Automotive Collision I-CAR Gold Associate in Science Degree		2020 Fall The program provides advanced level course work via theoretical and practical hands-on learning experiences. Students acquire expertise and employer-ready skills as productive collision repair professionals. Practical experiences focus on skills development, customer service, quality repairs, and safety. This program is recognized by and is in alignment with I-CAR, the Inter-Industry Conference on Auto Collision Repair. I-CAR is the industry standard for professional development, and the flagship for career technical education curriculum for auto collision repair programs.	
	Courses are listed in suggested sequence (34-35 units):			
		Units		
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR021 C	Advanced Auto Detailing		3
	ACR050 C	ACR/Special Projects		2 - 3
	ACR101 C	Auto Collision Repair Tech I		6
	ACR107 C	Refinishing Technician I		6
	ACR130 C	Electrical Systems and Component Repair		4
	ACR140 C	Structural Alignment Repair		4
	ACR160 C	Collision Repair Management		3
ACR170 C	Automotive Color Matching	3		
	Total Units	34 - 35		

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Automotive Collision Repair	Auto Collision Repair Fundamentals Associate in Science Degree		2020 Fall Update to reflect industry standards and new CA apportionment guidelines. Title change from: Automotive Collision Repair Associate in Science degree. Removed: ACR 003C, 004C, 012C, 030C, 040C, 013C, 060C. Adding: ACR 021C Course number change from: ACR 001C to ACR 101C, ACR 002 C to ACR 102C, ACR007 C to ACR 107C, ACR 008 C to ACR 108C, ACR 070 C to ACR 170 C. Total units from 47 to 35-36	
	Required courses (35-36 units)			
		Units		
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR021 C	Advanced Auto Detailing		3
	ACR050 C	ACR/Special Projects		2 - 3
	ACR101 C	Auto Collision Repair Tech I		6
	ACR102 C	Auto Collision Repair Tech II		6
	ACR107 C	Refinishing Technician I		6
	ACR108 C	Refinishing Tech II		6
	ACR170 C	Automotive Color Matching		3
	Total Units	35 - 36		

MODIFY DEGREES/CERTIFICATES																																																																																																																	
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Art	<p>Art History Associate in Arts for Transfer Degree (AA-T)</p> <p>Required Core: (9 Units)</p> <table border="1"> <thead> <tr> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART111 C</td> <td>Survey of Art History I</td> <td>3</td> </tr> <tr> <td>ART112 C</td> <td>Survey of Art History II</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ART112HC</td> <td>Honors Survey of Art History II</td> <td>3</td> </tr> <tr> <td>ART182 C</td> <td>Beginning Drawing</td> <td>3</td> </tr> </tbody> </table> <p>List A – Select one: (3 units)</p> <table border="1"> <tbody> <tr> <td>ART216 C</td> <td>Latin American Art</td> <td>3</td> </tr> <tr> <td>ART116 C</td> <td>Arts of Africa, Oceania, and Indigenous North America</td> <td>3</td> </tr> </tbody> </table> <p>List B – Select one: (3 units)</p> <table border="1"> <tbody> <tr> <td>ART120 C</td> <td>Two-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART121 C</td> <td>Three-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART185 C</td> <td>Beginning Life Drawing</td> <td>3</td> </tr> <tr> <td>MAD116 C</td> <td>Graphic Design I</td> <td>3</td> </tr> <tr> <td>ART150 C</td> <td>Ceramics Handbuilding</td> <td>3</td> </tr> <tr> <td>PHOT101 C</td> <td>Introduction to Photography</td> <td>3</td> </tr> </tbody> </table> <p>List C – Select one or Any List A or B course not already used (3-5 units)</p> <table border="1"> <tbody> <tr> <td>ART114 C</td> <td>Modern Art History</td> <td>3</td> </tr> <tr> <td>ART100 C</td> <td>Fundamentals of Art</td> <td>3</td> </tr> <tr> <td>ART110 C</td> <td>Introduction to Art</td> <td>3</td> </tr> <tr> <td>ENGL110 C</td> <td>Humanities: Ancient and Medieval</td> <td>3</td> </tr> <tr> <td>INDS100 C</td> <td>Humanities: Ancient and Medieval</td> <td>3</td> </tr> <tr> <td>ENGL111 C</td> <td>Humanities: Renaissance-Present</td> <td>3</td> </tr> <tr> <td>INDS101 C</td> <td>Humanities: Renaissance-Present</td> <td>3</td> </tr> <tr> <td>FREN101 C</td> <td>Elementary French I</td> <td>5</td> </tr> <tr> <td>FREN102 C</td> <td>Elementary French II</td> <td>5</td> </tr> <tr> <td>FREN203 C</td> <td>Intermediate French III</td> <td>4</td> </tr> <tr> <td>FREN204 C</td> <td>Intermediate French IV</td> <td>4</td> </tr> <tr> <td>HIST110 C</td> <td>Western Civilizations I</td> <td>3</td> </tr> <tr> <td>HIST110HC</td> <td>Honors Western Civilizations I</td> <td>3</td> </tr> <tr> <td>HIST111 C</td> <td>Western Civilizations II</td> <td>3</td> </tr> <tr> <td>HIST111HC</td> <td>Honors Western Civilizations II</td> <td>3</td> </tr> <tr> <td>HIST112 C</td> <td>World Civilizations I</td> <td>3</td> </tr> <tr> <td>HIST112HC</td> <td>Honors World Civilizations I</td> <td>3</td> </tr> <tr> <td>HIST113 C</td> <td>World Civilizations II</td> <td>3</td> </tr> <tr> <td>HIST113HC</td> <td>Honors World Civilizations II</td> <td>3</td> </tr> <tr> <td>PHIL201 C</td> <td>History of Ancient Philosophy</td> <td>3</td> </tr> <tr> <td>PHIL202 C</td> <td>History of Modern Philosophy</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Total Units</td> <td>18 - 20</td> </tr> </tbody> </table>		Units	ART111 C	Survey of Art History I	3	ART112 C	Survey of Art History II	3		or		ART112HC	Honors Survey of Art History II	3	ART182 C	Beginning Drawing	3	ART216 C	Latin American Art	3	ART116 C	Arts of Africa, Oceania, and Indigenous North America	3	ART120 C	Two-Dimensional Design	3	ART121 C	Three-Dimensional Design	3	ART185 C	Beginning Life Drawing	3	MAD116 C	Graphic Design I	3	ART150 C	Ceramics Handbuilding	3	PHOT101 C	Introduction to Photography	3	ART114 C	Modern Art History	3	ART100 C	Fundamentals of Art	3	ART110 C	Introduction to Art	3	ENGL110 C	Humanities: Ancient and Medieval	3	INDS100 C	Humanities: Ancient and Medieval	3	ENGL111 C	Humanities: Renaissance-Present	3	INDS101 C	Humanities: Renaissance-Present	3	FREN101 C	Elementary French I	5	FREN102 C	Elementary French II	5	FREN203 C	Intermediate French III	4	FREN204 C	Intermediate French IV	4	HIST110 C	Western Civilizations I	3	HIST110HC	Honors Western Civilizations I	3	HIST111 C	Western Civilizations II	3	HIST111HC	Honors Western Civilizations II	3	HIST112 C	World Civilizations I	3	HIST112HC	Honors World Civilizations I	3	HIST113 C	World Civilizations II	3	HIST113HC	Honors World Civilizations II	3	PHIL201 C	History of Ancient Philosophy	3	PHIL202 C	History of Modern Philosophy	3					Total Units	18 - 20	2020 Fall	<p>Adding ART 216 C-Arts of Africa, Oceania and Indigenous N. America to list A.</p> <p>Total units remain the same.</p>
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MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION		
Art	Studio Arts Associate in Arts for Transfer Degree (AA-T)	2020 Fall	Adding Art 197 to the elective course selection. Total units remain the same.		
	Required Core: (12 units)				
				Units	
	ART112 C			Survey of Art History II	3
				or	
	ART112HC			Honors Survey of Art History II	3
	ART120 C			Two-Dimensional Design	3
	ART121 C			Three-Dimensional Design	3
	ART182 C			Beginning Drawing	3
	List A: Select one: (3 units)				
				Units	
	ART111 C			Survey of Art History I	3
	ART114 C			Modern Art History	3
	List B: Select three: (9 units)				
				Units	
	ART122 C			Introduction to Digital Art	3
	ART123 C			Color Theory	3
	ART130 C			Introduction to Printmaking	3
	ART146 C			Beginning Sculpture	3
	ART148 C			Introduction to Crafts	3
	ART150 C			Ceramics Handbuilding	3
	ART151 C			Ceramics Throwing	3
	ART174 C			Jewelry Design	3
	ART175 C			Metalsmithing	3
	ART183 C			Intermediate Drawing	3
	ART185 C			Beginning Life Drawing	3
ART194 C	Beginning Painting	3			
ART197 C	Beginning Watercolor Painting	3			
MAD100 C	Introduction to Media Arts Design-Mac	3			
	or				
MAD101 C	Introduction to Media Arts Design-Win	3			
PHOT101 C	Introduction to Photography	3			
MAD116 C	Graphic Design I	3			
Total Units		24			

MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																																																																																																
Kinesiology	<p>Kinesiology Associate in Arts for Transfer Degree (AA-T)</p> <p>Required Core Courses: (11 units)</p> <table border="1" data-bbox="289 323 984 447"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>KIN230 C</td> <td>Introduction to Kinesiology</td> <td>3</td> </tr> <tr> <td>BIOL231 C</td> <td>General Human Anatomy</td> <td>4</td> </tr> <tr> <td>BIOL241 C</td> <td>General Human Physiology</td> <td>4</td> </tr> </tbody> </table> <p>Movement-Based Courses (3 units minimum). Select one course maximum from three of the following areas:</p> <p>Aquatics</p> <table border="1" data-bbox="289 537 984 774"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>KIN110 C</td> <td>Surfing</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN111 C</td> <td>Swimming</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN112 C</td> <td>Swimming - Intermediate-Advanced</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN114 C</td> <td>Springboard Diving</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN115 C</td> <td>Springboard Diving-Intermediate-Advanced</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN116 C</td> <td>Swim for Fitness</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN117 C</td> <td>Water Aerobics</td> <td>0.5 - 1</td> </tr> </tbody> </table> <p>Combatives</p> <table border="1" data-bbox="289 806 984 894"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>KIN120 C</td> <td>Kick-Boxing</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN121 C</td> <td>Self Defense</td> <td>0.5 - 1</td> </tr> </tbody> </table> <p>Fitness</p> <table border="1" data-bbox="289 926 984 1707"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>KIN128 C</td> <td>Yoga-Intermediate</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN129 C</td> <td>Vinyasa Yoga</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN130 C</td> <td>Yoga</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN131 C</td> <td>Restorative Yoga</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN132 C</td> <td>Hatha Yoga</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN133 C</td> <td>Cardiovascular Conditioning</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN134 C</td> <td>Walking for Fitness</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN135 C</td> <td>Cardio Step</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN136 C</td> <td>Cardio Step-Intermediate</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN137 C</td> <td>Mountaineering and Rock Climbing</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN138 C</td> <td>Body Sculpt</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN139 C</td> <td>Cardio Blast</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN140 C</td> <td>Fitness Training</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN142 C</td> <td>Power Training</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN143 C</td> <td>Strength Training</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN144 C</td> <td>HIIT- High Intensity Interval Training</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN145 C</td> <td>Boot Camp Workout</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN146 C</td> <td>Cardio Core</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN147 C</td> <td>Body Building and Development</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN148 C</td> <td>Total Body Fitness</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN149 C</td> <td>Weight Training and Lifting</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN150 C</td> <td>Trail Hiking</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN151 C</td> <td>Spinning-Beginning</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN152 C</td> <td>Spinning-Intermediate</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN198 C</td> <td>Athletic Weight Training</td> <td>0.5 - 3</td> </tr> <tr> <td>KIN199 C</td> <td>Conditioning for Athletes</td> <td>0.5 - 3</td> </tr> </tbody> </table> <p>Individual Sports</p> <table border="1" data-bbox="289 1738 984 1917"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>KIN160 C</td> <td>Badminton- Beginning</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN163 C</td> <td>Table Tennis</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN164 C</td> <td>Bowling - Beginning</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN165 C</td> <td>Bowling - Intermediate</td> <td>0.5 - 1</td> </tr> <tr> <td>KIN166 C</td> <td>Bowling - Advanced</td> <td>0.5 - 1</td> </tr> </tbody> </table>			Units	KIN230 C	Introduction to Kinesiology	3	BIOL231 C	General Human Anatomy	4	BIOL241 C	General Human Physiology	4			Units	KIN110 C	Surfing	0.5 - 1	KIN111 C	Swimming	0.5 - 1	KIN112 C	Swimming - Intermediate-Advanced	0.5 - 1	KIN114 C	Springboard Diving	0.5 - 1	KIN115 C	Springboard Diving-Intermediate-Advanced	0.5 - 1	KIN116 C	Swim for Fitness	0.5 - 1	KIN117 C	Water Aerobics	0.5 - 1			Units	KIN120 C	Kick-Boxing	0.5 - 1	KIN121 C	Self Defense	0.5 - 1			Units	KIN128 C	Yoga-Intermediate	0.5 - 1	KIN129 C	Vinyasa Yoga	0.5 - 1	KIN130 C	Yoga	0.5 - 1	KIN131 C	Restorative Yoga	0.5 - 1	KIN132 C	Hatha Yoga	0.5 - 1	KIN133 C	Cardiovascular Conditioning	0.5 - 1	KIN134 C	Walking for Fitness	0.5 - 1	KIN135 C	Cardio Step	0.5 - 1	KIN136 C	Cardio Step-Intermediate	0.5 - 1	KIN137 C	Mountaineering and Rock Climbing	0.5 - 1	KIN138 C	Body Sculpt	0.5 - 1	KIN139 C	Cardio Blast	0.5 - 1	KIN140 C	Fitness Training	0.5 - 1	KIN142 C	Power Training	0.5 - 1	KIN143 C	Strength Training	0.5 - 1	KIN144 C	HIIT- High Intensity Interval Training	0.5 - 1	KIN145 C	Boot Camp Workout	0.5 - 1	KIN146 C	Cardio Core	0.5 - 1	KIN147 C	Body Building and Development	0.5 - 1	KIN148 C	Total Body Fitness	0.5 - 1	KIN149 C	Weight Training and Lifting	0.5 - 1	KIN150 C	Trail Hiking	0.5 - 1	KIN151 C	Spinning-Beginning	0.5 - 1	KIN152 C	Spinning-Intermediate	0.5 - 1	KIN198 C	Athletic Weight Training	0.5 - 3	KIN199 C	Conditioning for Athletes	0.5 - 3			Units	KIN160 C	Badminton- Beginning	0.5 - 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MODIFY DEGREES/CERTIFICATES					
DEGREE			EFF DATE	JUSTIFICATION	
Kinesiology Continued	KIN167 C	Gymnastics-Tumbling	0.5 - 1		
	KIN168 C	Tennis - Beginning	0.5 - 1		
	KIN169 C	Tennis-Intermediate	0.5 - 1		
	KIN170 C	Tennis-Advanced	0.5 - 1		
	KIN171 C	Golf-Beginning	0.5 - 1		
	KIN172 C	Golf-Intermediate	0.5 - 1		
	KIN173 C	Golf-Advanced	0.5 - 1		
	KIN174 C	Pickleball-Beginning	0.5 - 1		
	KIN175 C	Pickleball-Intermediate	0.5 - 1		
	Team Sports				
			Units		
	KIN180 C	Futsal-Beginning	0.5 - 1		
	KIN181 C	Futsal-Intermediate	0.5 - 1		
	KIN182 C	Futsal-Advanced	0.5 - 1		
	KIN183 C	Volleyball - Beginning	0.5 - 1		
	KIN184 C	Volleyball - Intermediate	0.5 - 1		
	KIN185 C	Volleyball - Advanced	0.5 - 1		
	KIN186 C	Beach Volleyball - Beginning	0.5 - 1		
	KIN187 C	Beach Volleyball - Intermediate	0.5 - 1		
	KIN188 C	Beach Volleyball - Advanced	0.5 - 1		
	KIN189 C	Basketball - Beginning	0.5 - 1		
	KIN190 C	Basketball - Intermediate	0.5 - 1		
	KIN191 C	Basketball - Advanced	0.5 - 1		
	KIN192 C	Water Polo	0.5 - 1		
	KIN193 C	Soccer	0.5 - 1		
	KIN194 C	Softball	0.5 - 1		
	KIN195 C	Baseball	0.5 - 1		
	KIN197 C	Flag Football	0.5 - 1		
	List A: Select two courses (7-9 units) from the following:				
		Units			
MATH120 C	Introduction to Probability and Statistics	4			
	or				
PSY161 C	Probability and Statistics-Social Sciences	4			
	or				
PSY161HC	Honors Probability and Statistics-Social Sciences	4			
	or				
SOC161 C	Probability and Statistics-Social Sciences	4			
	or				
SOC161HC	Honors Probability and Statistics-Social Sciences	4			
CHEM101 C	Chemistry for Health Science Majors I	4.5			
	or				
CHEM107 C	Preparation for General Chemistry	5			
	or				
CHEM111AC	General Chemistry I	5			
PHYS201 C	College Physics I	4			
KIN235 C	First Aid, CPR and Emergencies	3			
Total Units	21 - 23				

DELETE DEGREES/CERTIFICATES				
DEGREE			EFF DATE	JUSTIFICATION
Automotive Collision Repair	Collision Repair Automotive Sales and Service Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (17 units):			
		Units		
	ACR012 C	Collision Damage Appraisal	3	

DELETE DEGREES/CERTIFICATES				
DEGREE			EFF DATE	JUSTIFICATION
	AT110 C	Introduction to Automotive Technology	4	
	MKT094 C	Buyer Behavior	0.5	
	MKT097 C	Customer Relations	0.5	
	MKT208 C	Principles of Selling	3	
	MKT222 C	Principles of Marketing	3	
	MGT266 C	Human Relations in Business	3	
	Total Units		17	
Automotive Collision Repair	AUTOMOTIVE COLLISION REPAIR CERTIFICATE		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (47 units):			
			Units	
	ACR001 C	Auto Collision Repair Tech I	6	
	ACR002 C	Auto Collision Repair Tech II	6	
	ACR003 C	Auto Collision Repair Tech III	6	
	ACR004 C	Auto Collision Repair Tech IV	6	
	ACR007 C	Refinishing Technician I	6	
	ACR008 C	Refinishing Tech II	6	
	ACR012 C	Collision Damage Appraisal	3	
	ACR030 C	Electrical Systems and Component Repair	4	
	ACR040 C	Structural Alignment Repair	4	
	Electives (select a minimum of 3-4 units)			
			Units	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	ACR020 C	Auto Detail/Car Care - Beginning	3	
	ACR050 C	ACR/Special Projects	2 - 3	
	ACR060 C	Collision Repair Management	3	
	ACR070 C	Automotive Color Matching	3	
	AT101 C	Survey of the Automobile	3	
	AT105 C	Automotive Electrical I	4	
	MATH010 C	Basic Mathematics	4	
	MGT261 C	Small Business Management	3	
	MKT208 C	Principles of Selling	3	
	COMM050 C	Effective Communication	3	
	Total Units		50 - 51	
Automotive Collision Repair	AUTOMOTIVE DAMAGE APPRAISAL CERTIFICATE		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (18 units):			
			Units	
	ACR001 C	Auto Collision Repair Tech I	6	
	ACR007 C	Refinishing Technician I	6	
	ACR012 C	Collision Damage Appraisal	3	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	Total Units		18	
Automotive Collision Repair	AUTOMOTIVE PAINT AND REFINISHING CERTIFICATE		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (27 units):			
			Units	
	ACR001 C	Auto Collision Repair Tech I	6	
	ACR007 C	Refinishing Technician I	6	
	ACR008 C	Refinishing Tech II	6	

DELETE DEGREES/CERTIFICATES				
DEGREE			EFF DATE	JUSTIFICATION
	ACR012 C	Collision Damage Appraisal	3	
	ACR020 C	Auto Detail/Car Care - Beginning	3	
	ACR070 C	Automotive Color Matching	3	
	Electives - Select (6 units)			
			Units	
	ACR021 C	Advanced Auto Detailing	3	
	ACR050 C	ACR/Special Projects	2 - 3	
	ACR060 C	Collision Repair Management	3	
	AT101 C	Survey of the Automobile	3	
	MKT208 C	Principles of Selling	3	
	Total Units		33	
Automotive Collision Repair	Advanced Collision Repair - Structural Technician Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (18-19 units):			
			Units	
	ACR040 C	Structural Alignment Repair	4	
	AT130 C	Auto Chassis and Brake Systems	12	
	ACR050 C	ACR/Special Projects	2 - 3	
	Total Units		18 - 19	
Automotive Collision Repair	Advanced Collision Repair Paint Technician Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (21 units):			
			Units	
	ACR007 C	Refinishing Technician I	6	
	ACR008 C	Refinishing Tech II	6	
	ACR070 C	Automotive Color Matching	3	
	ACR020 C	Auto Detail/Car Care - Beginning	3	
	MGT262 C	Principles of Management	3	
	Total Units		21	
Automotive Collision Repair	Auto Collision Facility Production Manager Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (21 units):			
			Units	
	ACR007 C	Refinishing Technician I	6	
	ACR001 C	Auto Collision Repair Tech I	6	
	ACR020 C	Auto Detail/Car Care - Beginning	3	
	ACR060 C	Collision Repair Management	3	
	MGT262 C	Principles of Management	3	
	Total Units		21	
Automotive Collision Repair	Auto Collision Repair Center Management Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (33 units):			
			Units	
	ACR007 C	Refinishing Technician I	6	
	ACR001 C	Auto Collision Repair Tech I	6	
	AT101 C	Survey of the Automobile	3	
	MGT261 C	Small Business Management	3	
	MGT262 C	Principles of Management	3	
	MGT266 C	Human Relations in Business	3	

DELETE DEGREES/CERTIFICATES				
DEGREE			EFF DATE	JUSTIFICATION
	ACR060 C	Collision Repair Management	3	
	ACR012 C	Collision Damage Appraisal	3	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	Total Units		33	
Automotive Collision Repair	Automotive Collision Center Damage Appraiser Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (18 units):			
			Units	
	AT101 C	Survey of the Automobile	3	
	ACR012 C	Collision Damage Appraisal	3	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	MKT208 C	Principles of Selling	3	
	MGT266 C	Human Relations in Business	3	
	MGT151 C	Business Mathematics	3	
	Total Units		18	
Automotive Collision Repair	Automotive Collision Center Office Management		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (18 units):			
			Units	
	AT101 C	Survey of the Automobile	3	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	ACR060 C	Collision Repair Management	3	
	CIS075 C	Business Skills Development	3	
	MGT266 C	Human Relations in Business	3	
	MGT268 C	Human Resources Management	3	
	Total Units		18	
Automotive Collision Repair	Collision Repair Body Technician Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (23-24 units):			
			Units	
	AT101 C	Survey of the Automobile	3	
	ACR001 C	Auto Collision Repair Tech I	6	
	ACR002 C	Auto Collision Repair Tech II	6	
	ACR003 C	Auto Collision Repair Tech III	6	
	ACR050 C	ACR/Special Projects	2 - 3	
	Total Units		23 - 24	
Automotive Collision Repair	Collision Repair Center Parts Manager Certificate		2020 Fall	Restructuring entire Auto Collision Repair program.
	Required courses are listed in suggested sequence (16 units):			
			Units	
	ACR012 C	Collision Damage Appraisal	3	
	ACR013 C	Computerized Automotive Damage Appraisal	3	
	AT110 C	Introduction to Automotive Technology	4	
	MGT266 C	Human Relations in Business	3	
	ACR060 C	Collision Repair Management	3	
	Total Units		16	

DELETE DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Automotive Collision Repair	Collision Repair Mechanical Technician Certificate		2020 Fall Restructuring entire Auto Collision Repair program.	
	Required courses are listed in suggested sequence (20-21 units):			
		Units		
	ACR001 C	Auto Collision Repair Tech I		6
	ACR030 C	Electrical Systems and Component Repair		4
	AT105 C	Automotive Electrical I		4
	AT115 C	Automotive Air Conditioning		4
	ACR050 C	ACR/Special Projects		2 - 3
	Total Units	20 - 21		
Automotive Collision Repair	Collision Repair Paint Application Specialist Certificate		2020 Fall Restructuring entire Auto Collision Repair program.	
	Required courses are listed in suggested sequence (14-15 units):			
		Units		
	ACR007 C	Refinishing Technician I		6
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR021 C	Advanced Auto Detailing		3
	ACR050 C	ACR/Special Projects		2 - 3
	ACR070 C	Automotive Color Matching		3
	Total Units	14-15		
Automotive Collision Repair	Collision Repair Technician Assistant Certificate		2020 Fall Restructuring entire Auto Collision Repair program.	
	Required courses are listed in suggested sequence (17-18 units):			
		Units		
	AT101 C	Survey of the Automobile		3
	ACR001 C	Auto Collision Repair Tech I		6
	ACR050 C	ACR/Special Projects		2 - 3
	ACR002 C	Auto Collision Repair Tech II		6
	Total Units	17 - 18		
Automotive Collision Repair	Detail Technician Certificate		2020 Fall Restructuring entire Auto Collision Repair program.	
	Required courses are listed in suggested sequence (21 units):			
		Units		
	ACR007 C	Refinishing Technician I		6
	ACR008 C	Refinishing Tech II		6
	AT101 C	Survey of the Automobile		3
	ACR020 C	Auto Detail/Car Care - Beginning		3
	ACR021 C	Advanced Auto Detailing		3
	Total Units	21		

DELETE DEGREES/CERTIFICATES					
DEGREE			EFF DATE	JUSTIFICATION	
Automotive Collision Repair	INSURANCE CO/AUTO COLLISION REPAIR INDUSTRY MANAGEMENT SKILLS CERTIFICATE		2020 Fall	Restructuring entire Auto Collision Repair program.	
	Required courses are listed in suggested sequence:				
		Units			
	ACR007 C	Refinishing Technician I			6
	ACR060 C	Collision Repair Management			3
	AT101 C	Survey of the Automobile			3
	MGT151 C	Business Mathematics			3
	MGT055 C	Business English			3
		or			
	MGT111 C	Business Communications			3
	Total Units	18			

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	_____
DATE:	April 14, 2020	Information	_____
		Enclosure(s)	_____
SUBJECT:	Fullerton College Curriculum Matters		X

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

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

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Dr. Jennifer Combs, Fullerton College Curriculum Committee Chair and Dr. José Ramón Núñez, Vice President, Instruction.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

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

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

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective Fall 2020 or Fall 2021. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Board of Trustees

Agenda Attachment

April 14, 2020 | DCCC approved: March 06, 2020

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COSM 080 F Barbering: Cosmetology Crossover to Barbering	Units: 7.5 Lecture: 5.5 Laboratory: 6.5 Prerequisite: COSM 055EF	25	This course focuses on the shaving preparation and performance required to qualify for the barbering examination. The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. 200 hours transfer of credits course from Cosmetology to Barbering is required by the California Board of Barbering and Cosmetology to apply for the barbering license examination. The "Transfer of Credits Course Breakdown" of hours are located in "attached files" as a reference.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COSM 081 F Barbering: Level 1	Units: 9.5 Lecture: 5.5 Laboratory: 12	25	The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. The first course out of five sequential courses required to complete 1500 hours of Barbering as required by the California Board of Barbering and Cosmetology.
COSM 082 F Barbering: Level 2	Units: 9.5 Lecture: 5.5 Laboratory: 12 Prerequisite: COSM 081 F	25	The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. The second course out of five sequential courses required to complete 1500 hours of Barbering as required by the California Board of Barbering and Cosmetology.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COSM 083 F Barbering: Level 3	Units: 9 Lecture: 5 Laboratory: 13 Prerequisite: COSM 082 F	25	The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. The third course out of five sequential courses required to complete 1500 hours of Barbering as required by the California State Board of Barbering and Cosmetology.
COSM 084 F Barbering: Level 4	Units: 8.5 Lecture: 4 Laboratory: 14 Prerequisite: COSM 083 F	25	The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. The fourth course out of five sequential courses required to complete 1500 hours of Barbering as required by the California State Board of Barbering and Cosmetology.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COSM 085 F Barbering: Level 5	Units: 8.5 Lecture: 4 Laboratory: 14 Prerequisite: COSM 084 F	25	The instructor needs to provide extensive and individualized instructions, supervision, and feedback/evaluation of students during lab performance to ensure all safety and sanitation precautions are being practiced for the safety of students and clients. Lab performance includes shaving of the face and neck with a straight razor. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	New course. The fifth course out of five sequential courses required to complete 1500 hours of Barbering as required by the California State Board of Barbering and Cosmetology.
MATH 033 F Support for Liberal Arts Mathematics	Units: 1 Lecture: 1 Laboratory: 0 Corequisite: Concurrency Required: MATH 100 F	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. There will be multiple assignments requiring and evaluated for problem solving ability.	2020 Fall	This is a concurrent support course for MATH 100 F motivated by AB 705. Proposed for Distance Ed Online/Hybrid.
NUTR 295 F Nutrition and Foods Internship	Units: 2-4 Lecture: 1 Laboratory: 3-9 Prerequisite: NUTR 210 F or	25	Students engage in internships to gain career related experience and apply their academic knowledge to the work environment. Class size is consistent with the CSPRD for Internships.	2020 Fall	New course designed to provide an avenue for students to gain practical work experience and become more marketable in the nutrition and

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	NUTR 210HF GE: CSU Transfer Course				foods industry.
PHOT 119 F 20th and 21st Century Photography	Units: 3 Lecture: 3 Laboratory: 0 GE: CSU Transfer Course Yes	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking and conceptual understanding.	2020 Fall	New course to expand the scope of curriculum in the photography department.
PHOT 226 F Video Capture for the Still Photographer	Units: 3 Lecture: 2 Laboratory: 4 Prerequisite: PHOT 101 F GE: CSU Transfer Course	25	Lab-Individualized Feedback/Evaluation- Course necessitates the use of labs and specific equipment that requires the instructor to provide extensive individualized feedback/evaluation on a regular basis.	2020 Fall	The Advisory Committee has suggested the Photography Department expand course offerings and offer video course for the still photographer.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
READ 140 F Digital Literacy for Lifelong Learning	Units: 3 Lecture: 3 Laboratory: 0 GE: CSU Transfer Course	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2020 Fall	Proposed for Distance Ed Online/Hybrid. READ 140 F is a new course. Fullerton College students live in a growing digital world and require literacy skills that extend beyond academic texts to the professional world. Digital literacy encompasses reading texts online, but also the creation, consumption and curation of online information. Students need the reading comprehension skills required to access digital texts and digital media as well as the vocabulary to learn in a digital environment. Students also need to use their analytical and critical thinking

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					<p>skills to evaluate digital material. As print media is being phased out, reading comprehension becomes critical as students engage with digital texts. Fullerton College students need to know how to consume digital academic texts and other formats of texts as well as how to produce academic and professional projects using digital media.</p>

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ANTH 103HF Honors Introduction to Archaeology Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Catalog Description Update Method of Evaluation Schedule Description Update Six-Year Review Textbooks	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2020 Fall	Six-Year Review. Revised CSU GE approval of Area D1 to Area D.
CDES 116 F Art Education in Early Childhood Units: 2 Lecture: 2 Laboratory: 0	Add Distance Education (hybrid) Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Instruction Objectives Revision Schedule Description Update Six-Year Review Textbooks	20	The majority of the time, students are engaged in practicing the skills they are learning, and the instructor gives each student individual instruction as the class proceeds. Students are interacting, engaging, and communicating with young children at the CDES Lab School, while the instructor provides extensive individualized feedback/evaluation on a regular basis (i.e., problem sets, scientific experiments, inquiry-based, vocational skills, and curriculum planning). The instructor supervises students at the CDES Lab school, as they proceed in their work with young children and answers questions, providing extensive individualized	2020 Fall	Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			feedback/evaluation on a regular basis. Under SB 277, students need to bring proof of the following immunizations: Pertussis (dTap), Measles (MMR), and TB.		
CDES 117 F Literacy and Language in Early Childhood Units: 2 Lecture: 2 Laboratory: 0	Add Distance Education (hybrid) Assignments Revision Catalog Description Update Method of Instruction Objectives Revision Six-Year Review Textbooks	20	The majority of the time, students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds. Students are interacting, engaging, and communicating with young children at the CDES Lab School, while the instructor provides extensive individualized feedback/evaluation on a regular basis (i.e., problem sets, scientific experiments, inquiry-based, vocational skills, and curriculum planning). The instructor supervises students at the CDES Lab school, as they proceed in their work with young children and answers questions, providing extensive individualized feedback/evaluation on a regular basis. Under SB 277, students need to bring	2020 Fall	Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid only).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			proof of the following immunizations: Pertussis (dTap), Measles (MMR), and TB.		
CDES 118 F Science and Math Education in Early Childhood Units: 2 Lecture: 2 Laboratory: 0	Add Distance Education (hybrid) Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Evaluation Method of Instruction Schedule Description Update Six-Year Review Textbooks	20	The majority of the time, students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds. Students are interacting, engaging, and communicating with young children at the CDES Lab School, while the instructor provides extensive individualized feedback/evaluation on a regular basis (i.e., problem sets, scientific experiments, inquiry-based, vocational skills, and curriculum planning). The instructor supervises students at the CDES Lab school, as they proceed in their work with young children and answers questions, providing extensive individualized feedback/evaluation on a regular basis. Under SB 277, students need to bring proof of the following immunizations: Pertussis (dTap), Measles (MMR), and TB.	2020 Fall	Six-Year Review. Textbooks. Proposed for Distance Ed (Hybrid).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CDES 119 F Music Education in Early Childhood Units: 2 Lecture: 2 Laboratory: 0	Add Distance Education (hybrid) Assignments Revision Catalog Description Update Method of Evaluation Method of Instruction Six-Year Review Textbooks	20	The majority of the time, students are engaged in practicing the skills they are learning and the instructor gives each student individual instruction as the class proceeds. Students are interacting, engaging, and communicating with young children at the CDES Lab School, while the instructor provides extensive individualized feedback/evaluation on a regular basis (i.e., problem sets, scientific experiments, inquiry-based, vocational skills, and curriculum planning). The instructor supervises students at the CDES Lab school, as they proceed in their work with young children and answers questions, providing extensive individualized feedback/evaluation on a regular basis. Under SB 277, students need to bring proof of the following immunizations: Pertussis (dTap), Measles (MMR), and TB.	2020 Fall	Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CDES 211 F Classroom Practices for Diverse Learners Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Method of Instruction Six-Year Review Student Learning Outcomes Textbooks Add Distance Education (hybrid)	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2020 Fall	Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online).
CDES 238 F Reggio and Constructivism in Early Childhood Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Catalog Description Update Class Size Revision Method of Instruction Objectives Revision Six-Year Review Textbooks Add Distance Education (hybrid)	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Classes in which the instructor coordinates internship and field practice opportunities and supervises students individually at different locations. The interns work with small groups of students for a 4-week period of time under direct supervision of the instructor. Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports). Students are engaged in weekly small group work projects in which they practice the set-up and continuation of inquiry experiences.	2020 Fall	Six-Year Review. Textbooks. Class size revision FROM 20 TO 25 to align with CSRPD.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COUN 110 F Teaching As A Career Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Hours (WSCH Lecture and/or Lab) Method of Evaluation Method of Instruction Objectives Revision Schedule Description Update Student Learning Outcomes Textbooks UC Addition Unit Revision	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2020 Fall	Unit revision FROM 2 hours lecture 3 hours lab TO 3 hours lecture 0 hours lab. This course is being updated to remove internship related lab hours and to add to content areas to reflect change to 3 lecture units. Unit revision impacts the Interdisciplinary Studies: Emphasis on Social Behavior and Self-Development AA (FY 2019): articulation office update. We are proposing for UC transfer as the course focuses on the teaching profession through both a historical and contemporary lens as well as explores various levels of institutional impact. Course content, textbooks, and student learning outcomes have also been updated.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESC 101LF Earth Science Survey Lab Units: 1 Lecture: 0 Laboratory: 3	Corequisite: ESC 101 F Corequisite Validation Course Content (that do not change the overall scope of the course) Schedule Description Update Six-Year Review Catalog Description Update Student Learning Outcomes Textbooks	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	Six-year review. Textbooks.
ESC 103 F Historical Geology Units: 4 Lecture: 3 Laboratory: 3	Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Instruction Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2020 Fall	Six-year review. Textbooks. CSU GE Area B3 and IGETC Area 5C approvals added to update CNET records.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESC 104 F Geology of National Parks and Monuments Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Evaluation Method of Instruction Objectives Revision Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. One-day field trips require individualized instruction and feedback, and significant supervision of students. Instructors are limited in the number of school vehicles available for field trips, camping sites for potential overnight trips are limited, as is access to some parks and trails with larger groups. All of these limit maximum class size.	2020 Fall	Six-year review. Textbooks.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESC 142 F Geology of Mojave Desert Area Units: 1 Lecture: 1 Laboratory: 0	Assignments Revision Catalog Description Update Method of Evaluation Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks	20	This course involves field studies: classes in which the instructor coordinates field studies and supervises students individually at different locations. The Mojave Desert area has natural sites and preserves that limit group sizes and the college restricts the number of vehicles that can be checked out to two per faculty. This puts limits on the amount of camping gear and food that can be brought. Extra supervision is required for safety issues concerning student hiking experience and varying types of terrain. The Mojave Desert contains very rugged and isolated areas of geologic interest like the Rainbow Basin and the Marble Mountains that are world-famous fossil localities. See attached document for more information on group size in wilderness areas. The attachment summarizes some of the complications involved in taking students to some of these locations. The most important issue is the limit of the instructor to safely and effectively supervise and instruct the students when at the field trip site. This course is taught as a "one-shot" weekend field trip to some fairly wild parts of the West. In other courses, field trips can be scheduled for a point in the semester when there has been some student attrition, reducing the number of students requiring supervision. For this course, there is generally no attrition - they sign up for the course and the field trip is the course. Increasing the class size above 20 would require another instructor (for vehicle check-out, trail and camping permits at some locations, etc.) and changes in the field trip that would jeopardize instruction and learning (taking students on a trail in separate groups, limiting access to some sites, etc.).	2020 Fall	Six-year review. Textbooks.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESC 145 F Geology of the Death Valley National Park Area Units: 1 Lecture: 1 Laboratory: 0	Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Instruction Objectives Revision Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks	20	This course involves field studies: classes in which the instructor coordinates field studies and supervises students individually at different locations. In order to analyze rocks, fossils, and geologic structures first hand it is often necessary to travel into backcountry locations on primitive roads and trails. The primitive camping sites have restrictions on group size, close supervision is required for camping, cooking, hiking, and hands-on instruction. The most important issue is the limit of the instructor to safely and effectively supervise and instruct the students when at the fieldtrip site. This course is taught as a "one-shot" weekend fieldtrip to some fairly wild parts of the West. See attached document for information on group size in wilderness areas. The attachment summarizes some of the complications involved in taking students to some of these locations. In other courses, fieldtrips can be scheduled for a point in the semester when there has been some student attrition, reducing the number of students requiring supervision. For this course, there is generally no attrition - they sign up for the course and the fieldtrip is the course. Increasing the class size above 20 would require changes in the fieldtrip that would jeopardize instruction and learning (taking students on a trail in separate groups, limiting access to some sites, etc.).	2020 Fall	Six-year review. Textbooks.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ETHS 170 F Introduction to Asian/Pacific Islander American Studies Units: 3 Lecture: 3 Laboratory: 0	Add Distance Education (hybrid) Add Distance Education (online) Catalog Description Update Class Size Revision Course Content (that do not change the overall scope of the course) Method of Instruction Multicultural Requirement Objectives Revision Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks Title Revision with Program Impacts (LIST Programs in Justification) GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	Six- Year Review. Title revision FROM Introduction to Asian Pacific American Studies TO Introduction to Asian/Pacific Islander American Studies to reflect contemporary name in the field. Title revision impacts Law, Public Policy and Society AA-T degree, Ethnic Studies AA and Chicana/o Studies AA - curriculum office update. Title revision also impacts CSU GE Certificate, IGETC Certificate, Interdisc Studies: Soc Sci AA, Inderdisc Studies: Soc Behavior and Self-Dev AA - articulation office update. Updating objectives to reflect new name. Updating class size from 40 TO 35 to reflect the pedagogy of the course and to be consistent with other Asian/Pacific Islander American Studies courses. Updating catalog and schedule

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					<p>course descriptions to better reflect course content.</p> <p>Proposing course to satisfy the multicultural graduation requirement.</p> <p>Updating course content to be more inclusive of pacific islanders.</p> <p>Updating textbooks to satisfy year requirement.</p> <p>Updating GE screen to reflect CSU GE - general D category, instead of specific D sub-category.</p>

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
FASH 299 F Industry Internship Units: 2-4 Lecture: 1 Laboratory: 3-9	Prerequisite: FASH 109 F FASH 284 F and FASH 209 F and FASH 150 F or FASH 220 F and FASH 250 F and Assignments Revision CIP Code Revision Catalog Description Update Class Size Revision Course Content (Changing the overall scope of the course) Hours (WSCH Lecture and/or Lab) Method of Evaluation Method of Instruction Objectives Revision Prerequisite Revision Schedule Description Update Student Learning Outcomes Textbooks	25	Class in which the instructor coordinates internship practice opportunities and supervises students individually at different locations.	2020 Fall	Textbooks. WSCH hours change FROM 1 lecture hour/week for students and 5 lab hours/week for students TO 1 lecture hour/week for students and 3-9 lab hours/week for students. Updated hours to represent Title V requirements at 60 hours supervised unpaid internship or 75 hours paid internship per term. Class size revised FROM 20 to 25, as a class size of 25 is standard size for internship courses.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUS 205 F Pop/Commercial Music Theory Units: 3 Lecture: 3 Laboratory: 0	Prerequisite: MUS 109 F Corequisite: Concurrency Required: MUS 206 F and CIP Code Revision Catalog Description Update Corequisite Validation Method of Instruction Prerequisite Validation Schedule Description Update Six-Year Review Student Learning Outcomes Textbooks	15	Extensive individual instruction involving lecture, demonstration, student project work and faculty critiquing of student work. The instructor spends an extensive amount of time giving individualized instruction and feedback on attainment of advanced knowledge and application of music theory as it relates to the professional performer. Students' progress and success is proportional to this individualized instruction.	2020 Fall	Six-Year Review. Textbooks.
PE 169 F Advanced Water Polo Units: 1 Lecture: 0 Laboratory: 3	Advisory Revision Catalog Description Update Course Content (that do not change the overall scope of the course) FSA Code Revision Method of Instruction Schedule Description Update Six-Year Review	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2020 Fall	Six-Year Review. Textbooks. SLOs. Advisory revision FROM A minimum grade of C in PE 192 F or the equivalent TO Ability to swim 100 yards and to tread water for at least 3 minutes because the courses are not sequential. Students may have the ability to play water polo without taking the PE 192

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Student Learning Outcomes Textbooks				course.
PE 210 F Intercollegiate Softball - Women Units: 3 Lecture: 0 Laboratory: 10	Advisory Revision Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Evaluation Method of Instruction Schedule Description Update Student Learning Outcomes Textbooks Unit Revision	25	The classroom/field is large in comparison to a "traditional" classroom and most of the time students are engaged in practicing the skill(s) they are learning with the instructor giving individual instruction as the class proceeds. Additionally, in the sport of softball, only nine players are allowed on the field at any one time. If there is a back-up at every position, 25 people is more than adequate to field a team. 25 people better reflects the number of athletes that participate on the team. It also reflects the California Community College Athletic Association (CCCAA) travel size of 24, including coaches. Nine players are needed to start the game and we do not utilize a 10-person pitching staff like baseball does.	2020 Fall	Unit revision FROM 2 TO 3 units to align with lab hours offered. Textbooks.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PE 219 F Intercollegiate Water Polo Units: 3 Lecture: 0 Laboratory: 10	Advisory Validation Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Evaluation Method of Instruction Student Learning Outcomes Textbooks Unit Revision	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds	2020 Fall	Unit revision FROM 2 TO 3 units to align with the lab hours for the course. Textbooks. SLOs.
PHOT 111 F Introduction to Photography from Analog to Digital Units: 3 Lecture: 2 Laboratory: 4	Textbooks FSA Code Revision	25	Course necessitates the use of labs and specific equipment that requires the instructor to provide extensive individualized feedback/evaluation on a regular basis.	2020 Fall	Textbooks. FSA addition.
PHOT 291 F Internship in Photography II Units: 2-4 Lecture: 1 Laboratory: 3-9	Prerequisite: PHOT 290 F FSA Code Revision Prerequisite Validation Textbooks	25	Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.	2020 Fall	Six Year Review. Update textbooks and FSA codes.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PHOT 292 F Internship in Photography III Units: 2-4 Lecture: 1 Laboratory: 3-9	Prerequisite: PHOT 291 F FSA Code Revision Prerequisite Validation Textbooks	25	Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.	2020 Fall	Six Year Review. FSA code addition. Textbook update.
PHOT 293 F Internship in Photography IV Units: 2-4 Lecture: 1 Laboratory: 3-9	Prerequisite: PHOT 292 F FSA Code Revision Prerequisite Validation Textbooks	25	Classes in which the instructor coordinates and supervises students individually at different locations	2020 Fall	Six Year Review. Updating of textbook and relevant FSA codes.
POSC 230 F Introduction to International Relations Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Evaluation Method of Instruction Objectives Revision Schedule Description Update Student Learning Outcomes Textbooks	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	Revising to address changes recommended by C-ID. CSU GE Area D (instead of outdated D sub-category).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
TECH 080 F Federal Aviation Administration Drone Pilot Test Preparation Units: 1 Lecture: 1 Laboratory: 0	Add Distance Education (hybrid) Add Distance Education (online) Method of Instruction Student Learning Outcomes Textbooks	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Individual students will pilot a drone and be assessed on their applied skills in piloting.	2020 Fall	Textbooks. Proposed for Distance Ed (hybrid and online).
TECH 136 F Computer Integrated Manufacturing and Advanced PLC Units: 3 Lecture: 2 Laboratory: 3	Prerequisite: TECH 135 F Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) FSA Code Revision Hours (WSCH Lecture and/or Lab) Objectives Revision Prerequisite Revision Schedule Description Update Student Learning Outcomes Textbooks Unit Revision	20	Through project based learning, the instructor of this course supervises and instructs students on an individual basis while the students are engaged in practicing the skill(s) they are learning. During the laboratory sessions students will work directly on bench top projects. In order for the students and the instructor to maintain and practice industry standards of safety it is necessary to have a class size of 20 students. This class size is supported by the Theme Park Technician CTE Advisory Committee. See Advisory Committee Meeting Minutes in Attached Files.	2020 Fall	Hours changed FROM Lecture 1 TO Lecture 2 due to increased course material. In addition to the materials already being taught students will review variable frequency drives, understand their application, and complete laboratory applications using various sensors. Updated and revised catalog description, objectives, student learning outcomes and course outline. Since there is a unit change, this course impacts the following programs: Theme Park Technology Specialist

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					Certificate (FY 2018), Electro-Mechanical Technician Certificate, Industrial Maintenance Technician Certificate. Prerequisite deletion of TECH 131 F because this course is a sequential course which is required for TECH 135 F.
TECH 150 F Basic Drone Piloting Units: 2 Lecture: 2 Laboratory: 0.5	Catalog Description Update Hours (WSCH Lecture and/or Lab) Schedule Description Update Textbooks	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, vocational skills, lab reports)	2020 Fall	Hours revised: lecture FROM 1 TO 2 and lab FROM 3 TO 0.50, because of the need to adjust the hours to be more reflective to course content. Textbooks.

NEW DEGREES/CERTIFICATES																	
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION														
Cosmetology	<p>The Barbering Associate in Science Degree is designed to prepare students for a career and/or employment in the technical field of barbering with the basic entry level knowledge and skills in: Professional development, salon ecology, anatomy and physiology, electricity, chemistry, barbershop business, trichology, hair and scalp treatments, facial massage and treatments, shaving and facial hair design, hair replacement, haircutting, wet and thermal hairstyling, permanent waving and chemical straightening, haircoloring and bleaching, health and safety, state board rules and regulations. This degree requires the completion of 45 units. At least one half of the units completed must be taken at Fullerton College.</p> <p>Barbering Associate in Science Degree</p> <p>Required Courses: (45 units)</p> <table border="0"> <tr> <td></td> <td>Units</td> </tr> <tr> <td>COSM081 F Barbering: Level 1</td> <td>9.5</td> </tr> <tr> <td>COSM082 F Barbering: Level 2</td> <td>9.5</td> </tr> <tr> <td>COSM083 F Barbering: Level 3</td> <td>9</td> </tr> <tr> <td>COSM084 F Barbering: Level 4</td> <td>8.5</td> </tr> <tr> <td>COSM085 F Barbering: Level 5</td> <td>8.5</td> </tr> <tr> <td>Total Units</td> <td>45</td> </tr> </table>		Units	COSM081 F Barbering: Level 1	9.5	COSM082 F Barbering: Level 2	9.5	COSM083 F Barbering: Level 3	9	COSM084 F Barbering: Level 4	8.5	COSM085 F Barbering: Level 5	8.5	Total Units	45	2020 Fall	Curriculum leads to the Associate in Science Degree and prepares the student for the California Board of Barbering and Cosmetology barbering license examination.
	Units																
COSM081 F Barbering: Level 1	9.5																
COSM082 F Barbering: Level 2	9.5																
COSM083 F Barbering: Level 3	9																
COSM084 F Barbering: Level 4	8.5																
COSM085 F Barbering: Level 5	8.5																
Total Units	45																

NEW DEGREES/CERTIFICATES

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION														
Cosmetology	<p>The Barbering Certificate is designed to prepare students for a career and/or employment in the technical field of barbering with basic entry level knowledge and skills in: Professional development, salon ecology, anatomy and physiology, electricity, chemistry, barbershop business, trichology, hair and scalp treatments, facial massage and treatments, shaving and facial hair design, hair replacement, haircutting, wet and thermal hairstyling, permanent waving and chemical straightening, haircoloring and bleaching, health and safety, state board rules and regulations. This certificate requires the completion of 45 units with a minimum grade of C or better in each course taken. At least one half of the units completed must be taken at Fullerton College.</p> <p>Barbering Certificate</p> <p>Required Courses: (45 units)</p> <table style="margin-left: 40px;"> <tr> <td>Units</td> <td></td> </tr> <tr> <td>COSM081 F Barbering: Level 1</td> <td style="text-align: right;">9.5</td> </tr> <tr> <td>COSM082 F Barbering: Level 2</td> <td style="text-align: right;">9.5</td> </tr> <tr> <td>COSM083 F Barbering: Level 3</td> <td style="text-align: right;">9</td> </tr> <tr> <td>COSM084 F Barbering: Level 4</td> <td style="text-align: right;">8.5</td> </tr> <tr> <td>COSM085 F Barbering: Level 5</td> <td style="text-align: right;">8.5</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">45</td> </tr> </table>	Units		COSM081 F Barbering: Level 1	9.5	COSM082 F Barbering: Level 2	9.5	COSM083 F Barbering: Level 3	9	COSM084 F Barbering: Level 4	8.5	COSM085 F Barbering: Level 5	8.5	Total Units	45	2020 Fall	This new certificate reflects the California Board of Barbering and Cosmetology requirements to apply for the barbering license examination.
Units																	
COSM081 F Barbering: Level 1	9.5																
COSM082 F Barbering: Level 2	9.5																
COSM083 F Barbering: Level 3	9																
COSM084 F Barbering: Level 4	8.5																
COSM085 F Barbering: Level 5	8.5																
Total Units	45																

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Ethnic Studies	<p>The Africana Studies Associate in Arts Degree is designed to provide students with a multi-disciplinary and interdisciplinary examination of the experiences of persons of African descent in the United States and internationally. Curriculum is designed to recover and analyze lost / distorted histories, confront unethical educational approaches, expand and impart knowledge through scholarly research, theoretical inquiry, and policy analysis. Students will analyze issues pertaining to the African and African diasporic communities while holistically developing a critical intersectional understanding of race, ethnicity, class, gender and power in American society and throughout the world. This degree requires a total of 18-20 units.</p> <p>Africana Studies Associate in Arts Degree</p> <p>Required Courses (12 units) Units</p> <p>ETHS101 F American Ethnic Studies 3</p> <p>or</p> <p>ETHS101HF Honors American Ethnic Studies 3</p> <p>ETHS129 F Introduction to African-American Studies 3</p> <p>ETHS130 F African-American History I 3</p> <p>ETHS131 F African-American History II 3</p>	2020 Fall	New Associate Degree.

NEW DEGREES/CERTIFICATES

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	Restricted Electives (6-8 units) Units ETHS111 F Women of Color in the U.S. 3 ETHS150 F Introduction to Chicana/o Studies 3 ETHS151 F Chicana/o History I 3 ETHS152 F Chicana/o History II 3 ETHS153 F Chicana/o and Latina/o Contemporary Issues 3 or ETHS153HF Honors Chicana/o and Latina/o Contemporary Issues 3 ETHS159 F Introduction to American Indian Studies 3 ETHS160 F History of the Native Americans 3 ETHS170 F Introduction to Asian/Pacific Islander American Studies 3 ETHS171 F Asian/Pacific Islander American History 3 ETHS235 F Contemporary Social Justice Movements 3 or ETHS235HF Honors Contemporary Social Justice Movements 3		

NEW DEGREES/CERTIFICATES

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	ETHS199 F Ethnic Studies Independent Study 1 ETHS299 F Ethnic Studies Advanced Independent Study 1 HIST154 F Ancient Egypt 3 SOS130 F Introduction to LGBTQ Studies 3 Total Units 18 - 20		

NEW DEGREES/CERTIFICATES

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Journalism	<p>The Drone Journalism Certificate is designed to provide a sound base for students interested in drone journalism, and could lead to employment in a communications field that needs experience with drone photography and reporting. This certificate requires a total of 18-20 units. A minimum grade of C is required in each course taken.</p> <p>Drone Journalism Certificate</p> <p>Required Courses - 16 Units Units</p> <p>TECH080 F Federal Aviation Administration Drone Pilot Test Preparation 1</p> <p>JOUR101 F Reporting and Writing 3</p> <p>JOUR210 F Multimedia Reporting 3</p> <p>JOUR215 F UAV/Drone Reporting 3</p> <p>PHOT111 F Introduction to Photography from Analog to Digital 3</p> <p>ESC105 F Introduction to Weather and Climate 3</p> <p>Restricted Electives - 2-4 Units Units</p> <p>CRTV157 F Digital Production/Non-Linear Editing for Video/Film 3</p> <p>GEOG102 F Physical Geography 3</p> <p>or</p>	2020 Fall	A new program for certification in emerging and popular field. The certificate is reflective of new government regulations. It is supported by the FC Journalism Advisory Committee.

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	GEOG102HF Honors Physical Geography 3		
	GEOG102LF Physical Geography Lab 1		
	JOUR102 F Advanced Reporting and Writing 3		
	JOUR222 F Introduction to News Media Production 3		
	PHOT216 F Advanced Digital Photography 3		
	PHOT217 F Applied Digital Photography 3		
	PHYS130 F Elementary Physics 4		
	TECH155 F Applied Drone Lab 2		
	Total Units 18 - 20		

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Anthropology	<ul style="list-style-type: none"> ● Catalog Description Update ● Six-Year Review ● Program SLOA Revision ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The Anthropology Associate in Arts Degree is designed to provide students with a holistic introduction to Anthropology. This degree will provide the background knowledge needed by undergraduate Anthropology majors for university transfer and coursework, while emphasizing the practical applications of anthropological skills and knowledge in a diversity of careers and the utility of anthropological perspectives as a lifelong learning tool for interpreting world events. The Anthropology Associate in Arts Degree requires 19-21 units.</p> <p>Anthropology Associate in Arts Degree</p> <p>Required Core (10 units)</p> <p style="text-align: center;">Units</p> <p>ANTH101 F Physical Anthropology 3</p> <p>or</p> <p>ANTH101HF Honors Physical Anthropology 3</p> <p>ANTH101LF Physical Anthropology Lab 1</p>	2020 Fall	Six-Year Review. Added honors versions of courses where appropriate.

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>ANTH102 F Cultural Anthropology 3</p> <p>or</p> <p>ANTH102HF Honors Cultural Anthropology 3</p> <p>ANTH103 F Introduction to Archaeology 3</p> <p>or</p> <p>ANTH103HF Honors Introduction to Archaeology 3</p> <p>List A: Select one course (3 units)</p> <p style="padding-left: 40px;">Units</p> <p>ANTH105 F Language and Culture 3</p> <p>ANTH107 F Anthropology of Magic, Witchcraft, and Religion 3</p> <p>or</p> <p>ANTH107HF Honors Anthropology of Magic, Witchcraft and Religion 3</p>		

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>List B: Select one to two courses from Area 1 and 2 below Or the LIST A course not already used (3-4 units) Units</p> <p>Area 1: Science Methods Units</p> <p>PSY202 F Research Methods in Psychology 4</p> <p>or</p> <p>PSY202HF Honors Research Methods in Psychology 4</p> <p>SOSC125 F Introduction to Research Methods 3</p> <p>Area 2: Sciences Units</p> <p>ANAT231 F General Human Anatomy 4</p> <p>ESC100 F Physical Geology 3</p> <p>and</p> <p>ESC100LF Physical Geology Lab 1</p> <p>ESC101 F Earth Science Survey 3</p> <p>and</p> <p>ESC101LF Earth Science Survey Lab 1</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		ESC190 F Environmental Geology 3 GEOG230 F Introduction to Geographic Information Systems 3 List C: Select one to two courses Or any LIST A or LIST B course not already used (3-4 units) Units ANTH106 F World Prehistory 3 ANTH109 F Primate Behavior 3 ANTH199 F Anthropology Independent Study 1 ANTH209 F Cultures of Latin America 3 ANTH211 F Celtic Cultures 3 ANTH215 F Global Issues in Anthropological Perspective 3 Total Units 19 - 21		

<p>Anthropology</p>	<ul style="list-style-type: none"> ● Program Unit Revision ● Catalog Description Update ● Six-Year Review ● Program SLOA Revision ● Removing Courses from "Required" ● Adding Courses to "Required" ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The Anthropology Associate in Arts Degree for Transfer, also called the Anthropology AA-T Degree, prepares students to transfer to CSU and other college campuses that offer bachelor's degrees in anthropology. Ed Code Section 66746-66749 states students earning the Anthropology AA-T degree will be granted priority for admission as an Anthropology major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students complete 60 CSU transferable units, including completion of CSU GE or IGETC and 19-20 units in the major with a cumulative GPA of 2.0 or better. Title V requires that students earn a grade of C or better in all major coursework. There are no additional graduation requirements. The Anthropology AA-T Degree is designed to provide students with a holistic introduction to Anthropology. This degree will provide the background knowledge needed by undergraduate Anthropology majors for university transfer and coursework, while emphasizing the practical applications of anthropological skills and knowledge in a diversity of careers and the utility of anthropological</p>	<p>2020 Fall</p>	<p>Six-Year Review. Program unit change FROM 18-22 TO 19-20. Added new course ANTH 106 F, as well as the following courses: ANTH 101LF, ANTH 103HF, ANTH 107HF, PSY 202 F, PSY 202HF, SOSC 125 F, ANTH 109 F and ANTH 215 F. Removed ESC 100 F, GEOG 160 F, MATH 120 F, MATH 120HF, SOSC 120 F, PSY 131 F, PHIL 105 F, GEOG 100 F, GEOG 100HF, SOC 101 F, SOC 101HF, SOC 290 F.</p>
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		<p>perspectives as a lifelong learning tool for interpreting world events. The Anthropology AA-T Degree requires 19-20 units.</p> <p>Anthropology Associate in Arts Degree for Transfer</p> <p>REQUIRED CORE: (10 units)</p> <p style="text-align: center;">Units</p> <p>ANTH101 F Physical Anthropology 3</p> <p>or</p> <p>ANTH101HF Honors Physical Anthropology 3</p> <p>ANTH101LF Physical Anthropology Lab 1</p> <p>ANTH102 F Cultural Anthropology 3</p> <p>or</p> <p>ANTH102HF Honors Cultural Anthropology 3</p> <p>ANTH103 F Introduction to Archaeology 3</p> <p>or</p> <p>ANTH103HF Honors Introduction to Archaeology 3</p> <p>List A: Select one course (3 units)</p> <p style="text-align: center;">Units</p> <p>ANTH105 F Language and Culture</p>		
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		<p>3</p> <p>ANTH107 F Anthropology of Magic, Witchcraft, and Religion</p> <p>3</p> <p>or</p> <p>ANTH107HF Honors Anthropology of Magic, Witchcraft and Religion</p> <p>3</p> <p>List B: Select one to two courses (3-4 units) from Area 1 and 2 below or Any LIST A course not already used</p> <p>Area 1: Science Methods</p> <p>Units</p> <p>PSY202 F Research Methods in Psychology</p> <p>4</p> <p>or</p> <p>PSY202HF Honors Research Methods in Psychology</p> <p>4</p> <p>SOSC125 F Introduction to Research Methods</p> <p>3</p> <p>Area 2: Sciences</p> <p>Units</p> <p>ANAT231 F General Human Anatomy</p> <p>4</p> <p>ESC100 F Physical Geology</p> <p>3</p> <p>and</p> <p>ESC100LF Physical Geology Lab</p> <p>1</p>		
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		<p>ESC101 F Earth Science Survey 3</p> <p>and</p> <p>ESC101LF Earth Science Survey Lab 1</p> <p>ESC190 F Environmental Geology 3</p> <p>GEOG230 F Introduction to Geographic Information Systems 3</p> <p>List C: Select one course below or Any LIST A or LIST B course not already used (3 units) Units</p> <p>ANTH106 F World Prehistory 3</p> <p>ANTH109 F Primate Behavior 3</p> <p>ANTH209 F Cultures of Latin America 3</p> <p>ANTH211 F Celtic Cultures 3</p> <p>ANTH215 F Global Issues in Anthropological Perspective 3</p> <p>Total Units 19 - 20</p>		
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MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Business	<ul style="list-style-type: none"> ● Course Title Revision ● Program Unit Revision ● Program SLOA Revision ● Removing Courses from "Required" ● Adding Courses to "Required" ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The International Business Management Associate in Science Degree is designed to prepare students for meaningful employment in organizations with an international footprint, to include skills and abilities in importing, exporting, and international marketing and management functions. Studies in international business focus on how different cultures affect the political, economic, and social aspects of doing business internationally. If you think you want to work abroad, consider adding the Fullerton College's optional Study Abroad program, offered every semester, which will connect you to new cultural and educational experiences. This degree requires 27-31 units.</p> <p>International Business Management Associate in Science Degree</p> <p>Required Courses (15-16 units): Students are encouraged to participate in Study Abroad and may also count their Study Abroad</p>	2020 Fall	Program units from changed from 30-34 to 27-31 due to restructuring of classes to meet learning outcomes.

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		semester towards this degree. Units BUS131 F Principles of International Business 3 BUS132 F Principles of Import/Export 3 BUS224 F International Marketing 3 BUS225 F International Management 3 BUS226 F International Finance 3 BUS242 F International Business Law 3 INDS298AF Interdisciplinary Studies Seminar for Study Abroad 1 Select one ACCOUNTING course from the following (3-5 units): Units ACCT100 F Small Business Accounting 3 ACCT101AF Financial Accounting 5 or		

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>ACCT102HF Honors Financial Accounting 5</p> <p>Select one COMMUNICATIONS course from the following (3-4 units):</p> <p style="padding-left: 40px;">Units</p> <p>BUS111 F Business Communications 3</p> <p>BUS112 F Public Speaking for Business 4</p> <p>BUS211 F Critical Reasoning and Writing for Business 3</p> <p>or</p> <p>BUS211HF Honors Critical Reasoning and Writing for Business 3</p> <p>Select one MANAGEMENT course from the following (3 units):</p> <p style="padding-left: 40px;">Units</p> <p>BUS100 F Introduction to Business 3</p> <p>BUS180 F Small Business Management 3</p> <p>BUS131 F Principles of International Business 3</p>		

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		BUS262 F Principles of Management 3 BUS266 F Human Relations in Organizations 3 BUS267 F Principles of Supervision 3 BUS268 F Human Resource Management 3 BUS271 F Leadership and Business Ethics 3 Select one LEGAL course from the following (3 units): (See counselor for determination of correct course) Units BUS240 F Legal Environment of Business 3 or BUS240HF Honors Legal Environment of Business 3 BUS242 F International Business Law 3 BUS245 F Business Law I 3 Total Units 27 - 31		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Business	<ul style="list-style-type: none"> ● Course Title Revision ● Program Unit Revision ● Program SLOA Revision ● Removing Courses from "Required" ● Adding Courses to "Required" ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The International Business Management Certificate is designed to prepare students for various aspects of international management. Topics include the challenges of managing international organizations, the impact of culture on organizations, and the management of cultural diversity at home and abroad. If you think you want to work abroad, consider adding the Fullerton College's optional Study Abroad program, offered every semester, which will connect you to new cultural and educational experiences. A minimum grade of C is required in each course taken. This certificate requires 18-19 units.</p> <p>International Business Management Certificate</p> <p>Required Courses (18-19 units): Students are encouraged to participate in Study Abroad and may also count their Study Abroad semester towards this certificate.</p> <p style="text-align: center;">Units</p> <p>BUS131 F Principles of International Business</p>	2020 Fall	Program units changed from 30-34 to 18-19 to due changes in course requirements and to make the certificate more attainable.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3		
		BUS132 F Principles of Import/Export		
		3		
		BUS224 F International Marketing		
		3		
		BUS225 F International Management		
		3		
		BUS226 F International Finance		
		3		
		BUS242 F International Business Law		
		3		
		INDS298AF Interdisciplinary Studies Seminar for Study Abroad		
		1		
		Total Units		
		18 - 19		

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Child Development and Educational Studies	<ul style="list-style-type: none"> ● Six-Year Review ● Program SLOA Revision 	<p>The Early Childhood Education Associate in Science Degree for Transfer, also called the ECE AS-T, prepares students to transfer to CSU campuses that offer bachelor's degrees in Early Childhood Education. Ed Code Section 66746-66749 states students earning the Early Childcare Education AS-T degree will be granted priority for admission as an Early Childcare Education major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 24 units in the major, with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of "C" or better in all major coursework. There are no additional graduation requirements. This degree is designed to prepare students for working with young children from birth through the age of 8 and for employment in child development programs, public and private pre-schools, and children's centers. The ECE AS-T requires a total of 24 units.</p>	2020 Fall	Six-Year Review. Added CIP code. Updated catalog description. Updated PL-SLOAs to required format and allowed measurable verbs.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		<p>Early Childhood Education Associate in Science Degree for Transfer</p> <p>Required Core Courses (24 units)</p> <p style="text-align: center;">Units</p> <p>CDES115 F Introduction to Early Childhood Education Curriculum 3</p> <p>CDES120 F Child Development 3</p> <p>CDES122 F Principles of Early Childhood Education 3</p> <p>CDES125 F Observation and Assessment for Early Learning and Development 3</p> <p>CDES201 F Child in the Home and Community 3</p> <p>CDES210 F Anti-Bias Perspective/Diversity Seminar 3</p> <p>CDES215 F Health, Safety, Food, and Nutrition for Children 3</p> <p>CDES225 F Early Childhood Student Teaching Practicum 3</p> <p>Total Units 24</p>		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Child Development and Educational Studies	<ul style="list-style-type: none"> • Program Title Revision • Catalog Description Update • Six-Year Review • Program SLOA Revision 	<p>The Infant and Toddler Teacher Certificate is designed to educate caregivers for employment in programs serving infants and toddlers. It is also recommended for Licensed Family Child Care Providers who care for very young children in their homes. Completion of this certificate will meet the State of California Title 22 requirements to teach infants and toddlers in a licensed facility. In many of the courses taken in this program, students will study, observe and learn utilizing the Child Development Laboratory Instructional Classrooms. Completion of this certificate will meet the requirements for six specialization units for the Title V Child Development Permit at the Master Teacher level. Completion of the AA or AS-T degree (transfer) in Child Development is strongly recommended for those students considering a professional career in the area of Infant Development. A minimum grade of C is required in each course taken. The Infant and Toddler Teacher Certificate requires a total of 21 units.</p> <p>Infant and Toddler Teacher Certificate Required Courses (21 units) Units CDES120 F Child Development 3</p>	2020 Fall	Six-Year Review. Added CIP code. Updated catalog description. Updated PL-SLOA format and measurable verbs.

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		CDES140 F Infant/Toddler Development and Observation 3 CDES141 F Principles of Infant/Toddler Care and Education 3 CDES201 F Child in the Home and Community 3 CDES208 F Working with Families of Children with Special Needs 3 CDES210 F Anti-Bias Perspective/Diversity Seminar 3 CDES215 F Health, Safety, Food, and Nutrition for Children 3 <i>Completion of the AA degree (transfer) in Child Development is strongly recommended for those students considering a professional career in the area of Infant Development.</i> Total Units 21		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Child Development and Educational Studies	<ul style="list-style-type: none"> • Catalog Description Update • Six-Year Review • Program SLOA Revision 	<p>The Special Education Certificate prepares students for employment as instructional aides in K - 12 public schools and early childhood programs where children identified with special needs are enrolled. In many of the courses required for this certificate, student's study, observe and learn utilizing the Child Development Laboratory Instructional Classrooms. A minimum grade of C is required in each course taken. The Special Education Certificate requires a total of 18 units.</p> <p>Special Education Certificate</p> <p>Required Courses (6 units) Units</p> <p>CDES120 F Child Development 3</p> <p>CDES204 F Introduction to Special Education 3</p> <p>Restricted Electives (12 units) Units</p> <p>CDES206 F Sensory Integration and Motor Planning for Young Children 3</p> <p>CDES207 F Principles and Techniques of Early Childhood</p>	2020 Fall	Six-Year Review. Added CIP code. Updated catalog description. Updated PL-SLOA format and measurable verbs.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		Special Education with Field Experience 3 CDES208 F Working with Families of Children with Special Needs 3 CDES209 F The Role of the Para-Professional in Diverse Settings 3 CDES211 F Classroom Practices for Diverse Learners 3 Total Units 18		

<p>Computer Information Systems</p>	<ul style="list-style-type: none"> ● Program Unit Revision ● Catalog Description Update ● Removing Courses from "Required" ● Adding Courses to "Required" ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The Computer Information Systems Associate in Science Degree is designed to prepare students for employment in programming, networking, website design, database design and administration, cyber-security, project management or game design. Students learn in a well-equipped technical environment for instruction and lab. CIS courses are taught providing hands-on experience in the use of industry-standard hardware, application software, operating systems, networking, and programming tools. This program also requires students to choose a "Career Track" from the sets of Restricted Electives below. This degree requires 20-23 units.</p> <p>Computer Information Systems Associate in Science Degree (FY 2020)</p> <p>Required Courses (14 units) Units</p> <p>CIS100 F Introduction to Personal Computers 4</p> <p>or</p> <p>CIS111 F Introduction to Information Systems 4</p> <p>or</p> <p>CIS111HF Honors Introduction to Information Systems 4</p>	<p>2020 Fall</p>	<p>Reviewing program to be more flexible and achievable within two years for students</p>
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		<p>CIS152 F Web Design I 3</p> <p>CIS180 F Introduction to Networking Concepts 4</p> <p>CIS201 F Introduction to Python Programming 3</p> <p><i>This program also requires students to choose a FOCUS AREA (or minor) (6 to 9 units)</i></p> <p>Choose ELECTIVES from ONE CAREER TRACK below to meet the minimum program unit requirements: Units</p> <p>Restricted Electives - Cyber Security Career Track: Select the following courses (8 units): Units</p> <p>CIS107 F Introduction to Operating Systems 3</p> <p>CIS109 F Personal Computer Security 2</p> <p>CIS160 F Introduction to Cyber Security 3</p> <p>OR Units</p> <p>Restricted Electives - Programming Career Track: Select the following courses (6-7 units): Units</p> <p>CIS223 F Programming in C++</p>		
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		<p style="text-align: center;">3</p> <p>or</p> <p>CIS226 F Java Programming I</p> <p style="text-align: center;">4</p> <p>CIS142 F Database I</p> <p style="text-align: center;">3</p> <p>OR</p> <p style="text-align: center;">Units</p> <p>Restricted Electives - Network Technician Career Track: Select the following courses (6 units):</p> <p style="text-align: center;">Units</p> <p>CIS181 F Computer Certification Preparation</p> <p style="text-align: center;">3</p> <p>CIS182 F Computer Certification Preparation II</p> <p style="text-align: center;">3</p> <p>OR</p> <p style="text-align: center;">Units</p> <p>Restricted Electives - Network Administration Career Track: Select the following courses (9 units):</p> <p style="text-align: center;">Units</p> <p>CIS107 F Introduction to Operating Systems</p> <p style="text-align: center;">3</p> <p>CIS285 F Windows Server</p> <p style="text-align: center;">3</p> <p>CIS290 F Linux / UNIX Operating System</p> <p style="text-align: center;">3</p> <p>OR</p> <p style="text-align: center;">Units</p> <p>Restricted Electives - Web Design Career Track: Select the</p>		
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		<p>following courses (6 units):</p> <p style="text-align: center;">Units</p> <p>CIS157 F Web Design II 3</p> <p>CIS176 F Web Page Layout with CMS 3</p> <p>OR</p> <p style="text-align: center;">Units</p> <p>Restricted Electives - Information System Project Management Career Track: Select the following courses (9 units):</p> <p style="text-align: center;">Units</p> <p>CIS123 F Beginning Word Processing (MS Word) 3</p> <p>CIS106 F Beginning Spreadsheet (MS Excel) 3</p> <p>CIS120 F Project Management I 3</p> <p>OR</p> <p style="text-align: center;">Units</p> <p>Restricted Electives - Game Design Career Track: Select the following courses (6 units):</p> <p style="text-align: center;">Units</p> <p>CISG100 F Introduction to Computer Game Design 3</p> <p>CISG110 F Introduction to Programming for Computer Games 3</p> <p>Total Units 20 - 23</p>		
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MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Fashion		<p>The Fashion Skills Certificate is designed to provide the student with a course of study leading to fast employment in the fashion apparel industry. This skills certificate requires 9 units, all of which are required courses. A minimum grade of C is required for each course taken.</p> <p>Fashion Skills Certificate</p> <p>Required Courses (9 units)</p> <p style="text-align: center;">Units</p> <p>FASH088 F CAD for Apparel 2</p> <p>FASH108 F Flat Pattern Methods and Design I 2</p> <p>FASH109 F Flat Pattern Methods and Design II 2</p> <p>FASH110 F Flat Pattern Methods and Design III 2</p> <p>FASH145 F Field Studies in Fashion 1</p> <p>Total Units 9</p>	2020 Fall	9 unit Fashion Skill Certificate being re-submitted through the Curriculum Committee for approval by the State.

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Journalism	<ul style="list-style-type: none"> ● Program Unit Revision ● Adding Courses to "Required" ● Adding Courses to "Restricted Electives" ● Removing Courses from "Restricted Electives" 	<p>The Spanish Language Media Certificate requires a total of 25-27 units of which 19-20 units are in required courses. An additional 6-7 units must be completed from the restricted electives listed below. The certificate provides students with sufficient background for reporting, writing and production jobs on Spanish-language community newspapers and online publications. A minimum grade of C is required in each course taken.</p> <p>Spanish Language Media Certificate</p> <p style="text-align: center;">Required Courses (19-20 units) Units</p> <p>JOUR101 F Reporting and Writing 3</p> <p>JOUR110 F Mass Media Survey 3</p> <p>or</p> <p>JOUR110HF Honors Mass Media Survey 3</p> <p>JOUR271 F Introduction to Spanish-Language Reporting 3</p> <p>ETHS101 F American Ethnic Studies 3</p>	2020 Fall	<p>Removed ETHS 118 F from Restricted Electives. Added JOUR 110 HF and ETHS 101 HF to Required Courses. Removed ETHS 140 F and replaced with ETHS 150 in Required Courses. Removed ETHS 141 F, ETHS 142F and replaced with ETHS 151 F, ETHS 152 F, ETHS 153 F, and ETHS 153HF in Restricted Electives per recommendations. Program unit change FROM 26-29 units TO 25-27 units.</p>

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		or ETHS101HF Honors American Ethnic Studies 3 ETHS150 F Introduction to Chicana/o Studies 3 SPAN201 F Spanish for the Spanish Speaker 5 or SPAN203 F Intermediate Spanish III 4 Restricted Electives (6-7 units) Units CRTV129 F Broadcast News 3 ETHS151 F Chicana/o History I 3 ETHS152 F Chicana/o History II 3 ETHS153 F Chicana/o and Latina/o Contemporary Issues 3 or ETHS153HF Honors Chicana/o and Latina/o Contemporary Issues 3 JOUR272 F Beginning Spanish- Language Reporting 3 JOUR210 F Multimedia Reporting		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3 JOUR222 F Introduction to News Media Production 3 SPAN204 F Intermediate Spanish IV 4 SPAN205 F Introduction to Spanish Literature 3 SPAN206 F Introduction to Latin American Literature 3 Total Units 25 - 27		

DEACTIVATED PROGRAMS/CERTIFICATES		
DEGREE	EFF DATE	JUSTIFICATION
Administration of Justice Certificate	2020 Fall	This program is being deactivated due to the suspension of the California Peace Officer Standards and Training (P.O.S.T.) Extended Basic Police Academy program at Fullerton College.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	April 14, 2020	Information	
		Enclosure(s)	X
SUBJECT:	North Orange Continuing Education Curriculum Matters		

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

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

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

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

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

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

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2020. The curricula have been signed by the Campus Curriculum Committee Chairperson and the President, and it has been approved by the District Curriculum Coordinating Committee.

North Orange Continuing Education

2019-20

Expected/Pending Board approval on April 14, 2020

Approved by District Curriculum Coordinating Committee on March 6, 2020

Approved by North Orange Continuing Education Curriculum Committee on February 11, 2020

~~ New Courses ~

Crs Id	Title	Hours	Justification	Effective Term
Disability Support Services (DSS)				
DSSS 110	Community Resources	90	Revising three courses (DSPS 129 Community Resources) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 111	Community Resources Advanced	90	Revising three courses (DSPS 129 Community Resources) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 130	Banking & Bill Paying: Beginning Skills	90	Revising three courses (DSPS 260 Intro. to Checking, DSPS 275 Paying Bills, DSPS 285 Budgeting for Apartment Living) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 131	Banking & Bill Paying: Budgeting	90	Revising three courses (DSPS 260 Intro. to Checking, DSPS 275 Paying Bills, DSPS 285 Budgeting for Apartment Living) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 140	Exploring Your Occupational Path	90	Revising three courses (DSPS 265 Explore your Occupational Path, DSPS 280 Landing a Job, DSPS 270 Work Attitudes and Employer Expectations) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 141	Work Attitudes and Employer Expectations	90	Revising three courses (DSPS 265 Explore your Occupational Path, DSPS 280 Landing a Job, DSPS 270 Work Attitudes and Employer Expectations) into two courses to fit into NOCE's change from trimesters to semester.	Fall 2020
DSSS 302	WISE - Health and Nutrition	450	This is a new course in compliance with shifting from trimesters to semesters. This is the second of two sequential courses necessary to provide students with disabilities the basic health and safety skills to live more independently in the community.	Fall 2020
DSSS 303	WISE - Safety Skills	450	This is a new course in compliance with shifting from trimesters to semesters. This is the first of two sequential courses designed for adults with disabilities to learn the basic safety skills to live more independently in the community.	Fall 2020

North Orange Continuing Education 2019-20

Crs Id	Title	Hours	Justification	Effective Term
DSSS 304	WISE - Securing a Job	450	This is a new course in compliance with shifting from trimesters to semesters. It is the first of two sequential courses designed for adults with disabilities to succeed at a	Fall 2020
DSSS 305	WISE - Retaining a Job	450	This is a new course in compliance with shifting from trimesters to semesters. It is the second of two sequential courses designed for adults with disabilities to succeed at a workplace. This course will focus on practicing vocational skill in different job settings.	Fall 2020
DSSS 306	WISE - Independent Living Skills	450	This is a new course in compliance with shifting from trimesters to semesters. It is the first of two sequential courses designed to provide students with disabilities the basic practical living skills to live more independently in the community.	Fall 2020
DSSS 307	WISE - Independent Living Skills in the Community	450	This is a new course in compliance with shifting from trimesters to semesters. It is the second of two sequential courses designed to provide students with disabilities the basic mobility skills to live more independently in the community, and to successfully enter the workforce.	Fall 2020
DSSS 308	WISE - US Civics	450	This is a new course in compliance with shifting from trimesters to semesters. It is the first of two sequential courses designed for adults with developmental disabilities and learning disabilities who want to become better citizens by gaining knowledge about the civics of the United States of America.	Fall 2020
DSSS 309	WISE - US Geography	450	This is a new course in compliance with shifting from trimesters to semesters. It is the second of two sequential courses designed for students with disabilities who want to become better citizens by gaining knowledge about US geography and reading a map.	Fall 2020

~~ Revised Courses ~

Crs Id	Title	Hours	Justification	Effective Term
English as a Second Language (ESL)				
ESLA 222	ESL Grammar Review, Beginning	36-84	Course revision of specialty classes to update course content, hours and textbooks. The revision will align the courses with students' proficiency levels.	Fall 2020
ESLA 223	ESL Grammar Review, Intermediate - Advanced	36-84	Course revision of specialty classes to update course content, hours and textbooks. The revision will align the courses with students' proficiency levels.	Fall 2020

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 14, 2020

SUBJECT: Approval of Designation of Subrecipient's
Agent Resolution and acceptance of the Hazard
Mitigation Grant

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

BACKGROUND: On February 10, 2020, the North Orange County Community College District was notified that the Federal Emergency Management Agency (FEMA) and the California Office of Emergency Services (Cal OES) have approved the District's application for the Hazard Mitigation Grant Program (HMGP) as a subrecipient of funds. The primary goal of the HMGP is to identify hazards and natural disasters that could impact the District in order for the District to create a mitigation plan to reduce the potential risk of loss of life and property to the District and its campus communities. The HMGP will help the District limit the impact of natural and human-made disasters on students, faculty, staff, and the surrounding communities.

To be eligible to apply for State assistance, authorized agents must be designated by North Orange County Community College District's Governing Body (Board of Trustees). If approved by the Board of Trustees, the authorized agents would be eligible to apply for State assistance for all current and future disasters and available grants for the next three years. The authorized agents would also be designated to review and approve assurances, agreements, applications, and other documents related to disaster/grant matters.

This item was submitted by Tami A. Oh, District Director, Risk Management.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities. #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This agenda item is in accordance with Board Policy 3505 Emergency Response Plan and with Board Policy 3280 Grants (1.0) The Board will be informed about all grants received by the District; and, (2.0) The Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Hazard Mitigation Grant Program award for \$150,000.

RECOMMENDATION: It is recommended that the Board accept the Hazard Mitigation Grant (FEMA-4407-DR-CA, Cal OES PL0415) in the amount of \$150,000 and approve the Designation of Subrecipients Agent Resolution - Hazard Mitigation Grant Program and Pre-Disaster Mitigation Program (Cal OES Form 130). It is also requested that the Board authorize the Chancellor, or designee to sign the form and any related documents, indicating approval by the Board of Trustees. It is further requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, Section 58308.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.d.2
Item No.

DESIGNATION OF SUBRECIPIENT'S AGENT RESOLUTION Hazard Mitigation Grant Program and Pre-Disaster Mitigation Program

BE IT RESOLVED BY THE Board of Trustees OF THE North Orange County Community College District
(Governing Body) (Name of Applicant)

THAT Chancellor, OR
(Title of Authorized Agent)
Vice Chancellor, Finance & Facilities, OR
(Title of Authorized Agent)
District Director, Risk Management
(Title of Authorized Agent)

is hereby authorized to execute for and on behalf of the North Orange County Community College District, a public entity
(Name of Subrecipient)
established under the laws of the State of California, this application and to file it with the California Governor's Office of Emergency Service, for the purpose of obtaining certain federal financial assistance under Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, and/or state financial assistance under the California Disaster Assistance Act.

THAT the North Orange County Community College District, a public entity established under the laws of the State of California,
(Name of Subrecipient)
hereby authorizes its agent(s) to provide to the California Governor's Office of Emergency Service for all matters pertaining to such state disaster assistance the assurances and agreements required.

Please check the appropriate box below:

- This is a universal resolution and is effective for all open and futures Disasters/Grants up to three (3) years following the date of approval below.
- This is a Disaster/Grant specific resolution and is effective for only Disaster/Grant name/number(s) FEMA-4407-DR-CA, Cal OES PL0415

Passed and approved this 14th day of April, 20 20

(Name and Title of Governing Body Representative)

(Name and Title of Governing Body Representative)

(Name and Title of Governing Body Representative)

CERTIFICATION

I, Alba Recinos, duly appointed and Administrative Support Manger/Recording Secretary of
(Name) (Title)
North Orange County Community College District, do hereby certify that the above is a true and correct copy of a
(Name of Applicant)

Resolution passed and approved by the Board of Trustees of the North Orange County Community College District
(Governing Body) (Name of Applicant)

on the 14th day of April, 20 20.

(Signature) Administrative Support Manager/Recording Secretary
(Title)

**Anaheim Campus
Hazard Mitigation Grant Program**

**New Budget
December 17, 2019 - December 17, 2022**

<u>OBJECT OF EXPENDITURE</u>	<u>BUDGET ACCOUNT NUMBER</u>	<u>PROPOSED BUDGET</u>
50000 Other Operating Expenses & Services		
	15310 1379 50000 6770	\$ 150,000
	Total Expenses	\$ 150,000
 80000 Revenue		
Other Federal Revenues	15310 1379 81900 6770	\$ 150,000
	Total Revenues	\$ 150,000

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund, for fiscal year 2019-2020, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

<u>INCOME ACCOUNT</u>	<u>INCOME SOURCE</u>	<u>AMOUNT</u>
8190	Other Federal Revenue	\$ <u>150,000</u>
<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
5000	Other Operating Expenses & Services	150,000
TOTALS		\$ <u>150,000</u>

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA))
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on April 14, 2020, and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____.

Al Mijares, Ph.D., County Superintendent of Schools

by _____, Deputy

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	April 14, 2020	Information	X
		Enclosure(s)	X
SUBJECT:	Guided Pathways Scale of Adoption Assessment (SOAA) – Cypress College		

BACKGROUND: At its December 12, 2017 meeting, the Board had an opportunity to review Cypress College, Fullerton College, and NOCE’s guided pathways self-assessments. The State Chancellor’s Office requires all colleges (not NOCE) to submit a progress report on their Guided Pathways Scale of Adoption Assessment on an annual basis. The last progress report was submitted for Board review in May of 2019. Cypress College is now submitting their current progress report for Board review as they received an extension to the March 1, 2020 deadline.

Cypress College has utilized their collegial governance process, working with the faculty, staff, administrators and students to craft the progress report. It is being presented to the Board for information and review prior to submission to the State Chancellor’s Office.

How does this relate to the five District Strategic Directions? This item responds to all five District Strategic Directions from student completion to reducing the achievement gap to student success in pathways to planning best practices to community partnerships.

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

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

RECOMMENDATION: It is recommended that the Board receive as information Cypress College’s Guided Pathways Self-Assessment Progress Report.

Preview

Details

College

Cypress College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Alternate Project Contact

Kristina Ogenesian

Senior Research & Planning Analyst

koganesian@cypresscollege.edu

(714) 484-7325

Project Director

Eileen Haddad

Interim Director, Institutional Research and Planning

ehaddad@cypresscollege.edu

Responsible Person

Kathryn Wada

kwada@cypresscollege.edu

Approvers

Chancellor/President

JoAnna Schilling

jschilling@cypresscollege.edu

Awaiting Submittal

Academic Senate President

Craig Goralski

cgoralski@cypresscollege.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- In fall 2017, a Meta-Majors Workgroup was established to examine the organization of programs at Cypress College. Through the work of this group over the course of several months, it was determined that the college's current division structure was best suited to serve as our "meta-majors" framework.
- Since then, we have started to redesign our college's website to better align with our "meta-majors". One example is our Career Technical Education "meta-major" website (careers.cypresscollege.edu), for includes career-focused information for all 39 CTE TOP coded programs such as career paths and salary ranges by program, as well as e-brochures. The new college website is scheduled to be complete in April 2020.
- Some of the most notable progress in this area has been achieved through Cypress College's implementation of Program Mapper. Program Mapper is a tool that allows for easy exploration of majors, which are grouped by "meta-majors", by providing a semester-by-semester map from program entry to completion. Additionally, Program Mapper includes information about occupations associated with each program, as well as wages and labor market demands.

- We also hold several annual large-scale events for students such as Connect2Cypress and Majors2Careers that highlight our “meta-majors” and emphasize the link between majors and careers.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Our next steps include continued work on our college website redesign, with an emphasis on making the website more user-friendly, and easier to navigate, particularly with regard to exploring “meta-majors”.
- We also would like to solicit input from specific populations to review language on the website to ensure clarity for students.
- Another step is to continue working on Program Mapper, including the creation of additional maps for completion using different timeframes.
- We plan to continue to hold events such as Connect2Cypress and Majors2Careers, which help incoming students enter the appropriate pathway.
- Last, we would like to further examine the terminology used to refer to our major groupings to determine whether “meta-majors” is most appropriate or if something like “areas of study” or “academic and career pathways” is more favorable to students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Our progress to date includes extensive work in areas related to Career Technical Education (CTE) and Health Sciences. Specifically, our Career Education programs regularly utilize community advisory meetings to ensure effective partnerships with local service area businesses and industry partners. These partnerships result in internships and work experience for our students and provide them with applied experience to best prepare them for the workforce.
- Our implementation of Program Mapper ensures that programs provide a clear map to degree and certificate completion as well as employment outcomes for students.
- CC CareerConnect provides employers and students with an online job resource for posting and applying for internships and jobs. Students are automatically enrolled with a single sign-on and they receive invitations to review the job postings. <https://cypresscollege-csm.symlicity.com>
- However, this progress is not systematic at our college, and is being done sporadically outside of the CTE and Health Science areas. One example of working occurring outside of CTE and Health Science is our Anthropology Department. The Anthropology Department Coordinator contacted students with a declared Anthropology major and held an information session for these students that highlighted career pathways and top transfer institutions for that major.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We would like to expand the number of departments holding events for their students that link their program to specific employment pathways and/or further education. One mechanism in which this can be achieved is through Completion Teams, which is a framework outlined in our Title V grant (Component 2, Strategy 2). The Completion Teams include a Faculty Peer Coach (FPC) who will be familiar with effective faculty practices and bring these practices to the attention of faculty peers in order to improve student outcomes, as well as a Career Coach whose efforts will be focused on employment outcomes.
- We will also be continuing to expand Program Mapper and ensure programs are well designed to guide and prepare students for employment.
- The inaugural college-wide Career Fair in Spring 2019 was a success in matching employers with students looking for jobs. The fair will be expanded this year to include practice-interview opportunities and head-shots for LinkedIn Learning.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Detailed information is provided on our college webpage via Program Mapper, which provides employment opportunities for each program.
- We also have our Gainful Employment disclosures on our college webpage which include employment outcomes for each of our certificate programs.
- We have started to redesign our college's website to make this type of information more prominent on our webpage, specifically as it relates to "meta-majors", but this work is still in progress.
- The new Program Finder provides a quick way for high school students and counselors to find career pathways at the college. It also provides college faculty with a way to find high school students enrolled in a related CTE pathway. <https://www.programfinderoc.com>

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Our next steps are to continue the redesign of our college's website to better align with the "meta-majors" framework, and as a result, make Program Mapper and program-specific pathways and employment outcomes more prominent on our webpage.
- Program Finder is being introduced to K12 students throughout the spring 2020 semester. <https://www.programfinderoc.com>

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- All programs are clearly mapped in Program Mapper, with semester-by-semester sequences and critical courses (i.e., core cores) identified, and this information is available on our webpage.
- DegreeWorks is also an accessible program that allows students to know their progress towards program completion.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Although all of our programs are clearly mapped in Program Mapper, it is unclear how aware students are about the availability of this information and how much it is being used. Our next steps are not only to expand Program Mapper with regard to the timeframes of the completion pathways, but also to further promote Program Mapper to counselors, instructional faculty, and students to ensure this tool is being widely used.
- The Completion Teams, as conceptualized in our Title V grant (Component 2, Strategy 2), can be utilized as a mechanism for expanding and promoting Program Mapper and its use by counselors, instructional faculty, and students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- We have two primary mechanisms which ensure our students required math courses are appropriately aligned with their major. First, we have our Guided Self-Placement tool which is dynamic in that it recommends the appropriate math course based on students' "meta-major". The math course recommendations were determined through collaborations between math faculty and counseling faculty.
- We also have embedded counselors within each "meta-major" that are familiar with the specific math course requirements for the various programs in their area and advise students accordingly.
- The Math department has developed many eDLAs that are currently offered to assist students in support for current concepts in their math classes, as well as catch up for concepts that they are lacking from basic skills concepts. These are offered through Math N01 Canvas shell. Additional support is also offered with embedded math online tutoring.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- The alignment of math courses to student major has been implemented for all students; however, with the Guided Self-Placement tool, all students now have the option to begin their math coursework at transfer-level. This requires additional support for some students, which can be facilitated with the Completion Team model, or more specifically, the Student Academic Coach, who is a Library, Learning, and Resource Center (LLRC) faculty or staff member whose role is to connect students to learning resources such as the Math Learning Center (Title V grant; Component 2, Strategy 2).

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Through the Promise, Pledge, and Charger Experience Program, nearly every new student develops and adheres to an educational plan. Priority registration is used to encourage students to step through the requirements of these programs.
- We also hold several annual large-scale events for students such as Connect2Cypress and Majors2Careers that are designed to help students explore career/college options, choose a program of study, and develop an educational plan.
- Students also have the opportunity to explore career/college options as well as develop an educational plan in the Counseling courses offered at Cypress College (e.g., COUN 140).
- The Career Planning Center and DSS collaborated to develop a career exploration and job preparation workshop series to students with disabilities. The series will begin in February 2020.
- Disability Support Services (DSS) launched a bridge program for high school students with disabilities. The First Steps Program directly connects to local high school special education programs. During the four-week First Steps summer program, each student develops an educational plan, explores career/education options, engages in campus activities, completes COUN 100, and learns how to access student services.
- As part of the EOPS Orientation, new students develop an abbreviated educational plan. During their first semester all students develop a comprehensive plan with their EOPS counselor.
- Several departments have developed Canvas shells that outreach to their majors and supply relevant information to students.
- Through MyPath incoming students are provided information and directed to resources to help them navigate the onboarding process.
- The college coordinates outreach efforts through the Welcome Center, which also serves as the needs of K-12 schools for college fairs and campus tours. The Pledge Center provides additional support for students enrolled and graduated from our K-12 partners. The services provide by the Welcome Center and Pledge Center play a vital role in managing student enrollment and helping students succeed. These services are coordinated with Admissions and

Records as well as other student services offices to help new and prospective students receive academic, emotional, and financial support throughout their journey at Cypress College.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Although most students have developed an abbreviated educational plan, there are some students who have not developed and/or adhered to a comprehensive educational plan. With this in mind, we specified increasing the development of comprehensive educational plans as one of our Title V grant objectives . One strategy identified in the grant to meet this objective is to expand and enhance pre-college services to ensure a comprehensive educational plan is completed as soon as possible.
- The First Steps Program will expand its outreach to include and welcome additional high schools. Additionally, based on First Steps SLO assessment data, DSS will modify some of its activities and instruction to ensure student learning outcomes and its meeting its intended goals.
- Students are being invited to LinkedIn Learning and we will be launching Portfolium in the next few months.
- Expand the use of Canvas shells for outreach to specific majors as a mechanism for sharing information.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- We have various programs and services in place to support academically underprepared students. These include services offered through the Library and Learning Resource Center (LLRC) such as an English Success Center (ESC), a Math Learning Center (MLC), as well as tutoring and supplemental instruction. Additionally, the LRC and DSS collaborate to provide tutoring specifically to students with disabilities in the DSS office. DSS delivers to LRC tutor workshops and presentations on how to effectively work with students with disabilities.
- The Library provides orientation sessions that target English courses for help and assistance with Information Competency issues, along with an embedded Librarian who works directly with English 100 faculty to assist in the classroom setting.
- The Institutional Research and Planning office provides a list of courses with low success rates to the Tutoring and Supplemental Instruction Coordinator to assist with identifying courses which may be a barrier to students and benefit from having assigned tutors and/or supplemental instruction.
- Disability Support Services (DSS) established a liaison system that provides faculty and deans with specialized and immediate service to aid in their support of emerging students in the classroom.
- In collaboration with the Library and Learning Resource Center, EOPS students receive extended tutoring for additional academic support for their courses. Additionally, the EOPS program hosts workshops throughout the semester on various topics such as study skills and techniques and time management.
- The Career Technical Education and Health Sciences Divisions have long offered "gateway courses" such as the ATC 101, ATC 110, AT 101 and 110, HI 100 and 101, HRC 101, and HS 145, as well as tutoring support. Further, some of these courses are articulated with local high schools and Regional Occupational Programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- At the moment, "gateway" courses have not been explicitly identified for the college's major program areas. We plan to use our Completion Teams as proposed in the Title V grant to define and identify "gateway" courses and recommend the appropriate supports for these courses within each major program area (Title V grant; Component 2, Strategy 2).
- Another strategy is a collaboration between the Financial Aid Office and our Counseling 140 courses to offer financial aid and financial literacy information as an additional support for students in helping them succeed.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- The implementation of AB 705 has resulted in significant progress in providing special support to help academically underprepared students complete transfer-level math within one year. Some examples of the supports we have in place include corequisites, online directed learning activities (eDLAs), in-person and online tutoring, supplemental instruction, group tutoring, and special "cram sessions".
- DSS provides academic accommodations and services to students with verified disabilities to remove educational barriers and to minimize the impact of disability-related challenges.
- In collaboration with the Library and Learning Resource Center, EOPS and DSS students receive extended tutoring for additional academic support for their courses.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We have recognized the importance of completing a transfer-level math course in the first year and have identified this as one of our Title V grant objectives (Component 2, Objective 4). The Completion Teams proposed in our Title V grant will help direct and connect students to the appropriate support services to help students succeed in their program-relevant math course.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- The implementation of AB 705 has resulted in significant progress in providing special support to help academically underprepared students complete transfer-level English within one year. Some examples of the supports we have in place include corequisites, directed learning activities (DLAs), in-person and online tutoring, and supplemental instruction.
- The English Success Center in the LRC has various supports available such as writing and grammar assistance, as well as a Peer Assisted Learners (PALs) program.
- DSS provides academic accommodations and services to students with verified disabilities to minimize the impact of disability-related challenges.
- In collaboration with the Library and Learning Resource Center, EOPS students receive extended tutoring for additional support for their courses.
- Also, through a program called ACCESS, the English Department informs students of the support services available to them to help them succeed.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We have recognized the importance of completing a transfer-level English course in the first year and have identified this as one of our Title V grant objectives (Component 2, Objective 4). The Completion Teams proposed in our Title V grant will help direct and connect students to the appropriate support services to help students succeed in their program-relevant English course.
- Additionally, we will be offering an ESL course equivalent to Freshman Composition beginning in Fall 2020, a curricular structure that has demonstrated high throughput for ESL.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- We have many available support services in place to support very poorly prepared students. These include the Library and Learning Resource Center (LLRC), which includes the English Success Center (ESC), the Math Learning Center (MLC), tutoring, supplemental instruction, and both in-person and online directed learning activities (DLAs). Additionally, the LRC and DSS collaborate to provide tutoring specifically to students with disabilities in the DSS office. DSS delivers to LRC tutor workshops and presentations on how to effectively work with students with disabilities.
- We offer extended time for both DSS and EOPS students, online 24/7 tutoring including CTE, and various library services (such as the reference helpdesk, online chat, orientations, and embedded librarians).
- We also have several high-touch cohort programs such as Legacy, Puente, EOPS/CARE, CalWORKs, Athletics, and STEM2 to help students succeed in college-level courses.
- Through the Student Equity and Achievement (SEA) Plan, disproportionately impacted groups were identified and specific activities have been outlined to best serve these student groups within that plan.
- Disability Support Services provides intensive support to students with verified disabilities to minimize the impact of disability-related challenges.
- EOPS/CARE & CalWORKs provides wraparound services, and support students with academic counseling, financial aid assistance and specialized workshops.
- Guardian Scholars is available to all current and former foster youth to ensure their academic, career, and personal success.
- The Grads to Be Program was established and is aimed at providing a variety of services and resources for our undocumented students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Expand and/or enhance high-touch cohort programs.

- Utilize the Completion Teams proposed on the Title V grant (Component 2, Strategy 2) to explore strategies to identify and support poorly prepared students to succeed in college-level courses.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- We have a well-established Dual Enrollment program that provides hundreds of high school students the opportunity to take college-level coursework and explore career pathways.
- We have partnerships with local high school feeder districts that have been solidified through the Pledge, Promise, and Charger Experience programs.
- Our Dean of Career Technical Education, in partnership with the Orange County Department of Education, developed the Program Finder tool which helps link K-12 career education pathways to community college programs, including our own.
- We also hold several large-scale events for students such as Commit2Cypress and Connect2Cypress which are geared towards motivating high school students and preparing them for college-level coursework.
- Our partnerships with the high schools also include an annual High School Principal's Breakfast and Counselor's Breakfast in which high school and middle school representatives are invited to our college to learn about our programs and relay this information to their students.
- Disability Support Services (DSS) launched a summer bridge program to prepare high school students with disabilities for college coursework. DSS directly connects to local high school special education programs. Furthermore, DSS expanded high school outreach to include its participation in AUHSD's special education chair meetings, parent nights, and in-class presentations. It has fostered effective partnerships with multiple high schools.
- There are approximately 75 Career Education courses articulated with local high school and Regional Occupational Programs. See <http://news.cypresscollege.edu/Documents/careers-site/career-technical-education-high-school-articulations.pdf> for more information.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Expand partnerships with local high school districts.
- Increase awareness and use of Program Finder.
- Expand and enhance events like Commit2Cypress, Connect2Cypress.
- Expand special program participation for college signature events.
- Expand work with high schools that have a high number of underserved students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

- We have embedded counselors within each “meta-major” to assist with monitoring student progress.
- We have several high-touch cohort-based programs such as Puente, Legacy, and STEM2 that effectively monitor each student along their path to completion.

- The Institutional Research and Planning Office provides student-level course completion data to specific programs as requested (e.g., Psychiatric Technology, Health Information Technology) to assist with student tracking towards completion.
- For several years Counselors have intentionally created abbreviated (2 or fewer semesters) and comprehensive (3 or more semesters) Student Education Plans (SEPs) via appointments, walk-ins, and by direct contact (emails, phone calls and classroom visits/presentations).
- Counselors in the Career Technical Education area regularly visit classrooms (at the beginning of the semester to entry-level courses and at the end of the semester to advanced-level courses) to remind students of certificate and degree application dates and deadlines. Argos and similar reports are also regularly generated for student progress audits.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- The proposed Completion Teams in the Title V grant (Component 2, Strategy 2) will provide a context in which monitoring student progress can be more streamlined and strategic across the various “meta-majors”.
- Counseling Division will expand in-reach approaches to engage students in their academic journey through online counseling and counseling appointments with major area counselors.
- The Counseling Division will work with campus constituents to develop workshops that promote resources and support to help students stay on their academic paths, working with Completion teams and Civitas.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Our college has implemented Program Mapper, which allows students to follow their educational plan and degree audit see which courses are needed to complete a specific program.
- Our college also utilizes DegreeWorks, which has the capability to allow students to see their progress towards degree completion as well as test “what-if” scenarios to determine their path if they were to change majors.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Although Program Mapper and DegreeWorks are powerful tools available to students to track their completion progress, there is still some work to be done with implementation of these programs, processes, and tools. Expanding the implementation of these tools, specifically with regard to Program Mapper, has been identified as an activity in our Title V grant (Component 2, Strategy 1).
- Additionally, it is unclear how much these programs, processes, and tools are being used by students, so the awareness and use of these programs need to be further explored.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Our college has a predictive analytics tool called Civitas Illume Student that can identify students who are at-risk of not persisting into the subsequent term. This tool can be used to intervene in a variety of ways to help students get back on track.
- Probation notifications are sent to students to notify them of probation or dismissal status.
- Canvas can be used by faculty to alert students on their progress within a course and help provide support to ensure they stay on track if they appear to be falling off their path. Additionally, online tutoring can be integrated into a Canvas shell.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We would like to revisit the wording of the probation notifications to ensure the notifications provide supportive, actionable information to the student.
- Another next step would be to expand the use of tools like Civitas and Canvas to intervene when students are at risk of falling off of their program paths.
- Finally, we will utilize the Completion Teams proposed in the Title V grant (Component 2, Strategy 2) will develop strategies to alert counselors and students regarding at-risk students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- We have embedded counselors in each “meta-major” area that are familiar with limited-access programs and are able to redirect students as needed.
- Also, DegreeWorks is a tool that can be used by students and counselors to explore how alternative pathways would align with a particular limited-access program.
- Finally, Program Mapper can be used to explore programs that align with a limited-access program.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- One of our next steps would be to expand the use of DegreeWorks and Program Mapper so that students are more familiar with the various pathways that are available (Title V grant; Component 2, Strategy 1).
- We could also utilize the proposed Completion Teams in our Title V grant (Component 2, Strategy 2) to strategize on how to assist these students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- There are several strategies our college has used to ensure our course offerings align with student needs.
- The Deans in each “meta-major” regularly participate in enrollment management activities, particularly during critical registration periods.
- The Institutional Research and Planning Office provides enrollment management data such as fill rates, wait lists, full class lists, and unmet demand reports to the Deans to help inform course offerings.
- We have conducted numerous student surveys asking students about registration challenges and preferences.
- Some Deans have explored the course offerings for specific programs (e.g., Human Services) to ensure courses needed to complete the program are regularly being offered.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Our next steps are to continue discussions about how to best accommodate the enrollment needs of our students. There has been some discussion of creating one-year schedules to help students plan.
- The proposed Completion Teams in our Title V grant (Component 2, Strategy 2) will explore additional strategies.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Program learning outcomes (PLOs) are examined in the program review process to ensure that they align with further education and employment.
- We also conduct a survey of graduates to assess program learning outcomes as well as institutional learning outcomes.
- Cypress participates in the CTE Outcomes Survey to track student employment and wage gains.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Although program review includes program learning outcomes, there is still some lack of clarity with regard to the meaningfulness of this information as it is currently being presented. A next step would be to increase the understanding of program learning outcomes, and subsequently increase the meaningfulness of PLO information by relating it to further education and employment outcomes for students, and expand these relations to Institutional Student Learning Outcomes (ISLOs).

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- These activities are conducted within each instructional program and are reported in their program review.
- Some programs utilize supplemental instruction (SI) to help engage students in active and applied learning.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- A next step would be to utilize the proposed Completion Teams in our Title V grant (Component 2, Strategy 2) as a venue for discussions regarding best practices to ensure this practice is occurring within the various departments.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Students at our college have many opportunities to engage in internships (e.g., CTE, Health Sciences), clinical placements (e.g., Nursing, Rad Tech), study abroad, and many other experiential learning activities that are intentionally embedded into programs and coursework.
- Also, many departments offer Independent Study courses that are used for this purpose.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- One possible next step is to ensure that all programs have a component of experiential learning that is embedded into the coursework.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- These activities are conducted within the program review process and examined using assessments of student and program learning outcomes.
- We use eLumen to report on learning outcomes for all courses and instructional programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- The next steps are to ensure all full-time faculty are participating in learning outcomes assessment.
- Also, we plan to increase adjunct faculty participation in this process.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Learning outcomes are assessed annually for each course and program, and the results are used to improve teaching and learning through program review, as well as inform professional development. Likewise, student services learning outcomes are assessed and the results are used to improve the delivery and effectiveness of services through SS program review.
- We use eLumen to report on learning outcomes, the assessments, as well as how they are being used to improve programs.
- The SLO Committee also uses the results of learning outcomes assessments to make recommendations on improved teaching and learning.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- The next steps are to ensure all full-time faculty are participating in learning outcomes assessment.
- Also, we plan to increase adjunct faculty participation in this process.
- Student Services will soon use eLumen to report on SSSLOs, assessment, and program improvement.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

- Several programs have a portfolio component to their program that can help students document their work beyond transcripts. Examples of such programs include Automotive Technology, Aviation Travel Careers, and Hotel, Restaurant, and Culinary Arts.
- English learners can earn Guided Pathways ESL Milestone Certificates of Achievements as documentation of their language acquisition and success in the course courses of their meta-major.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- A possible next step would be to encourage each program to ensure it includes a course that provides students the opportunity to develop a portfolio or other means of documenting their work (e.g., earning e-merits) for different skillsets, as well as reporting these on professional social media.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- The college assesses the effectiveness of educational practice in several ways. The program review process for both instruction and student services help us evaluate the education and support we provide our students on a regular basis.
- The college has also utilized large scale student satisfaction surveys (e.g., the Noel-Levitz Student Satisfaction Inventory) to assess effectiveness of educational practices.
- The results of the program reviews and student surveys are shared through various campus committees, including discussions of actionable items to address areas needing improvement.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- The next steps would be to explore the possibility of using the CCSSE and/or SENSE surveys to assess the effectiveness of our educational practices.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details


Students have helped shape our Guided Pathways efforts at Cypress College in various forms since the initial planning and refinement of our efforts began. The Office of Institutional Research and Planning, with guidance from the Guided Pathways Steering Committee, conducted a large-scale student survey designed to inform our guided pathways work, as well as held several student focus groups that have guided our campus efforts. Most recently, on Friday, November 1, 2019 during our campus Guided Pathways leadership team meeting it was our student leaders who defined “areas of study” for our team after a robust debate about our proposed naming conventions (meta-majors, schools, interest areas, etc.). Student leaders have presented on the topic of guided pathways in meetings and have participated in signature events including but not limited to Connect2Cypress and our Majors2Careers showcase which are the product of some of our planning initiatives and efforts.

Course Alignment

With the implementation of AB705, coordinated efforts with our Charger Experience program are made to ensure that there are adequate sections available to accommodate incoming students in gateway courses to degrees and certificates. Cypress College hosts local feeder high school students in the Spring during Charger Friday’s to complete matriculation services including a first semester educational plan, orient students to support services, introduce a career/major exploration tool to

students, and follow-up with activities and actions that were suggested during fall semester engagements at their local high schools and visitations to our campus or programs. Cypress College has also implemented the online Program Finder and Program Mapper tools, MyPath, and degree plan templates available in our DegreeWorks database to align students' course taking patterns with desired outcomes.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 GP_SOAA_SP19.pdf	Self-Assessment	3/13/2020, 11:34:45 PM	N/A

Success Story

Success Story

Title

Cypress College Guided Pathways ESL Milestone Certificates of Achievement

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Kathryn Wada		kwada@cypresscollege.edu	

Challenge

Sec 1(a)(7) of AB705 (Irwin) affirms ESL instruction as “distinct from remediation in English” and that students enrolled in ESL courses are “foreign language learners.” In fact, students in the highest levels of ESL at Cypress are engaged in advanced foreign language learning equivalent to upper division foreign language courses at the university level. It is upon these principles that the Cypress ESL department proposed the Guided Pathways ESL Milestone certificates. These certificates of achievements are designed to prepare English Language learners (ELLs) for the academic rigor of degree-applicable coursework in various Guided Pathways Meta Majors. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite courses. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer.

Success Story

In their own words:

Long Ong, Vietnam
 Pathway to Social Science
 CSULB Transfer, Fall 2020

One universal tool to connect people from around the world is language. While language can be a tool of connection, it can [also] be a barrier preventing people from achieving their goals. America has been long known for being a

country of immigrants.

One of the few things most people didn't realize is the language barrier behind every successful immigrant person in America that they have to overcome. In order to be successful, we first need to adapt to a new environment. In order to adapt to a new environment, we need to learn. In order to learn, we need to communicate. But to communicate, we first need to understand the language in that environment.

As a result, it takes great effort for immigrant people to be successful in America. ESL Milestone Certificates are the proof of those efforts. ESL Milestone Certificates are not just ordinary certificates; they are the evidence of many hours of trying and proof of how far immigrants have come to get here.

The ESL Milestone Certificates give proof and credit for the hard-work and time immigrants spend to overcome the language barrier. They also encourage immigrants to go even further on their way to success.

Yohannes Tade, Ethiopia

Pathway to Radiologic Technology

I was born & raised in Ethiopia. Coming to a different country four years ago to start a new journey was scary beyond imagination. I did not know what to expect, besides the glamorous lifestyle I saw in movies and music videos. Reality and Hollywood were two different things, though. When I was back home, I finished high school and was about to attend university but plans changed, and I had to move to the States. Luckily, Professor Wada's ESL 185 class was my first college class experience in the U.S. I still remember the feeling like it was yesterday. I remember pulling in the parking lot and getting ready to go to class with confusion and mixed feelings, wondering if every student is lost like me or had everything figured out.

The only way I can express Professor Wada's class was life changing. No amount of words or description would describe the experience of taking that class. Professor Wada linked the two worlds for me: college life and the outside life. I remember her telling us the gestures, the overall cultural norms of the States from sports to music.

The semester ended [and] we all parted ways, but what I learned in that class will always be with me. I went ahead and finished all my higher English classes with a "B" or better. When I got the email about the certificate, I felt beyond excited. It represented all the hard work I put in to all my college career to get to where I am today. It might be an easy thing for some people, but for a young, black Ethiopian, who came not so long ago to the States with confusion, it represents everything. It represents accomplishment, it represents that we have support too, it represents that all our hard work has value, and it represents that we can aim and execute big too.

Finally, I would like to thank everyone who is involved in creating this certificate and want to express my deepest gratitude to Professor Wada for believing in us and giving this young, black, immigrant kid with confusion in his head at first when he showed up at her class, hope and recognition for his hard work.

Anh Nguyen, Vietnam

Pathway to Nursing

I feel really happy about the ESL Milestone certificates. This is the first semester these certificates are approved; therefore, I am honored to be one of the first students in California receiving them. I came to the U.S. in 2015 and attended ESL 183 at Cypress College as my first educational experience in America. Back then, I would never think that my time investment in ESL classes would be recognized. I took them just simply to build a stronger foundation and move forward to higher education.

In my opinion, these certificates are amazing because they are proof of students' hard work as well as a big motivation for ESL students.

Karima Berrada, Morocco

Pathway to Transfer: SEM, Computer Science & Engineering

Transfer to UC Irvine, Fall 2020

It is an honor to be part of the ESL program at Cypress College, and I feel very proud to receive the ESL Milestone certificates.

Learning English as a third language was my biggest challenge when I came to the USA six years ago. I decided to attend a community college to obtain an associate degree and transfer to a four-year institution for a bachelor's degree in computer science and engineering. I chose to attend Cypress College as they have one of the best ESL programs, and I believe that I made the right choice. I had to take ESL classes during my first two semesters at Cypress College, and I am so grateful to Professor Wada and Professor Simmons for their guidance.

The program helped me to improve my English-language skills and prepared me to take and achieve successfully the English 100 class, prerequisites, and general education classes. By earning these certificates, I feel very confident and

motivated. The ESL Milestone certificates are the best rewards that English learners could get after overcoming many challenges and achieving their goals. Finally, I am about to transfer to UCI with a perfect GPA, and I would take the opportunity to thank all the faculty and staff at Cypress College ESL Department who were involved in my studies and helped me to obtain these certificates.

Pedro Vallinas, Cuba

Pathway to Radiologic Technology

I feel great about having earned these certificates because they are recognizing my hard work in college. These certificates show other college students that working hard and never giving up will help them to be successful at college. Also, these certificates show that it does not matter if English is not your first language; you can do it. I came to the U.S. in July 2014, dropping out of the second year of medical school in my home country, Cuba. My first college experience was actually on the summer of 2016 when I took Math 140 and Spanish 100 at Cypress. The following semester was my first ESL class, ESL 184. Now I keep chasing my dream of working in the medical field. I am completing the prerequisites for the Radiologic Technology program at Cypress College to start next year.

Jennifer Palacios, Ecuador

Pathway to Dental Hygiene

Dreams and Awards

The journey for foreign students can be more difficult because of the barriers of communication. Thankfully, ESL professors take part in this journey to help their students achieve their professional objectives.

My mother language is Spanish, but I adapted English as my second language into my life. After seven years, I decided to pursue an AA degree in dental hygiene. In my case, the counselors recommended me to take three advanced ESL courses. By the end of the semesters, my classmates and I built incredible cause/effect, similarity/contrast, and research essays. In other words, these essays were ESL students' dreams – dreams and hopes that were embodied in their final presentation packages.

Surprisingly, I recently received incredible news from my former professor about the Cypress College approved Milestone Certificates. As a result, I felt a combination of feelings in my heart. As a former ESL student, I felt appreciated, included, and even supported by the Cypress College community and my former ESL professors. To begin, the Milestone Certificate reflects Cypress College gratitude toward the hard work of ESL students and professors. During multiple semesters, ESL professors emphasize the importance of preparation as advanced readers and writers. For example, ESL professors demonstrate they truly care for their foreign student's performance in other future advanced classes such as philosophy, psychology, and sociology.

The ESL Milestone Certificates represent the inclusion of foreign students into the Cypress College community. Foreign students adapt to American culture by first learning English as a second language. In particular, one could say that a foreign student works twice as hard as their other classmates. ESL students continuously analyze a second language, and they have to learn to adapt to new ways of socialization in the American culture. Although the barriers of communication are great obstacles, the tenacity of ESL students is amazing. Indeed, ESL students display determination to acculturate their personal lives into the American culture. Thus, Milestone Certificates demonstrate the incorporation of foreign students into Cypress College.

Beyond the determination of ESL students and professors, the Milestone Certificates demonstrate support to current and former foreign college students. These awards promote the acceptance of a diversity of cultures from all over the world in many classrooms. In fact, Cypress College is one multicultural community. To illustrate, in the final ESL class, my classmates were from fifteen different countries and we learned how intercultural communication is essential in this world.

Today, many of these students receive their awards as a symbol of great respect for their multicultural cultural backgrounds. I feel grateful for the acceptance and kindness provided by Cypress College professors toward their foreign students. The word milestone denotes that a person has recorded certain number of miles in their pathway, or the proximity toward their major professional goals. I have finally recorded a milestone, which indicates to me that I am closer to obtaining my professional associate degree. Once again, I am thankful for the ESL professors' help in each of their student's academic preparation for their futures. In a similar way, I felt appreciated and included as foreign student at Cypress College. Lastly, my message for current ESL students is that the academic journey seems difficult, yet an extensive knowledge of a second language is the best reward at the end of each ESL student story.

Outcomes

The outcomes for the inaugural semester were quite remarkable. In our first semester of the GP ESL Milestone certificates (Fall 2019), we awarded 301 ESL Milestone certificates to 79 students! This is already approximately 15% of the 2018-2019 academic year total number of certificates awarded. As of the second week of the Spring semester, there are currently more than 100 students who are applying for a combined total number of certificates that will likely far exceed last semester's 301 certificates.

Of the 79 students from Fall 2019, 51% - 40 are Pell and 67% - 53 are Pell or Promise. This means that this certificate program is recognizing the significant achievements of students who are members of traditionally underrepresented groups.

In addition, of the 79 students,

65% - First Generation College Students

84% - Degree/Transfer-Seeking

86% - Completed Freshman Composition

73% - Completed a Social Science GE course

26% - Health Sciences majors

Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.



California
Community
Colleges



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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 14, 2020 Resolution _____
Information _____
SUBJECT: Academic Personnel Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.a.1

Item No.

Academic Personnel
April 14, 2020

CHANGE IN SALARY CLASSIFICATION

Carrillo, Marco	CC	Librarian (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/27/2020
Johannsen, Jonathan	CC	Computer Science Instructor From: Class B, Step 1 To: Class B, Step 8 Eff. 01/23/2020
Yang, Allise	FC	Foreign Language Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/27/2020

PAYMENT FOR INDEPENDENT LEARNING CONTRACT

Afra, Maha	CC	\$ 10.00
Aguet, Jacqueline	CC	\$170.00
Bladh, Eric	CC	\$ 40.00
Chiaromonte, Thomas	FC	\$ 30.00
Cuatt, Benjamin	FC	\$ 10.00
Daniel, William	FC	\$ 10.00
Grande, Jolena	CC	\$ 5.00
Guardado, Cynthia	FC	\$ 20.00
Halahmy, David	CC	\$ 10.00
Heusser, Willis	CC	\$ 10.00
Kirby, Brendon	FC	\$ 10.00
Lee, Callista	FC	\$ 10.00
Lopez, Brian	FC	\$ 10.00
Maher, Anthony	CC	\$ 80.00
McMillan, Marcus	CC	\$ 30.00
Minton, Jeffrey	FC	\$ 20.00
Mosqueda-Ponce, Therese	CC	\$ 25.00
Nevarez, Rachel	FC	\$ 10.00
Pinkham, Bill	CC	\$ 35.00
Ramos, Jaime	CC	\$ 70.00
Schulps, Molly	CC	\$ 5.00
Seidel, Jay	FC	\$ 20.00
Thibodeau, Jason	CC	\$ 20.00
Young, Renee	FC	\$ 10.00

Academic Personnel
April 14, 2020

LEAVES OF ABSENCE

Chan, Theodore	FC	Chemistry Instructor Load Banking Leave With Pay (6.67%) Eff. 2020 Spring Semester
Mitts, Teri L.	CC	Radiologic Technology Instructor Rescind Load Banking Leave With Pay Eff. 2020 Spring Semester
Rodriguez, Jeanette	FC	Speech Instructor Cancellation of AB 2393 Parental Leave (100%) Eff. 04/13/2020-05/23/2020
Shrout, Cynthia	CC	Mathematics Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 02/12/2020-05/23/2020

FACULTY SABBATICAL LEAVE

Clahane, Dana	FC	Mathematics Instructor Eff. 2020/2021 Academic Year
Graves, Gary	FC	Business Management Instructor Eff. 2021 Spring Semester
Kim, Kelly	FC	Foreign Language Instructor Eff. 2020 Fall Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2020 SPRING SEMESTER, WINTER/SPRING TRIMESTER

Abatay, Victoria	CC	Column 1, Step 1
Alvarado, Giancarlos	NOCE	Column 2, Step 1
Dehn, Brian	CC	Column 2, Step 1
Freiman, Diane	FC	Column 1, Step 1
Navales, Ryan	FC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Calabretta, Nina	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
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Academic Personnel
April 14, 2020

Curilli, Christelle	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Fiallo, Carolina	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Gutierrez, Kelsey	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Hacker, Ava	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Licata-Solaas, Anne	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Navarro, Melissa	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Tapia, Jessica	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Vandever, Nicole	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020
Yang, Allise	FC	Humanities Adjunct Orientation and Training Stipend not to exceed \$150.00 Eff. 01/22/2020

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 14, 2020 Resolution _____
Information _____
SUBJECT: Classified Personnel Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.b.1

Item No.

Classified Personnel
April 14, 2020

RESIGNATION

Uribe, Nordin NOCE Instructional Assistant/High School Lab
11-month position (40%)
Eff. 04/14/2020
PN SCC858

PROBATIONARY RELEASE

@01827911 FC Student Service Specialist, Veterans Resource Ctr.
12-month position (100%)
Eff. 03/28/2020
PN FCC599

NEW PERSONNEL

Serna, Ingrid FC Student Services Specialist, Counseling
12-month position (100%)
Range 36, Step B
Classified Salary Schedule
Eff. 03/25/2020
PN FCC632

VOLUNTARY CHANGES IN ASSIGNMENT

Arroyo, Hilda NOCE Admissions & Records Technician (100%)

Temporary Decrease in Percent Employed
From: 100%
To: 50%
Eff. 04/03/2020 – 06/30/2020

Gomez, Monica NOCE Administrative Assistant II

Temporary Change in Assignment

To: Administrative Assistant III
12-month position (100%)
Range 41, Step D
Classified Salary Schedule
Eff. 03/25/2020 – 06/30/2020

Classified Personnel
April 14, 2020

Nguyen, Cattien	AC	Payroll Specialist (100%) Postpone Temporary Change in Assignment To: FC Business Office Specialist 12-month position (100%) Postpone Until Further Notice
Olmedo, Catalina	FC	Business Office Specialist (100%) Postpone Temporary Change in Assignment To: AC Administrative Assistant III 12-month position (100%) Postpone Until Further Notice
Padilla, Jayme	FC	Evaluator (100%) Temporary Change in Assignment To: FC Executive Assistant II 12-month position (100%) Range 44, Step B Classified Salary Schedule Eff. 04/16/2020 – 06/30/2020 Eff. 07/01/2020 – 12/31/2020

PROFESSIONAL GROWTH & DEVELOPMENT

Jimenez, Martin	FC	HVAC Mechanic I 1st increment (\$400) Eff. 07/01/2020
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LEAVES OF ABSENCE

Aguilar, Freddy	FC	Electrician (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/18/2020 – 04/18/2020 (Consecutive Leave)
Arreguin, Juan	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/27/2020 – 04/12/2020 (Consecutive Leave)

Classified Personnel
April 14, 2020

Boss, Brian	FC	Evaluator (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 03/17/2020 – 04/30/2020 (Consecutive Leave)
Cazales, Yadira	CC	Production Center Coordinator (100%) Family Medical Leave (FMLA/CFRA/PDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/23/2020 – 06/19/2020 (Consecutive Leave)
Coggi, Anita	FC	Administrative Assistant II–11month (100%) Military Leave With Pay (USERRA) Eff. 02/26/2020 (8 hours)
Cortez, Margaret	CC	Administrative Assistant I–11month (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 03/03/2020 – 06/30/2020 (Intermittent Leave)
Nguy, Sabrina	FC	Administrative Assistant II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 05/08/2020 – 07/17/2020 (Consecutive Leave)
Park, Lily	NOCE	Admissions and Records Specialist (100%) Unpaid Personal Leave Eff. 04/23/2020 – 06/30/2020
Willie, Gemena	FC	Admissions and Records Technician (100%) Family Medical Leave (FMLA/CFRA/PDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/06/2020 – 05/20/2020 (Consecutive Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 14, 2020

SUBJECT: Professional Experts

Action	X
Resolution	_____
Information	_____
Enclosure(s)	X

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? Not applicable.

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.c.1

Item No.

Professional Experts
April 14, 2020

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Amundson, Stephen	CC	Technical Expert I	Piano Accompanist for the Musical Theater Classes	26	02/03/2020	05/29/2020
Butler, Spencer	FC	Project Coordinator	Umoja	26	03/25/2020	06/30/2020
Carlin, Anna	FC	Technical Expert II	DOD Cascade	20	03/18/2020	06/30/2020
Cho, Leonard	FC	Technical Expert I	Math Workshop – Review Sessions	3	02/18/2020	06/30/2020
Clahane, Dana	FC	Technical Expert I	Math Workshop – Review Sessions	3	02/18/2020	06/30/2020
Farina, Juliana	NOCE	Project Expert	College Prep Courses	26	05/04/2020	06/30/2020
Flores, Linda	CC	Technical Expert II	Online Nursing Subject Matter Conversion	26	04/06/2020	06/30/2020
Graves, Gary	FC	Technical Expert II	DOD Cascade	20	02/01/2020	06/30/2020
Graves, Gary	FC	Technical Expert II	Nasdaq Student Internship Project	10	02/01/2020	06/30/2020
Guzman, Cassandra	FC	Technical Expert I	Opera Assistant Costume Duties	7.5	02/01/2020	02/01/2020
Hafer, Mellissa	FC	Technical Expert I	KinderCaminata	26	04/01/2020	04/15/2020
Hahn, Alexander	FC	Technical Expert II	Recital Duties	5.5	02/26/2020	02/26/2020
Herman, Jenelle	CC	Technical Expert I	ESL Writing Diagnostic Pilot Project	10	03/19/2020	06/30/2020
Hoeger, Jennifer	NOCE	Project Manager	ESL Learning Center Training Support	26	03/20/2020	06/26/2020
Hormel, James	CC	Technical Expert I	Musical Director for Americana Awards	20	02/10/2020	03/06/2020
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	03/18/2020	04/03/2020
McAlister, Kathleen	CC	Project Manager	Distance Education Faculty Coordinator	26	03/09/2020	06/30/2020
Nguyen, Gregory	FC	Technical Expert I	Math Workshop – Review Sessions	3	02/18/2020	06/30/2020
Padilla, Debra	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	15	03/18/2020	03/27/2020
Park, Peter	AC	Technical Expert I	NOCCCD Videography	26	03/20/2020	06/30/2020
Quihuis, Susan	NOCE	Project Expert	Career Pathways Specialist	26	03/20/2020	06/30/2020

Professional Experts
April 14, 2020

Roach, Brian	FC	Technical Expert II	DOD Cascade	20	03/18/2020	06/30/2020
Robertson, Alison	CC	Technical Expert I	ESL Writing Diagnostic Pilot Project	10	03/19/2020	06/30/2020
Roman, Alejandro	NOCE	Project Expert	Grads to Be Peer Mentor	26	03/02/2020	04/30/2020
Simmons, Samantha	CC	Technical Expert II	ESL Writing Diagnostic Pilot Project	10	03/19/2020	06/30/2020
Uppal, Manwinder	NOCE	Project Expert	CAEP & CASAS Data and Assessment Collection	26	04/08/2020	06/19/2020
Vo, Dao	FC	Technical Expert I	Math Workshop – Review Sessions	3	02/18/2020	06/30/2020
Wada, Kathryn	CC	Technical Expert I	ESL Writing Diagnostic Pilot Project	10	03/19/2020	06/30/2020
Wu, Penn	FC	Project Coordinator	Project Coordinator for Study Abroad	20	06/01/2020	06/30/2020

NOCE TUITION PROGRAMS

Name	Salary	Trimester	Max Permitted Hours per Week
Firestone, Harold	Tuition Rate	Winter, Spring	26
Wittenberg, Shereen	Tuition Rate	Winter, Spring	26

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 14, 2020 Resolution _____
Information _____
SUBJECT: Hourly Personnel Enclosure(s) X

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

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

How does this relate to the five District Strategic Directions? Not applicable.

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.d.1

Item No.

Hourly Personnel
April 14, 2020

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Carey, Michael	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Garcia-Suazo, Sergio	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Lubyanoy, Nikita	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Luo, Leon	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Mehta, Vishal	CC	Technical - Assist in Physical Sciences Lab in SEM Division	03/25/20	06/24/20	TE A 4
Mendez, Floriberto	FC	Service/Maint - Assist Maintenance and Operations	03/25/20	06/30/20	TE B 1
Moran, Vanessa	CC	Technical - Assist with Puente Program activities	04/15/20	06/30/20	TE A 2
Moran, Vanessa	CC	Technical - Assist with the Puente Program activities	03/25/20	06/24/20	TE A 2
Owings, Tyler	FC	Paraprof - On-call theater crew for campus productions	03/25/20	06/30/20	TE A 1
Parker, Steve	FC	Paraprof - Athletic Program Assistant - Football	03/25/20	05/22/20	TE H 4
Ratib, Mark	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Sanabria, Hector	FC	Tech/Paraprof - Assist in ACT computer lab	03/25/20	04/25/20	TE A 2
Semple, Sean	FC	Paraprof - Athletic Program Assistant - Football	03/25/20	05/22/20	TE H 4
Singletary, Branden	FC	Service/Maint - Assist Campus Safety Dept with various duties	03/25/20	06/30/20	TE A 1
Tran, Matthew	CC	Technical - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Villegas, Luz	CC	Technical - Assist in Physical Sciences Lab in SEM Division	04/13/20	06/30/20	TE A 4
Wen, Yinglin	FC	Tech/Paraprof - Assist in ACT computer lab	03/25/20	05/23/20	TE A 2
Williams, Dieudonne	FC	Paraprof - Athletic Program Assistant - Football	03/25/20	05/22/20	TE H 4

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ellison, Angela	CC	Technical - Substitute for vacant Admin Assistant II PN CCC951 & CCC683	03/05/20	05/27/20	TE B 3
Martinez, Michael	CC	Service/Maint - Substitute for vacant Groundskeeper PN CCC978	04/15/20	06/30/20	TE A 4

Hourly Personnel
 April 14, 2020

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ellison, Angela	CC	Technical - Substitute for vacant Admin Assistant II PN CCC951 & CCC683	03/05/20	05/27/20	TE B 3
Martinez, Michael	CC	Service/Maint - Substitute for vacant Groundskeeper PN CCC978	04/15/20	06/30/20	TE A 4

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Alatorre, Jordan	FC	Work Study Student - Ambassador for the Academic Support Center	03/25/20	06/30/20	TE A 1
Fredrick, Mark	FC	Full-time Student - Assist ACT with various projects	03/25/20	06/30/20	TE A 2
Han, Yunjin	FC	Full-time Student - Assist in the campus Library	03/25/20	06/30/20	TE A 1
Liu, Bin	FC	Full-time Student - Assist Campus Safety with various projects	03/25/20	06/30/20	TE A 1
Martinez, Eric	FC	Full-time Student - Assist Campus Safety with various projects	03/25/20	06/30/20	TE A 1
Nguyen Tram	CC	Full-time Student - Assist in Student Services	03/25/20	06/30/20	TE A 1
Paniagua, Yulissa	FC	Full-time Student - Assist ACT with various projects	03/25/20	06/30/20	TE A 2
Torres, Ivan	CC	Full-time Student - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Torres-Romero, Katie	FC	Full-time Student - Assist the Counseling Department	03/25/20	06/30/20	TE A 1
Touchstone, Noah	CC	Full-time Student - Assist with CyberPatriot program	04/15/20	06/30/20	TE A 1
Villavicencio, Jacob	FC	Full-time Student - Assist Campus Safety with various projects	03/25/20	06/30/20	TE A 1
Yepez, Roberto	FC	Full-time Student - Assist Campus Safety with various projects	03/25/20	06/30/20	TE A 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: April 14, 2020
SUBJECT: District's Proposal for a Successor Agreement to the Adjunct Faculty United Contract

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

BACKGROUND: The collective bargaining agreement between the District and Adjunct Faculty United/AFT/AFL/CIO Local 6106 expires on June 30, 2020. The initial proposal for a successor agreement is submitted by the District.

How does this relate to the five District Strategic Directions? Not applicable.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the initial proposal for a successor agreement between the District and Adjunct Faculty United, as submitted by the District, be received by the Board and that a public hearing on this proposal be set for April 28, 2020.

Irma Ramos

Recommended by

Approved for Submittal


5.e.1

Item No.

**North Orange County Community College District
Office of Human Resources**

INTRADISTRICT CORRESPONDENCE

To: Tonya Cobb, Adjunct Faculty United President

From: Irma Ramos, Vice Chancellor, Human Resources 

Date: March 16, 2020

Subject: Negotiations for Successor Agreement

The current collective bargaining agreement between Adjunct Faculty United and the District will expire June 30, 2020. In accordance with Section 1.2 of the Agreement, this will serve as notice of the District's intent to negotiate a successor agreement.

The District proposes the following for successor negotiations:

Article 9 – Evaluation

Modify language to address adjunct faculty participation in Student Learning Outcomes and distance education courses.

Article 11 – Salary

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

Article 13 – Office Hours

Modify language to address how office hours are scheduled.

Clean-up Language

NOCE transition from trimester to semester

Article 2.1.1.2 – correct number of hours per week for counselors and librarians

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	April 14, 2020	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	California Community Colleges Trustees Board of Directors Election	Enclosure(s)	<u> X </u>

BACKGROUND: The Board is asked yearly to vote to fill certain vacancies on the Board of Directors of the California Community Colleges Trustees (CCCT). This year there are nine (9) seats up for re-election on the Board. Each community college district governing board of the Community College League of California shall have one vote for each of the nine vacancies on the CCCT Board of Directors. Only one vote may be cast for any nominee or write-in candidate. The nine candidates who receive the most votes will serve three-year terms.

The twelve trustees who have been nominated for election to the CCCT Board are listed on the enclosed copy of the ballot.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board mark its ballot for the California Community College Board of Trustees Board of Directors election at this time. Official ballots must be returned to the League office, postmarked no later than April 25, 2020.

Cheryl Marshall
Recommended by

Approved for Submittal

6.a.1
Item No.



2020 CCCT BOARD ELECTION
CANDIDATES LISTED IN SECRETARY OF STATE'S
RANDOM DRAWING ORDER OF JANUARY 23, 2020

1. Adrienne Grey, West Valley-Mission CCD*
2. Andra Hoffman, Los Angeles CCD*
3. Pam Haynes, Los Rios CCD*
4. Barbara Dunsheath, North Orange County CCD
5. Suzanne Lee Chan, Ohlone CCD
6. Barbara Jean Calhoun, Compton CCD
7. Cindi Reiss, Peralta CCD
8. Thomas J. Prendergast, III, South Orange County CCD
9. Marisa Perez, Cerritos CCD*
10. Larry Kennedy, Ventura County CCD*
11. Barry Snell, Santa Monica CCD
12. Loren Steck, Monterey Peninsula CCD*

* Incumbent

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	April 14, 2020	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Board of Trustees Assessment Instrument	Enclosure(s)	<u>X</u>

BACKGROUND: On February 12, 2019, the Board adopted revised Board Policy 2745, Board Self-Evaluation, with the Board of Trustees Assessment Instrument to be distributed annually during the month of April. The Instrument was last revised on February 26, 2019 to incorporate the recommendations of the Board Evaluation Subcommittee which referenced ACCJC Accreditation Standard IV.C.

The Board of Trustees Assessment Instrument is scheduled to be distributed at the April 28, 2020 Board meeting.

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

How does this relate to Board Policy: This item is in accordance with Board Policy 2745, Board Self-Evaluation.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt the Board of Trustees Assessment Instrument, initially adopted August 26, 1997, and last revised February 26, 2019, which will be distributed at the April 28, 2020 Board meeting.

Cheryl Marshall

Recommended by

Approved for Submittal

6.b.1

Item No.

North Orange County Community College District

BOARD OF TRUSTEES ASSESSMENT

Accrediting Commission for Community and Junior Colleges Standard IV.C.10: “Board policies and/or bylaws clearly establish a process for Board evaluation. The evaluation assesses the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.”

The Board assessment is very different from the political evaluation, which takes place at the ballot box. The purpose of the Board assessment is to identify those areas of Board functioning which are working well and those which may need improvement.

The Board assessment speaks to the Board as a whole, not to individual trustees. It is the evaluation process of the overall effectiveness of the Board as a group making decisions.

PROCESS

An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each year.

The completed assessment forms shall be submitted to the Chancellor’s Office on or before the second meeting in April.

The Chancellor’s Office shall complete results of the assessment for distribution at the first meeting in May.

The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in May.

Board of Trustees Assessment

	Rating Scale: 4 = Excellent 3 = Acceptable 2 = Need Improvement 1 = Unsatisfactory 0 = No Knowledge of
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Question		Rating	Comments/Suggestions
The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services.			
1.	The Board has clearly defined institutional goals with desired outcomes both short and long-term.		
2.	The Board's highest priority is student learning and student success.		
3a.	The Board has established mission and vision statements, and a strategic plan that looks to the future, anticipating what the institution and its colleges will be like in 10 years.		
3b.	The Board reviews the mission and vision statements every three years.		
3c.	The Board regularly reviews its policies to be consistent with its mission.		
4.	The Chancellor's goals, as affirmed by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.		
5.	The Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code.		

6.	To ensure the institution is accomplishing its goals for student success, the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		
7.	The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program.		
8.	The Board regularly evaluates its processes to support continuous improvement.		
Overall rating for “The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services.”			

Question		Rating	Comments/Suggestions
As an independent policy-making body that reflects the public interest, the Board acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or political pressures:			
9.	Direction to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.		
10.	Board members respect each other's opinions.		
11.	Discussions are structured so that all have an opportunity to contribute to the decision.		
12.	Board members have adequate information upon which to base decisions.		

13.	The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor.		
14.	The Board's delegation of administrative authority to the Chancellor is clear to all parties.		
Overall rating for "The Board acts as a whole."			

Question		Rating	Comments/Suggestions
Board meetings run effectively:			
15.	Board members are punctual to and attend all Board meetings to conclusion.		
16.	The Board reviews agenda materials and is prepared for Board meetings.		
17a.	New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.		
17b.	The Board members engage in ongoing professional development.		
18.	The Board agendas focus on policy issues that relates to Board responsibilities.		
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.		

20.	Agendas include legislative and state policy issues that impact the District.		
21.	Board meetings include some education or information time.		
22.	Board meetings provide adequate time for discussion.		
Overall rating for “Board meetings run effectively.”			

Question		Rating	Comments/Suggestions
Board members are actively knowledgeable about and engaged in the District community:			
23a.	Board members are knowledgeable about community college and state related issues.		
23b.	Board members are knowledgeable and take an appropriate role in the accreditation process.		
24.	The Board acts as an advocate for community colleges.		
25.	Board members are available to District employees for comments and suggestions.		
26.	The Board shows its support for the District through members attending various events.		

27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.		
28.	The Board understands, appreciates, and is responsive to the diverse community which it serves.		
29.	The Board has processes in place for appropriately involving the community in relevant decisions.		
30.	The Board helps promote the image of the District in the community.		
31.	The Board understands the collective bargaining process and its role in the process.		
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.		
33.	The Board gives adequate attention to the mission and goals of the District.		
34.	The Board has a procedure for annual evaluations of the Chancellor.		
35.	The Board demonstrates a good understanding of collegial consultation and related processes.		
36.	In general, what rating does the Board as a whole deserve?		

Overall rating for “Board members are actively knowledgeable about and engaged in the District community.”

37.	General Comments/Suggestions:
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Date of Adoption: August 1997

Date of Last Revision: March 2019; March 2017; March 2015; March 2013; March 2009; March 2007; March 2005; August 2001

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 14, 2020

SUBJECT: Future Board Agenda Items

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

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

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

How does this relate to Board Policy: This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board discuss any potential future Board agenda items.

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

March 10, 2020

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, March 10, 2020, at 5:30 p.m. in the Anaheim Campus Board Room.

President Ryan Bent called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, and Student Trustees Ester Plavdjian and Chloe Reyes. Absent: None.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns Moore, District Director, Public & Governmental Affairs; Lisa Gaetje, representing the District Management Association; Tina McClurkin, representing the North Orange Continuing Education Academic Senate; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Dawnmarie Neate, representing CSEA; John Orr, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Kelly Carter, Paul de Dios, David Nusbaum, Alex Porter, Elizabeth Putman, and Jane Walker from Cypress College; Mohammad Abdel Haq, Gil Contreras, Rod Garcia, Elaine Lipiz Gonzalez, Jose Ramon Nuñez, Joe Ramirez, and Dana Timmermans from Fullerton College; Margie Abab, Michelle Bringman, Janet Cagley, Terry Cox, Renee Day, Dulce Delgadillo, Nancy Flores, Jazmin Lopez, Jason Makabali, Cathy Mang, Janeth Manjarrez, Denise Mora, Raquel Murillo, Jennifer Perez, Deb Perkins, Cindy Rivera, Hilda Rivera, Belinda Sanchez, Erin Sherard, Kim Tang, Harpreet Uppal, and Ty Volcy from North Orange Continuing Education; and Julie Kossick, Tyler Noland, Arturo Ocampo, Tami Oh, Chelsea Salisbury, Pamela Spence, Amita Suhrid, Kashu Vyas, and Rick Williams from the District Office.

VISITORS: Alena Alkoraishi, Christina Arellano Duenas, Phil Dykstra, Daniel Hamilton, Pedro Linares, Guadalupe Loeze, David Nusbaum, Mervyn Samayoa, Jeremiah White, and Melina Wulin.

COMMENTS: MEMBERS OF THE AUDIENCE:

- A. **Mohammad Abdel Haq**, United Faculty Lead Negotiator, addressed the Board regarding the \$134,000 transfer from reserves for expenses related to the fact finding

process. He expressed his disappointment with money being spent on “twisting facts” when it could be better used for faculty raises and to serve students.

- B. **Jane Walker**, Cypress College Faculty, reminded the Board that they are at a serious tipping point with faculty. She stated that the District lacks integrity and cannot follow through on its promises to taxpayers because Measure J promised to “help the nurses” but nursing was last on the plan from the start and the District has not followed through on the signed MOU from December 2013 to work towards comparability. She stated that the Board has lost all of the trust that faculty had.
- C. **Elizabeth Putman**, Cypress College Faculty, invited trustees to visit the Cypress College Nursing department and see the facilities in disrepair. She stated that Measure J passed by 15 votes and was sold to voters with the nursing program, but the District is not spending the money wisely and nursing rates are trending down, and attrition is trending up.
- D. **Alena Alkoraishi**, Fullerton College Student, addressed the Board to share the challenges that she experienced related to Fullerton College counseling services. She stated that it would be helpful for students if there were more counselors to decrease wait times and help them complete faster, and suggested the College offer electronic appointments.
- E. **Pedro Linares**, NOCE Student, addressed the Board to share his experiences as an NOCE student. He emigrated from Venezuela three years ago, and earned his GED by attending preparation classes in the morning and learned English by attending ESL classes in the evenings. He expressed his gratitude to his teachers, counselors, and **President Purtell**, and hopes that teachers are able to continue to help students.
- F. **Mervyn Samayoa**, Fullerton College Student, stated that educators are grossly underpaid while facing many workplace challenges, and cited an example on Instagram of a teacher comparing teaching to a bad marriage.
- G. **Christina Arellano Duenas**, read a statement on behalf of **Rhett Price**, a Fullerton College faculty member outlining 16 facts related to the District, fact finding, and the associated costs.
- (See Supplemental Minutes #1251 for a listing of the facts.)
- H. **David Nusbaum**, Cypress College Faculty, said it was important to address the Board as a math professor who loves his job and has been content with the wages and benefits. He stated the District has alienated formerly happy faculty with their actions, lack of a meaningful raise in three years, failure to reach the 74th percentile in pay and benefits while district reserves are among the highest in the State. He noted that faculty are united in their demands and support to take whatever work action is necessary to get the deal they deserve.

BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS: It was moved by Trustee Barbara Dunsheath and seconded by Trustee Jacqueline Rodarte that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.b, 3.d, 3.g, 3.h, 3.i, 3.j, 3.k, 3.l
 Instructional Resources: 4.a, 4.b

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath that the following personnel items be approved by block vote:

Human Resources: 5.a, 5.c, 5.d, 5.e

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.

CHANCELLOR'S REPORT

- A. **Chancellor Marshall** shared a summary of the actions and plans to address the COVID-19 virus. She highlighted that the three campus Presidents have applied the guidelines from the California Department of Public Health for higher education; sent at least three college-wide communications; formed pandemic planning and response teams with broad representation; and are establishing a webpage with information. She referred everyone to her written report for additional information.

(See Supplemental Minutes #1251 for a copy of the Chancellor's Report.)

- B. **NOCE "State of the School" Presentation:** As part of the Chancellor's Report, **Valentina Purtell**, NOCE President, presented the NOCE "State of the School" that included a video of student testimonials answering why NOCE exists and also highlighted the following "opportunities" that NOCE provides:

Career Resource Center: **Kim Tang** and **Denise Mora** shared the services offered, outcomes, and employment for students.

Trauma-Informed Conference: **Erin Sherard** and **Renee Day** highlighted the prevalence of trauma, the trauma-informed conference, and Love & Logic courses.

Distance Education: **Janet Cagley** provided an overview of the pilot program developed last year, with faculty developing courses for the 2020 Fall semester and launching with courses in ESL, CTE, Basic Skills, and LEAP.

Community Services: **Ty Volcy** shared how the Community Services program was redesigned, will use new registration software, and new afterschool partnerships.

Grads to Be: **Hilda Rivera** and **Guadalupe Loeze** shared how Grads to Be assists undocumented students, promotes campus-wide awareness on the multiple stressors impacting students, and enhances personal growth and life skills.

Anaheim Campus Food Pantry: **Deb Perkins** and **Daniel Hamilton** highlighted the food pantry which opened its doors last fall and serves students by providing fresh produce, food staples, and hygiene products.

Institutional Research Planning: **Dulce Delgadillo** showed the alignment of NOCE institutional effectiveness indicators through the lens of an NOCE student's journey, laying the foundation for CAEP Data Mapping, leading the noncredit conversation locally and at a state-level, and continuing to build NOCE's data-driven culture.

Strategic Plan: **Valentina Purtell** shared that NOCE convened their largest strategic planning event that led to a representative workgroup tasked with focusing the plan into goals, strategies, and action items. All of the initiatives were integrated into one plan that was approved by Provost's Cabinet in June 2019.

Subsequent to the presentation **President Purtell** thanked the Board and **Chancellor Marshall** for their support, acknowledged all of the NOCE staff and students for their commitment and excellence to their institution, and answered questions related to NOCE course availability at homeless shelters.

(See Supplemental Minutes #1251 for a copy of the presentation.)

COMMENTS

- A. **JoAnna Schilling** congratulated three Cypress College Campus Safety officers who were recognized for saving a student's life and **Greg Schulz** for receiving the Educational Leadership Award for support of African American males at the African American Male Education Network & Development (A²MEND) Conference.
- B. **Greg Schulz** reported that Fullerton College received a bronze level military friendly rating, largely credited the Veterans Resource Center (VRC) for deserving the designation, and thanked **Dean Elaine Lipiz Gonzalez**. He also shared that **Nick Arman**, VRC Counselor, was selected as Orange County Counselor of the Year.
- C. **Craig Goralski** reported that the Cypress College Academic Senate recently discussed a new online hub that faculty can embed in Canvas to help students, and approved a new handbook. He stated that he attended meetings related to the coronavirus response and was grateful to **President Schilling** for including the faculty voice in the process.
- D. **Kim Orlijan** reported that the Fullerton College Faculty Senate voted to have faculty representation in the Associated Student Senate and Classified Senate, and invited a classified representative to sit on the Faculty Senate. She also stated that the Faculty Senate congratulated **President Schulz** for being recognized by A²MEND for being a leader in supporting and advocating for African American students.
- E. **Christie Diep** reported that the District and United Faculty have been released to fact finding and PERB has received the report. She expressed disappointment that the District is spending \$134,000 to work with a well-known union busting law firm during the fact finding process. She stated that United Faculty has not been contacted by anyone in District administration for anything related to the coronavirus, including

working condition issues, and excluding the unions is a stereotypical tactic and indicative of the systemic disrespect.

- F. **Dawnmarie Neate** echoed the concerns regarding the union being excluded from the coronavirus discussion related to terms and conditions of employment and reflects the union busting tactics of the Board. She also stated that since January CSEA has requested hiring related responses and finally received answers on Friday that were incomplete and dismissive. She asked the Board to direct the campus CEOs to fully answer questions.
- G. **John Orr** reported that Adjunct Faculty United is in the process of hiring a new Executive Director, expressed support for other unions, and noted that rehire rights are still being negotiated from last year.
- H. **Student Trustee Chloe Reyes** expressed student concerns related to the coronavirus, including their inability to stay home due to strict attendance policies and fear of losing credit for class, the high risk of infection, and their desire to close the campuses now.
- I. **Trustee Stephen T. Blount** reported on his attendance at the Americana Awards Gala and thanked the attendees who supported the Cypress College Foundation.
- J. **Trustee Ryan Bent** also reported on his attendance at the Americana Awards and the opportunity to raise money for Cypress College, and commended Cypress College athletes for their participation in the “Read Across America” event.

During his comments, **Trustee Barbara Dunsheath** noted that Americana raised \$300,000 for Cypress College student scholarships –an increase of approximately \$80,000 from last year– and included record attendance and ticket sales.

MINUTES: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Stephen T. Blount to approve the Minutes of the Regular Meeting of February 25, 2020. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian’s advisory votes.**

FINANCE & FACILITIES

Item 3.a: By block vote, authorization was granted to ratify purchase order numbers P0137664 - P0138145 through February 13, 2020 totaling \$1,010,156.50, and check numbers C0051171 - C0051330, totaling \$311,184.39; check numbers F0242150 - F0242687, totaling \$972,234.41; check numbers Q0006895 - Q0006917, totaling \$3,612.04; check numbers 88500812 - 88501888, totaling \$8,044,724.32; check numbers V0031794 - V0031794, totaling \$5,292.00; check numbers 70096957 - 70097267, totaling \$66,419.00; and disbursements E8837251 - E8843473, totaling \$7,063,852.49, through February 29, 2020.

Item 3.b: By block vote, authorization was granted to make adjustments to the General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2019-2020 allocations and adopt resolutions to adjust budgets and authorize expenditures within the General Fund pursuant to the California Code of Regulations Title 5, §58308.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Item 3.c: It was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath to approve the 2019-2020 General Fund and Capital Outlay Fund transfers netting to the amount of \$1,990,462 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

During the discussion, individual trustees stated that \$134,000 was an obscene dollar amount to spend on attorneys for fact finding related to negotiations; clarified that it is not a set amount that can be transferred back if it is not expended; inquired if the funding was for legal services (no, it is for professional services in order to prepare for fact finding); and asked how the figure was arrived at (a large enough dollar amount to cover the several contracts that might be needed).

Constituent group representatives noted that fact finding is a short period; that the District already has the reports it needs; that United Faculty are doing the work themselves with assistance from CTA; that it sends the wrong message; and that in past fact finding experiences, the District was over prepared and there was a huge disparity between both sides of the table.

Motion carried with Trustees Bent, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustee Reyes' advisory vote, and Trustee Blount voting no, including Student Trustee Plavdjian's advisory vote.

Item 3.d: By block vote, authorization was granted to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

Item 3.e: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath to increase the contract with Brailsford & Dunlavey by \$232,465, for a total of \$950,255, for professional services related to the Educational & Facilities Master Plan.

During the discussion, trustees inquired who is directly managing the contract (Chancellor Marshall and Vice Chancellor Cherry Li-Bugg); how the initial estimate was so poor (there were a lot more campus requests for meetings); if the 40 meeting estimate was consistent with the other bidders (most did not have the exact number of meetings); concern that competitors bid less and Brailsford & Dunlavey lowballed (Brailsford & Dunlavey submitted a reasonable bid, but adjustments were made to make sure that it represented people); how Brailsford & Dunlavey knew they were at their limit (Chancellor Marshall was aware and authorized additional meetings); and why the contract is being presented in March with so many meetings in between and the Board being asked to authorize things that have already happened (changes were continuously being made to the proposed schedule and staff did not want to bring it to the Board twice for two increases).

Constituent group representatives noted their disappointment with the process, discouragement with the number of meetings that happened that were not anticipated, and perhaps the selection of the cheapest consultant due to a desire to save money. Chancellor

Marshall responded that Brailsford & Dunlavey was not selected because they were the cheapest, and were selected by a broadly representative hiring committee that included faculty and staff.

Prior to the vote, Trustees Jeffrey P. Brown and Ed Lopez noted that they understood the need, but would have appreciated having something presented to the Board before the eight additional meetings took place in order to grant authorization before the money is spent.

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or District Director, Purchasing, to amend the agreements on behalf of the District.

Item 3.f: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount to increase the health fee for all Cypress College and Fullerton College students by \$2 effective Summer 2020 which would bring the health fee to \$21 per semester, \$18 for summer session, and \$18 for each intersession and help to provide a continuous quality health service program at the College campuses. The Board further authorized an automated health fee increase whenever the implicit price deflation for state and local government purchase of goods and services calculation produces an increase of \$1 above the existing fee, the health fee may be increased by \$1. Associated Students at Cypress College and Fullerton College will be made aware in advance of any future automated health fee increases.

During the discussion, trustees clarified that there were two items being presented, a \$2 increase and an automatic increase and inquired whether an agency computes the figure; whether the method has been used before; if the increase is based on the cost of services or demand; and how future increases are tied to the implicit rate of the State.

The College Presidents outlined the deficit that was incurred last year due to service demands, especially in behavioral health services, and that the \$2 increase brings the Colleges up to the state figure and the inflation would keep the Colleges on par with the State.

The Student Trustees also expressed support for the increase this year and in future years in order to better serve students, and Student Trustee Ester Plavdjian read a statement outlining the services that the Cypress College Health Center provides and how the health fee is increased.

It was moved by Trustee Ed Lopez and seconded by Trustee Jacqueline Rodarte to separate each of the items within the motion. **Motion failed with Trustees Lopez and Rodarte voting yes, including Student Trustee Reyes' advisory vote, and Trustees Bent, Blount, Brown, and Dunsheath voting no, including Student Trustee Plavdjian's advisory vote.**

Subsequently, the Board voted on the original motion, and the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

(See Supplemental Minutes #1251 for a copy of Student Trustee Plavdjian's statement.)

Item 3.g: By block vote, authorization was granted to enter into a one-year agreement with CampusLogic Inc. for \$137,800 for the subscription services. This subscription includes the continued use of StudentForms from April 1, 2020 through March 31, 2021 and Award Letter from April 1, 2020 through March 31, 2021.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, to execute the agreement and any related documents on behalf of the District.

Item 3.h: By block vote, authorization was granted to enter into a scheduling agreement with O'Connor Construction Management for the new Fullerton College Instructional Building and Central Plant Expansion in an amount not to exceed \$40,800. The term of the agreement shall be effective March 11, 2020, through December 31, 2023.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Item 3.i: By block vote, authorization was granted to enter into a one-year lease term agreement with Anaheim Place Partners, LP, at 505 N. Euclid Avenue, (2nd Floor), Anaheim CA 92801 for a total consideration of \$222,571.20 from February 1, 2020 through January 31, 2021 for office space for the California Adult Education Program (CAEP) personnel.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Item 3.j: By block vote, authorization was granted for the NOCE Disability Support Services Program to accept the following donations: \$300 check donation from Kim Pham and a \$200 cash donation from Deya Slade.

Item 3.k: By block vote, authorization was granted to approve the amended MOU with North Orange County Regional Occupational Program for their California Adult Education Program 2019-2020 and 2020-2021 Regional Budget of \$1,079,506.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Item 3.l: By block vote, authorization was granted to amend the consulting agreement with Gatzke, Dillon, & Balance LLP for an additional \$20,000, for a total budget of \$186,000 and extend the term of the agreement to June 30, 2020 for public records requests and support in preparing the negative declaration for the Fullerton College Horticulture Greenhouse.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, to execute the consultant agreement amendment on behalf of the District.

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College, to be effective Spring 2020, Summer 2020 and Fall 2020. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.b: By block vote, authorization was granted to approve the summary of curriculum changes for North Orange Continuing Education, to be effective Fall 2020. The curricula have been signed by the Campus Curriculum Committee Chairperson and the NOCE President, and have been approved by the District Curriculum Coordinating Committee.

HUMAN RESOURCES

Item 5.a: By block vote, authorization was granted for the following academic personnel matters which are within budget:

VOLUNTARY REASSIGNMENT

Fee, Richard	CC	Division Dean, Science, Engineering & Math (Management Position) Range 32, Column 7 PN CCM984
	To:	CC Chemistry Instructor Class F, Step 25 Eff. 07/01/2020 PN CCF689

TEMPORARY CONTRACT

Gabaldon, Nadia	FC	Learning Disabilities Specialist Temporary Contract (100%) Pursuant to E.C. 87482 Class B, Step 1 Eff. 03/02/2020-06/30/2020
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CHANGE IN SALARY CLASSIFICATION

Naraghi, Nazanin	FC	Geography Instructor (ADJ) From: Column 1, Step 1 To: Column 3, Step 1 Eff: 01/27/2020
Vandever, Nicole	FC	English Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/27/2020

MANAGEMENT PROFESSIONAL GROWTH AND DEVELOPMENT

Reiland, Kathleen	CC	Dean, Career Technical Education, Economic Development and Grants Doctoral Stipend (\$3500) Eff. 07/01/2020
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LEAVE OF ABSENCE

Klassen, Kelly	FC	Mathematics Instructor Load Banking Leave With Pay (13.33%) Eff. 2020 Spring Semester
Lopez-Casillas, Lupe	FC	Counselor Personal Leave Without Pay (10%) Eff. 2020-2021 Academic Year
Palomares, Eva	CC	Counselor, EOPS Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/07/2020-04/13/2020 AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/14/2020-05/21/2020
Rossi, Nicole	FC	Mathematics Instructor Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 02/20/2020-02/21/2020 and 03/22/2020-04/02/2020 AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/03/2020-05/23/2020

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2019 FALL SEMESTER, TRIMESTER

Ornelas, Nicholas	CC	Column 1, Step 1
Panikker, Dhiren	CC	Column 3, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Ahmed, Moriffat	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Alquiza, Darrlene	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Alrubaye, Wasan	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020

Alvarez-Morales, Angela	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Andres, Amanda	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Ang, Exequiel	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
		Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Arroyo, Stephanie	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Aziz, Tahir	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Base, Melissa	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Beloud, Baoanh	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Berres, Phillip	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Calleja-Macias, Itzel	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Carralejo, Caitlyn	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Carrillo, Marco	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Carter, Santalia	FC	Adjunct Faculty Training Stipend not to exceed \$100.00

Eff. 02/13/2020

Clarke, Edward	FC	Counseling Mandatory Training Pt. 2 Stipend not to exceed \$200.00 Eff. 02/24/2020
Cole, Melody	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Croteau, Ronald	NOCE	Adjunct Faculty Training Stipend not to exceed \$87.50 Eff. 02/13/2020
Crum, Brianna	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Cuevas, Brain	FC	Counseling Mandatory Training Pt. 2 Stipend not to exceed \$200.00 Eff. 02/24/2020
Curtin, Brian	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Dee Henan, Miriam	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Desmond, Daniel	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Famolaro, Felix	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Fike, Lawrence	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Flores, Jose	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
French, Jim	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020

Gira, Raucel	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Goldstein, David M	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Gomez-Velazquez, Michelle	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Grewall, Manjit	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Gruenke, Cindy	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Heller, Carla	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Herrera, Daniel	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Hyatt, Yelena	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Iglesias, Tasha	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Kerr, William	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Khong, San	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Khssassi, Zineb	NOCE	Adjunct Faculty Training Stipend not to exceed \$25.00 Eff. 02/13/2020
Killer, Jane	FC	Adjunct Faculty Training Stipend not to exceed \$100.00

Eff. 02/13/2020

Lebdeh, Layal	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Ledezma, Eva	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Ledezma, Eva Lucia	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Lopez, Monica	CC	Adjunct Faculty Training Stipend not to exceed \$75.00 Eff. 02/13/2020
Maldonado, Marcela	FC	Counseling Mandatory Training Pt. 2 Stipend not to exceed \$200.00 Eff. 02/24/2020
Mang, Dorri	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Mastin, Ursula	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Mcmath-Akers, Lisa	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Metchikoff, Allison	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Montero, Vanessa	FC	Counseling Mandatory Training Pt. 2 Stipend not to exceed \$200.00 Eff. 02/24/2020 Myers Briggs Type Indicator Training Pt. 2 Stipend not to exceed \$150.00 Eff. 03/16/2020
Moon, Hochin	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020

Moses, Kathleen	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Mosher, Michael	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Mutz, Tracy	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Natividad, Beverly	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Oda, Maritess	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Pabla, Hardeep	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Pada, Orvic	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Peluso, Stephen	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Pham, Anthony	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Pham, Victor	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Phan, Thuyen-Quyen	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Phillips, Dewetha	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Pineda, Edward	CC	Adjunct Faculty Training Stipend not to exceed \$100.00

Eff. 02/13/2020

Pliska, Steven	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Reed, Cyrian	CC	Hip Hop Dance Activity Stipend not to exceed \$50.00 Eff. 11/15/2019
Rodriguez, Luis	FC	Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020
Rohkea, Seija	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Samuels, Charlotte	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Samuels, Macleana	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Sanzon, Erick	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Sedrak, Afraim	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Shneezai, Meena	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Soto, Maria	CC	Simulation Lab Demonstration Stipend not to exceed \$100 Eff. 11/16/2019
Terrazas, Cassandra	FC	Counseling Mandatory Training Pt. 2 Stipend not to exceed \$200.00 Eff. 02/24/2020
		Dual Enrollment Faculty Training Stipend not to exceed \$100.00 Eff. 02/07/2020

Myers Briggs Type Indicator Training Pt. 2
 Stipend not to exceed \$150.00
 Eff. 03/16/2020

Thompson, Jeremiah	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Tseng, Anh	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Vu, David	NOCE	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Wertman, Sabrina	CC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Winn, Savauna	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020
Zeller, Michael	FC	Adjunct Faculty Training Stipend not to exceed \$100.00 Eff. 02/13/2020

CORRECTION TO BOARD AGENDA OF FEBRUARY 25, 2020
ADDITIONAL DUTY DAYS @ PER DIEM

Webster, Perry	FC	Assistant Coach, Baseball	11 days
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Item 5.b: By block vote, authorization was granted for the following classified personnel matters which are within budget:

RETIREMENT

Braden, Cheryl	FC	Library Assistant II 10-month position (100%) Eff. 03/01/2020 PN FCC975
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NEW PERSONNEL

Espinoza, Summer	FC	Administrative Assistant III 12-month position (100%) Range 41, Step C Classified Salary Schedule Eff. 03/16/2020
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PN FCC571

Reyes Cabezas, Julio FC Student Services Specialist
12-month position (100%)
Range 36, Step A
Classified Salary Schedule
Eff. 03/16/2020
PN FCC574

Vasquez, Carlos FC Campus Safety Officer
12-month position (100%)
Range 31, Step C + 5% Shift
Classified Salary Schedule
Eff. 03/11/2020
PN FCC742

VOLUNTARY CHANGES IN ASSIGNMENT

Beck, Morgan NOCE Manager, Instructional Technology Services (100%)

Temporary Change in Assignment

To: Interim District Director, Information
Technology Infrastructure and Operations
12-month position (100%)
Range 31, Column B
Management Salary Schedule
Eff. 03/11/2020 – 06/30/2020

Nguyen, Cattien AC Payroll Specialist (100%)

Temporary Change in Assignment

To: FC Business Office Specialist
12-month position (100%)
Range 40, Step E
Classified Salary Schedule
Eff. 03/23/2020 – 06/30/2020

Olmedo, Catalina FC Business Office Specialist (100%)

Temporary Change in Assignment

To: AC Administrative Assistant III (100%)
Change to Start Date
From: 03/01/2020
To: 05/01/2020

Tucker, Rachel	FC	Clerical Assistant I (100%) Temporary Increase in Percentage Employed From: 40% To: 100% Eff. 03/01/2020 – 06/30/2020 Eff. 07/01/2020 – 06/30/2021
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STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Sontag, Dawn	CC	Administrative Assistant I (100%) 6% Stipend Eff. 02/01/2020 – 03/31/2020
Tee, Lee Yean	NOCE	Accounting Technician (100%) 6% Stipend Eff. 03/01/2020 – 06/30/2020
Valadez, Anne Marie	CC	Campus Safety Officer (100%) 6% Stipend Eff. 02/01/2020 – 06/30/2020
Valle, Marcela	NOCE	Admissions & Records Specialist (100%) 6% Stipend Eff. 03/01/2020 – 06/30/2020

LEAVES OF ABSENCE

Abarca, Josue	FC	Student Services Specialist, Counseling (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/10/2020 – 03/08/2020 (Consecutive Leave)
Holguin, Rae	NOCE	Admissions and Records Technician (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/18/2020 – 08/12/2020 (Intermittent Leave)
Jackson-Reed, Leslie	NOCE	Administrative Assistant II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 02/11/2020 – 08/04/2020 (Intermittent Leave)
Meredith, Kurt	FC	Facilities Custodian II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter

		Eff. 02/18/2020 – 02/28/2020 (Consecutive Leave)
Nguyen, Chau	NOCE	Instructional Assistant, Business Skills (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/28/2020 – 04/08/2020 (Consecutive Leave)
Salazar, Kellyann	FC	Health Education Coordinator (100%) Family Medical Leave (FMLA/CFRA/PDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/24/2020 – 05/21/2020 (Consecutive Leave)
West, Deborah	FC	Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/13/2019 – 03/10/2020 (Consecutive Leave)

MANAGEMENT MINI-SABBATICAL LEAVE

Abesamis, Naomi	FC	Director, Student Activities Sabbatical days to be taken, as approved by the Fullerton College President, during the 2020/2021 academic year, not to exceed 40 days
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RETURN FROM PAID ADMINISTRATIVE LEAVE

@00003738	FC	Health Services Specialist (100%) 11-month position Eff. 03/16/2020
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Item 5.c: By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1251 for a copy of the professional expert personnel listing.)

Item 5.d: By the block vote, authorization was granted for the hourly personnel per the hourly personnel listing.

(See Supplemental Minutes #1251 for a copy of the hourly personnel listing.)

Item 5.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1251 for a copy of the volunteer listing.)

Item 5.f: The Board received the initial proposal for a successor agreement between Adjunct Faculty United and the District, as submitted by Adjunct Faculty United, and set a public hearing on the proposal for March 24, 2020.

GENERAL

Item 6.a: The Board received as information the following revised Administrative Procedures which were approved by the District Consultation Council on February 24, 2020:

- AP 3550, Drug-Free Environment and Drug Prevention Program
- AP 3560, Alcoholic Beverages
- AP 3570, Smoking on Campus
- AP 3600, Auxiliary Organizations

During the discussion, trustees requested a legal opinion regarding language in AP 3560, Section 1.0 which references controlled substances due to the difference between state and federal laws. AP 3560 will return for the Board's consideration with any proposed changes.

The revised Administrative Procedures are available on the District's website, where they are readily accessible by students, employees, and the general public.

Item 6.b: The Board received the following proposed, revised Board Policies, and directed that they be placed on the March 24, 2020 Board meeting agenda for action:

- BP 3550, Drug-Free Environment and Drug Prevention Program
- BP 3560, Alcoholic Beverages
- BP 3600, Auxiliary Organizations

During the discussion, trustees requested that BP 3550 also be referred to legal counsel for review, and made the following revision to Section 1.2, "~~Any student or employee who violates~~ **violation of** this policy will be subject to sanctions..."

Once adopted by the Board of Trustees, the revised policies will be placed on the District's website, where they will be readily accessible by students, employees, and the general public.

Item 6.c: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount that the Board adopt the recommended state and federal legislative priorities for 2020, and to empower the Chancellor of the North Orange County Community College District to advocate for the interests of the students, staff, and faculty of the District on behalf of the Board.

Trustees agreed to remove, "Support legislation that fully protects the rights of all people as a statement of United States principles" from federal priority #5 since the broad statement is not directly tied to student success and civil rights. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

Item 6.d: The Board discussed the current vacancies in Board representative appointments as a result of the resignation of Molly McClanahan. The four vacancies include the Fullerton

Museum Association of North Orange County, the Community College Foundation of North Orange County, the District Investment Committee, and the District Audit Committee.

Board President Ryan Bent stated his intent to fill the vacancies, polled trustees for their interest, and made the following appointments:

- Fullerton Museum Association of North Orange County: Trustee Stephen T. Blount
- Community College Foundation of North Orange County: Trustee Stephen T. Blount
- District Audit Committee: Trustee Jacqueline Rodarte

The third trustee appointment to the District Investment Committee will remain vacant.

Item 6.e: Board President Ryan Bent asked if there were any requests for potential future Board agenda items. Trustee Barbara Dunsheath requested that the Board consider passing a resolution in support of the 100th anniversary of the passage of the 19th amendment, shared a sample resolution, and asked that it be placed on the March 24 Board meeting agenda if there was support.

Craig Goralski, Cypress College Academic Senate President, pointed out that the current travel per diem rate of \$25 per day for students is not supportive of student travel and is not equal to the employee rate. Vice Chancellor Fred Williams stated that the issue was discussed at the Budget Officers meeting and would be discussed at the following day's Chancellor's Staff meeting, and information would be shared with Dr. Goralski.

Board President Ryan Bent expressed concern regarding the supply of toilet paper and hand sanitizer districtwide due to the coronavirus, and requested that the District look into securing extra supplies to get through the current climate.

CLOSED SESSION: At 8:07 p.m., Board President Ryan Bent adjourned the meeting to closed session per the following sections of the Government Code and stated that there would be a readout:

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

Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

RECONVENE MEETING: At 9:15 p.m., Board President Ryan Bent reconvened the meeting in open session and reported the following action taken in closed session:

It was moved by Trustee Barbara Dunsheath and seconded by Trustee Jeffrey P. Brown that the Board take action to approve a Resignation Agreement with an Academic employee (Faculty) under which the employee resigned effective the close of business on May 23, 2020. The parties further release and waive all claims they may have had against each other. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Jeffrey P. Brown that the Board approve a Resignation Agreement for a Classified employee (Student Services Specialist) under which the employee resigned effective April 1, 2020. The parties further release and waive all claims they may have had against each other. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

ADJOURNMENT: At 9:17 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

Prepared By Recording Secretary for
Jacqueline Rodarte, Secretary, Board of Trustees

UNAPPROVED
MINUTES OF THE EMERGENCY MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

March 20, 2020

The Board of Trustees of the North Orange County Community College District met for its Emergency Meeting on Friday, March 20, 2020, at 3:00 p.m. via conference call.

President Ryan Bent called the meeting to order at 3:01 p.m.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, and Student Trustees Ester Plavdjian and Chloe Reyes. Absent: None.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns Moore, District Director, Public & Governmental Affairs; Tina McClurkin, representing the North Orange Continuing Education Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Dawnmarie Neate, representing CSEA; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: David Booze, Nick Karvia, Nicole Ledesma, and Jeremy Peters from Cypress College; Mohammad Abdel Haq, Naji Dahi, Aline Gregorio, Jenn Kinkel, Rena Martinez-Stluka, Lisa McPheron, Karin Pavelek, Kevin Sampson, and Matt Tribbe from Fullerton College; Trisienge Ortiz from North Orange Continuing Education; and Danielle Davy and Chelsea Salisbury from the District Office.

COMMENTS: MEMBERS OF THE AUDIENCE: No public comments were received.

Item 3.a: It was moved by Trustee Stephen T. Blount and seconded by Trustee Jacqueline Rodarte to adopt Resolution No. 19/20-17 and authorize the Chancellor, in her discretion, to take any and all actions necessary to ensure the continuation of public education, and the health and safety of the students and District employees by preparing and responding effectively to the novel Coronavirus (COVID-19) and declaring emergency conditions exist at the North Orange County Community College District.

During the discussion, trustees discussed whether the Board or the County would determine the end date of the state of emergency; the pros and cons of incorporating a \$4 million budgetary cap to the resolution to ensure trustee oversight; and the need for regular updates to the Board from the Chancellor. The Board agreed to modify the final paragraph of the resolution to read, "BE IT FURTHER RESOLVED, that the Board of Trustees of the North Orange County Community College District authorizes the Chancellor, for the duration of the state of emergency, in her discretion, to take any and all actions consistent with the law

and necessary to ensure the continuation of public education, and the health and safety of the students and District employees, including..." [Emphasis added.]

Subsequent to trustees agreeing that the addition of a budgetary cap could be explored at the April Board meeting, the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

ADJOURNMENT: At 3:38 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

Prepared By Recording Secretary for
Jacqueline Rodarte, Secretary, Board of Trustees