



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

MEETING: Regular Meeting in June 2019

DATE: Tuesday, June 25, 2019, at 5:30 p.m.

**PLACE: Anaheim Campus Board Room
1830 W. Romneya Drive, Anaheim, CA 92801**

Welcome to this meeting of the North Orange County Community College District Board of Trustees. If you wish to address the Board, please complete a yellow card entitled, "Request to Address Board of Trustees" and submit it to the Board's Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board, according to the rules of the Board. Members of the public wishing to address matters not on the agenda will be invited to do so under "Comments: Members of the Audience" at the beginning of the meeting. The Board reserves the right to change the order of the agenda items as the need arises.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** Members of the public may address the Board regarding items on the Agenda as such items are taken up, subject to regulations of the Board. All Board meetings, excluding closed sessions, shall be electronically recorded.
- 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. Members of the public completing a card entitled, "Request to Address Board of Trustees" on an item removed from block-vote consideration will be heard prior to the Board's vote on that item.

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 at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).

- f. **Chancellor's Report**
- g. **Comments:**
 Resource Table Personnel
 Members of the Board of Trustees
2. a. **Approval of Minutes of the Regular Meeting of June 11, 2019.**
- b. **CLOSED SESSION: Per the following sections of the Government Code:**

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

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

Per Section 59338: FINAL DISTRICT DECISION; APPEALS TO LOCAL GOVERNING BOARD

Per Section 54957.5: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: CHANCELLOR

3. **FINANCE & FACILITIES**

- a. It is recommended that the Board approve the Tentative Budget for Fiscal Year 2019-20 for all funds of the District. It is also recommended that the Board set a public hearing for September 10, 2019, at the Anaheim Campus Board Room at or about 6:00 p.m. pursuant to §58301 of Title 5, California Code of Regulations, to provide the public with an opportunity to comment on the budget prior to the adoption of the Proposed Budget.
- b. It is recommended that the Board of Trustees approve the North Orange County Community College District's 2021/22 – 2025/26 Five-Year Construction Plan and adopt Resolution No. 18/19-26, Fullerton College Music Drama complex replacement FPP prepared and submitted in compliance with California Education Code §81800, et. al. and the California Community Colleges Chancellor's Office directives to meet the submittal deadline of July 1, 2019. **(The Resolution is available for review in the District's Business Office.)**
- [c] Authorization is requested to extend the consultant addendum with Innovative Performance Solutions, Inc. in the amount of \$151,300, bringing the total agreement to \$235,300, for services effective July 1, 2019 – June 30, 2020
- [d] Authorization is requested to enter into an agreement with the Orange County Transit Authority (OCTA) starting July 1, 2019 through June 30, 2022.
- [e] Authorization is requested for simulation equipment and installation service with Jetline Systems, the vendor of this project, for an amount not to exceed \$304,139.23.
- [f] Authorization is requested to amend the master agreement with Strata Information Group based on mutually agreed-upon hourly rate of \$170, plus reimbursables, for one year through June 30, 2020.

4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the NOCCCD and Anaheim Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement 2019-2021.

- [b] It is recommended that the Board approve the NOCCCD and Whittier Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement 2019-2021.
- [c] It is recommended that the Board approve the Cypress College and Fullerton College Student Equity Plans.
- d. It is recommended that the Board receive as information the NOCE Student Equity Plan.
- [e] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2019 and Fall 2020.
- [f] Authorization is requested to accept new revenue from the California Community Colleges Chancellor's Office in the amount of \$1,666,666 and adopt a resolution to accept new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, §58308.

5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:
 - Retirements
 - New Personnel
 - Extension of Temporary Management Contracts
 - Change in Salary Classification
 - Additional Duty Days @ Per Diem
 - Leaves of Absence
 - Temporary Academic Hourly
 - Correction to Board Agenda – Additional Duty Days
- [b] Request approval of the following items concerning classified personnel:
 - Declination of Offer of Employment
 - Resignations
 - New Personnel
 - Rehires
 - Promotion
 - Voluntary Changes in Assignment
 - Professional Growth & Development
 - Leaves of Absence
 - Stipend for Additional Administrative Duties
- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- [e] Request approval of Volunteers.

6. GENERAL

- a. It is recommended that the Board adopt the voting process for the proposed establishment of a Merit System.
- b. It is recommended that the Board consider extending the close of the Sherbeck Field Environmental Impact Report (EIR) 45-day public review period from June 28, 2019 until July 1, 2019 or July 8, 2019.
- c. It is recommended that the Board discuss any potential future agenda items.

7. STUDY SESSION

- a. It is recommended that the Board conduct a study session to discuss technology and campus online education efforts.

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	X
		Resolution	_____
DATE:	June 25, 2019	Information	_____
		Enclosure(s)	X
SUBJECT:	Fiscal Year 2019-2020 Tentative Budget		

BACKGROUND: Pursuant to California Code of Regulations §58301 and §58305, and in accordance with Board Policy 6200, Budget Preparation, the District shall develop a Tentative Budget on or before the first day of July. In addition, the Board shall identify the date, time, and location at which a public hearing on the Proposed Budget will be held.

As in previous years, this year's Tentative Budget is a rollover budget in order to continue operations in the 2019-20 fiscal year. For the ongoing general fund budget, the Tentative Budget has incorporated, implemented and anticipated changes in revenues and expenditures, including estimates contained in the Governor's May Revise Budget with some anticipated adjustments based on current budget hearings.

For the rest of the general funds as well as the other district funds, some carryover estimates have been included; however, final carryover balances will be computed as part of the year-end closing process and will be reflected in the Proposed Budget which will be presented in September. The District's Proposed Budget will also incorporate any changes which occurred in the finalized State Budget.

Following is a comparative summary of revenues, transfers in, appropriations, and other uses for all funds of the District contained in the 2018-2019 and 2019-2020 Tentative Budgets:

	2019-2020		2018-2019
General Fund:			
Revenues	\$ 292,430,801	\$	272,518,138
Transfers In	1,000,000		1,000,000
Appropriations	(295,417,879)		(277,481,677)
Transfers Out	(2,430,908)		(3,011,801)
Contingencies	(81,945,629)		(69,479,356)
Inc/(Dec) to Beg Bal	\$ <u>(86,363,615)</u>	\$	<u>(76,454,696)</u>

The 2019-20 decrease to the General Fund Beginning Balance includes the estimated partial carryover of the base allocation increase committed for future STRS and PERS increases of \$28,230,445, estimated partial carryover balances of \$56,384,155, and additional reconciling items related to Position Control which will be adjusted with the Proposed Budget.

Schedule A shows the ongoing unrestricted general fund resource summary, which compares the 2018-19 amounts with those contained in this Tentative Budget. The assumptions used to complete the Tentative Budget are attached in Schedule B. The full-time equivalent student (FTES) targets for 2019-20 are shown on Schedule C.

	2019-2020	2018-2019
Capital Outlay Projects Fund:		
Revenues	\$ 2,241,781	\$ 4,605,895
Transfers In	0	0
Appropriations	(43,926,571)	(44,023,161)
Transfers Out	(1,000,000)	(1,000,000)
Contingencies	(18,032,819)	(16,279,098)
Inc/(Dec) to Beg Bal	<u>\$ (60,717,609)</u>	<u>\$ (56,696,364)</u>
 Bond Funds:		
Revenues	\$ 1,000,000	\$ 815,000
Appropriations	(229,337,730)	(95,360,027)
Inc/(Dec) to Beg Bal	<u>\$ (228,337,730)</u>	<u>\$ (94,545,027)</u>
 Student Financial Aid Fund:		
Revenues	\$ 62,161,167	\$ 60,729,822
Student Financial Aid	(62,161,167)	(60,729,822)
Inc/(Dec) to Beg Bal	<u>\$ 0</u>	<u>\$ 0</u>
 Child Development Fund:		
Revenues	\$ 478,978	\$ 517,023
Transfers In	450,000	250,000
Appropriations	(926,420)	(767,023)
Contingencies	(2,558)	0
Inc/(Dec) to Beg Bal	<u>\$ 0</u>	<u>\$ 0</u>
 Retiree Benefit Fund:		
Revenues	\$ 1,336,547	\$ 0
Appropriations	(1,336,547)	(0)
Inc/(Dec) to Beg Bal	<u>\$ (0)</u>	<u>\$ 0</u>
 Self-Insurance Fund:		
Revenues	\$ 6,778,642	\$ 6,934,732
Appropriations	(8,767,601)	(9,009,061)
Inc/(Dec) to Beg Bal	<u>\$ (1,988,959)</u>	<u>\$ (2,074,329)</u>
 Bookstore Funds:		
Revenues	\$ 4,183,517	\$ 5,034,017
Appropriations	(4,205,555)	(5,034,017)
Inc/(Dec) to Beg Bal	<u>\$ (22,038)</u>	<u>\$ 0</u>
 Food Services Funds:		
Revenues	\$ 210,000	\$ 230,000
Appropriations	(135,000)	(155,000)
Transfers Out	(75,000)	0
Contingencies	(1,986,773)	(75,000)
Inc/(Dec) to Beg Bal	<u>\$ (1,986,773)</u>	<u>\$ 0</u>

	2019-2020		2018-2019
Associated Students Funds:			
Revenues	\$ 319,114	\$	320,855
Appropriations	(327,113)		(320,855)
Inc/(Dec) to Beg Bal	<u>\$ (7,999)</u>	\$	<u>0</u>
Campus Services Funds/Bursar/CRPA:			
Revenues	\$ 499,982	\$	447,882
Transfers In	228,533		228,533
Appropriations	(955,258)		(590,580)
Transfers Out	(85,835)		(85,835)
Inc/(Dec) to Beg Bal	<u>\$ (344,107)</u>	\$	<u>0</u>
Other Trust Funds:			
Revenues	\$ 15,000	\$	15,000
Appropriations	(15,000)		(15,000)
Inc/(Dec) to Beg Bal	<u>\$ 0</u>	\$	<u>0</u>

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 6200, Budget Preparation.

FUNDING SOURCE AND FINANCIAL IMPACT: After Board approval of the 2019-20 Tentative Budget, the budget balances will be rolled into Banner and will become the preliminary budget for the 2019-20 fiscal year. After the close of the 2018-19 fiscal year, final carryover balances and any necessary budget revisions will be incorporated and presented to the Board in September as the 2019-20 Proposed Budget.

RECOMMENDATION: It is recommended that the Board approve the Tentative Budget for Fiscal Year 2019-20 for all funds of the District. It is also recommended that the Board set a public hearing for September 10, 2019, at the Anaheim Campus Board Room at or about 6:00 p.m. pursuant to §58301 of Title 5, California Code of Regulations, to provide the public with an opportunity to comment on the budget prior to the adoption of the Proposed Budget.

**North Orange County Community College District
Unrestricted General Fund On-going Resource Summary
2019-20 Tentative Budget Assumptions
June 9, 2019**

Revenues	2018-19	2019-20
C. Apportionment/Taxes/Enrollment Fees	\$ 197,904,569	\$ 197,577,030
C. Adjustment for PERS/STRS Holding	(6,234,391)	(2,548,000)
C. Full-Time Faculty Allocation	-	1,441,228
D. Unrestricted Lottery	5,027,640	5,127,341
E. Part-Time Faculty Office Hours/Benefits	770,000	770,000
E. Part-time Faculty Compensation	711,019	679,020
G. Fee Waiver Admin	650,602	650,602
H. Non-Resident Tuition	1,000,000	1,000,000
I. Interest	1,000,000	1,000,000
J. Misc Income	10,000	10,000
K. Mandated Cost	1,009,265	1,022,161
M. Redevelopment Funds	1,000,000	1,000,000
	<u>\$ 202,848,704</u>	<u>\$ 207,729,382</u>
Expenditures		
C. Unrestricted General Fund Personnel	\$ 144,793,675	\$ 152,079,459
D. Retiree Benefits	5,684,732	5,368,642
F. Extended Day Budgets	23,855,954	24,361,831
F. Extended Day/Hourly Benefits	4,694,405	4,789,131
G. Operating Allocation	11,341,650	11,220,997
H. Districtwide	6,683,992	6,683,992
K. Sabbatical	300,000	300,000
L. Related Activity	350,000	350,000
M. Other (Memberships)	6,000	6,000
Total	<u>\$ 197,710,408</u>	<u>\$ 205,160,052</u>
 Revenue less Expenditures	 <u>\$ 5,138,296</u>	 <u>\$ 2,569,331</u>
Effects of Estimated Cost Increases		
10% Increase in Benefits Costs		\$ 1,000,000
1% increase for Faculty Salaries		700,000
Increase in Benefits for Faculty		2,000,000
		<u>\$ 3,700,000</u>
Extended Day Salaries vs. Budget (17/18)		
Actual Expenses		\$ 27,253,801
Budgeted as part of Districtwide on-going budget		20,809,262
Additional costs of Extended Day Salaries		<u>\$ 6,444,539</u>
Extended Day Benefits vs. Budget (17/18)		
Actual Expenses		\$ 3,990,999
Budgeted as part of Districtwide on-going budget		3,627,054
Additional costs of Extended Day Benefits		<u>\$ 363,945</u>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
UNRESTRICTED GENERAL FUND
 2019-20 Tentative Budget Assumptions
 June 9, 2019

I. State Revenue

A. Estimated Funded FTES in 2018-19 of 34,374.69 (28,764.61 Credit; 504.20 Special Admit; 4,039.74 Non-Credit; 1,066.14 CDCP)

B. FTES Workload Measure Assumptions:

Year	Base	Actual	Funded	Actual Growth/Restoration	Unfunded	
					FTES	Unfunded
2004-05	32,720.67	34,390.45	34,390.45	5.10%	-	0.00%
2005-06	34,390.45	33,540.89	33,540.89	-2.47%	-	0.00%
2006-07	33,540.89	34,824.38	34,824.38	3.83%	-	0.00%
2007-08	34,824.38	36,544.41	35,037.92	0.61%	(1,506.49)	4.12%
2008-09	35,037.92	38,552.15	35,029.99	-0.02%	(3,522.16)	9.14%
2009-10	33,460.89	38,702.01	33,902.47	1.32%	(4,799.54)	12.40%
2010-11	33,902.47	37,733.25	34,744.84	2.48%	(2,988.41)	7.92%
2011-12	32,091.10	33,265.82	32,088.51	-0.01%	(1,177.31)	3.54%
2012-13	32,088.51	32,441.54	32,363.13	0.86%	(78.41)	0.24%
2013-14	32,363.13	35,714.28	33,121.22	2.34%	(2,593.06)	7.26%
2014-15	33,121.22	36,078.84	34,658.81	4.64%	(1,420.03)	3.94%
2015-16	34,658.81	35,834.74	35,834.74	3.39%	-	0.00%
2016-17	35,834.74	37,248.38	37,248.38	3.94%	-	0.00%
2017-18	37,248.38	32,446.80	32,446.80	-12.89%	-	0.00%

SCFF-based calculations

Fiscal Year	Actual Credit FTES (less Special Admit)	3-Yr Avg of App		Paid	Over(Under) Actual FTES
		Applied 1	Applied 2		
2015-16	30,332.14				
2016-17	31,787.32	31,787.32			
2017-18	26,956.52	26,956.52			
2018-19	27,549.98	27,549.98	28,764.61	28,764.61	1,214.63
2019-20	28,018.00	28,764.61	27,757.04	27,757.04	(260.96)

Paid FTES

Fiscal Year	Credit FTES	Special Admit	NC	CDCP
2018-19 (Est)	28,764.61	504.20	4,039.74	1,066.14
2019-20 (Est)	27,757.04	504.20	4,039.74	1,066.14

C. Apportionment Base:

	<u>2019-20</u>
Basic Allocation	\$ 10,787,952
Credit FTES	106,822,952
Special Admit	2,840,945
Non-Credit FTES	8,895,854
CDCP	11,760,285
Subtotal - 2019-20 Funding from Base Allocation	<u>141,107,988</u>
Supplemental Allocation	37,330,188
Student Success Incentive Allocation	19,138,854
SCFF Earned Allocation	<u>197,577,030</u>
Hold Harmless Allocation	16,720,508
Total SCFF Apportionment	<u>214,297,538</u>
2018-19 Full-Time Faculty Hiring Apportionment Allocation	1,441,228
Reduction for One-time Components PERS/STRS	<u>215,738,766</u>
Hold Harmless Allocation	(2,548,000) {a}
On-going Apportionment Allocation 2019-20	<u>(16,720,508)</u>
	\$ 196,470,258

NOTE: This number is very important

{a} For the 2019-20 year, \$2,548,000 of the base increase is being used as on-going revenue to cover pension rate increases. See table on next page.

D. Unrestricted lottery is projected at \$151 per FTES:

Restricted lottery at \$53 per FTES:

E. Estimated reimbursement for part-time faculty office hours and benefits:

Estimated SB 739 funding for part-time faculty compensation:

F. All Federal, State, and Locally funded categorical programs will continue to be budgeted separately; matching revenues and expenditures.

G. 2% fee waiver administration allocation estimate:

\$ 650,602

III. Appropriations and Expenditures

A. Personnel costs associated with approved, settled salary increases for Classified, Management, Confidential, and Executives have been incorporated as an on-going expense. Personnel costs include no salary increase assumption for 2017-08 and 2018-19 for Faculty. Increases attributable to step increases and longevity have been incorporated.

B. Each 1% salary increase is estimated to have the following Increase:

	<u>Salary</u>	<u>Benefits</u>	<u>Total</u>
Faculty	\$ 568,144	\$ 122,639	\$ 690,783
Academic Management	72,679	16,733	89,412
Classified	349,465	104,511	453,976
Classified Management	68,189	20,409	88,598
Confidential	11,982	3,586	15,568
Adjunct Faculty	243,618	44,533	288,152
	<u>\$ 1,314,077</u>	<u>\$ 312,411</u>	<u>\$ 1,626,489</u>

C. Salary and Benefit Costs (excluding categorical, extended day and self-supporting positions) are estimated at \$152,079,459. This also includes an average 10% increase in medical. A 2.64% increase to PERS and 0.82% increase in STRS is included. WC rate of .50% The cost of each 10% increase in medical costs is approximately \$914,175. The cost of each 1% increase in the STRS and PERS rate is approximately \$603,724 and \$485,987 respectively.

D. Retiree medical cost is estimate: \$ 5,368,642

E. The full-time faculty obligation for Fall 2019 is estimated at 563.34. The District currently has 544 positions filled with 44 pending recruitments. 19 of these positions are not creditable towards the FON Obligation, which puts us at 569 positions counting toward the obligation. Therefore, the District expects to be 5.66 positions above the obligation.

F. Extended Day budget adjustments are based on \$1,116 for credit FTES and \$1,189 for noncredit FTES. Benefit costs for Part-time Faculty and other hourly employees is estimated at: \$ 4,789,131

G. Operating Allocation: \$ 11,220,997

H. Districtwide expenses include budget for recruiting, memberships, sabbatical bond reimbursements, emergency notification, sewer, attorney, electricity, gas, water, waste disposal, election, hospitality, ride share (AQMD), student insurance, Employee Assistance Program, One Call Emergency Communication System, EEO Plan Implementation and interest expenses. Districtwide expenses also include a \$250,000 contribution to the Fullerton College Child Care fund per Board action on 4/14/09.

Total Districtwide expenses are budgeted at:

\$ 6,683,992

K. Sabbatical cost is estimated at:

\$ 39,660

L. Related-activity expense, which covers additional duty days for faculty, is estimated at:

\$ 434,455

M. Memberships for contract employees is estimated at:

\$ 1,045

N. The total OPEB liability is estimated at \$104.4 million based on the 2018 actuarial study. With the creation of the Irrevocable Trust, the Trust assets offset that liability, which results in the unfunded liability for retiree medical being estimated at \$8.28 million. At May 31, 2019, the value of the portfolio in the irrevocable trust was \$99.6 million.

17-18 Actuals

\$ 5,840,992

\$ 39,660

\$ 434,455

\$ 1,045

**North Orange County Community College District
FTES Targets - 2019-20 Tentative Budget Assumptions
June 9, 2019**

	2018/19 Target	%	2018/19 Actual FTES @ P-2	%	Difference Target and Actuals	% Change	2019/20 Campus Targets	2019/20 Target to Target Change	% Change
Cypress	11,599.10	33.53%	11,656.09	35.15%	56.99	0.49%	11,950.00	350.90	3.03%
Fullerton	17,997.64	52.02%	16,699.89	50.36%	(1,297.75)	-7.21%	16,874.00	(1,123.64)	-6.24%
NOCE	5,000.00	14.45%	4,804.08	14.49%	(195.92)	-3.92%	5,000.00	-	0.00%
Total	34,596.74	100.00%	33,160.06	100.00%	(1,436.68)	-4.15%	33,824.00	(772.74)	-2.23%

Note 1) 160.83 and 140.97 of 2018-19 FTES at CC and FC, respectively, are Non-Credit FTES and the same amount is used for 2019-20.

	2016-17 P-2 Credit FTES	2017-18 P-2 Credit FTES	2018-19 Est Credit FTES	2019-20 Est Credit FTES	2020-21 Est Credit FTES	Anticipated Faculty Count - Fall 2019-20				
						Creditable	Vacant	Recruiting	Total	Not Creditable
CC	11,276.20	10,774.61	11,495.26	11,789.17	11,789.17	203	0	18	221	-
FC	18,260.27	16,428.74	16,558.92	16,733.03	16,733.03	312	0	25	337	-
	29,536.47	27,203.35	28,054.18	28,522.20	28,522.20	NOCE	0	1	11	19
FON	574.15	528.80	545.34	572.73		525	0	44	569	19
FTF New Funds			18.00							
			563.34							

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

SUBJECT: Accept the 2021/22-2025/26 Five-Year Construction Plan and the 2021/22 First State Funding Year Projects

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

BACKGROUND: The Five-Year Construction Plan (5YCP) is an annual summary of current and proposed capital outlay projects that exceed \$250,000, regardless of the funding source (local vs. state), as mandated by the Community College Construction Act of 1980, pursuant to California Education Code §81800, et al. The 2021/22-2025/26 5YCP is due before July 1, 2019 to the California Community Colleges Chancellor's Office.

The 5YCP is a useful tool, which not only incorporates years 2021/22 through 2025/26, but also includes data from two years prior. The information collected allows the District to measure the utilization of facilities by the capacity of facilities to the demands created by the actual projected enrollment of a college or center. It serves as the foundation for capital outlay funding applications by delineating the capacity-load ratios for five categories of space, as defined in Title 5 of the California Administrative Code: lecture, lab, office, library, and audio-visual/TV media. It also communicates to the State Legislature, through control agencies, the capital outlay needs of a community college district over a five-year period.

The District's 5YCP project priority order is determined by the project scope, proposed budget, anticipated time frame, justification for the project's given condition, capacity adequacy, and cost efficiency, as well as funding source. The project list serves two purposes:

- 1) Establish the basis to justify the projects for which Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) are being prepared.
- 2) Provide the California Community Colleges Chancellor's Office with an understanding of the overall need for each project.

The District is submitting 16 projects in its 2021/22 5YCP using both local and state funding. The funding schedule covers preliminary plans (P), working drawings (W), construction (C), and equipment (E). The total cost does not include consultant management fees (program and construction).

The District has been approved by the California Community Colleges Chancellor's Office to submit the following documents with the 2021/22 5YCP:

- One Fullerton College 2025/26 Final Project Proposal (FPP) resubmittal for Fullerton College Music-Drama Complex. Previously submitted IPPs and FPPs remain the same. This proposal is a 78.07% - 21.93%, meaning it is expected that the State

would provide \$33,118,000 and the match is \$10,329,000 for this project.

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

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, and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: There is no financial impact related to submitting the District's 5YCP.

RECOMMENDATION: It is recommended that the Board of Trustees approve the North Orange County Community College District's 2021/22-2025/26 Five-Year Construction Plan and adopt Resolution No. 18/19-26, Fullerton College Music Drama complex replacement FPP prepared and submitted in compliance with California Education Code §81800, et. al. and the California Community Colleges Chancellor's Office directives to meet the submittal deadline of July 1, 2019. Previously submitted IPPs and FPPs remain the same.

Fred Williams

3.b.2

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Priority	Project	Campus	Category	Occupy Year	Status
1	Business 300 and Humanities 500 Modernization	Fullerton College	C	2023-24	Partially Funded
2	Fine Arts Renovation	Cypress College	C	2024-25	FPP-Approved
3	Music-Drama Complex - Bldgs 1100 & 1300 Replacement	Fullerton College	C	2025-26	FPP-Preparing
4	Science Engineering Math Bldg 3 Reconstruction	Cypress College	B	2021-22	Locally Funded or Future
5	Language Arts Instructional Bldg	Fullerton College	B	2021-22	Locally Funded or Future
6	Veteran's and Associated Students Resource Center	Cypress College	E	2020-21	Locally Funded or Future
7	Parking Structure 2	Fullerton College	D2	2023-24	Locally Funded or Future
8	Memorial Bridge/Pond Renovation	Cypress College	E	2021-22	Locally Funded or Future
9	Repurpose Childcare	North Orange Continuing Ed.	C	2019-20	Locally Funded or Future
10	M&O Building	Fullerton College	D2	2023-24	Locally Funded or Future
11	LLRC Expansion	Cypress College	B	2026-27	Locally Funded or Future
12	Pool Renovation	Cypress College	D1	2023-24	Locally Funded or Future
13	Fire Alarm/Mass Communication/Security System Upgrade	Cypress College	C	2020-21	Locally Funded or Future
14	Gym I Building 7 / Gym II Building 11 Renovation	Cypress College	D1	2025-26	Locally Funded or Future
15	Gate Way Phase I	Cypress College	F	2023-24	Locally Funded or Future
16	New Horticulture/Lab School/STEM Lab	Fullerton College	B	2025-26	Locally Funded or Future

Cat.	Description
A	To provide for safe facilities and activate existing space (life/safety)
A1	Imminent danger to life and safety of occupants
A2	Equipment to complete previously state-funded project
A3	Seismic deficiencies
A4	Immediate infrastructure failure (least cost/no growth) Remaining funds after A projects
B	To increase instructional capacity
C	To modernize instructional space
D	To promote a complete campus concept
E	To increase institutional support services capacity
F	To modernize institutional support services space

**RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
APPROVAL OF ONE FINAL PROJECT PROPOSAL FOR 2021/22 FISCAL FUNDING
YEAR FOR THE FULLERTON COLLEGE PERFORMING ARTS COMPLEX**



RESOLUTION NO. 18/19-26

WHEREAS, under provisions of Education Code §81800, et al, of the California Community College Construction Act of 1980, North Orange County Community College District is required to submit a Final Project Proposal, as requested for the 2021/22 fiscal funding year and,

WHEREAS, the requested projects are part of the District's 2021/22-2025/26 Five Year Construction Plan;

NOW, THEREFORE, that the President and Secretary of the Board be, and they are hereby, authorized to submit the proposed projects, as directed by the State of California, California Community Colleges System Office, under said Act, and to execute the necessary applications, assurance, and authentication forms for the following projects:

#862 Fullerton College Music-Drama Complex

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 25th day of June 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

I, Jeffrey P. Brown, 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

Resolution No. 18/19-26

3.b.4

Item No.

adopted by the Governing Board at a regular meeting thereof held on the 25th day of June, 2019, 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 25th day of June, 2019.

(Clerk's signature)

(Date)

APPROVAL PAGE

Final Project Proposal

Budget Year
2021 -2022

District: North Orange County Community College District

Project Location: Fullerton College
(College or Center)

Project: Music/Drama Complex

The district proposes funds for inclusion in the state capital outlay budget (check items):
preliminary plans , working drawings , construction , equipment

District Certification

Contact Person: Fred Williams
(Facilities, Planning and Development)

Telephone: (714)808-4746

E-Mail Address: fwilliams@nocccd.edu

Fax: (714)808-4746

Approved for submission: _____
(Chancellor/President/Superintendent Signature)

Date: _____

District Board of Trustees Certification

The Governing Board of the District approves the submission of this application to the Board of Governors of the California Community Colleges and promises to fulfill the succeeding list of Project Terms and Conditions.

(President of the Board of Trustees Signature and Date)

(Secretary of the Board of Trustees Signature and Date)

Attach a copy of the Board Resolution that substantiates approval of the application and promises to fulfill the Project Terms and Conditions.

Submit proposal to:
Facilities Planning and Utilization
Chancellor's Office
California Community Colleges
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549

Chancellor's Office Certification

Reviewed by _____

Date Completed _____

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: June 25, 2019 Resolution _____
Information _____
Enclosure(s) _____
SUBJECT: Agreement with Innovative Performance Solutions, Inc.

BACKGROUND: Cypress College would like to enter into a consulting agreement with Innovative Performance Solutions, Inc. for the services of Nicola Perry. Ms. Perry has been working at Cypress College since January and, in the absence of a full executive team, helping to support and assist faculty and administrators with the Guided Pathways initiatives at the college.

The original contract commenced on February 1, 2019 to June 30, 2019 in the amount of \$84,000 which did not require Board approval. This addendum would extend the contract from July 1, 2019 to June 30, 2020 up to and add an additional \$151,300 to bring the total agreement to \$235,300.

It is requested for the District to enter into this new addendum with Innovative Performance Solutions, Inc. to continue the services of Nicola Perry. The addendum is for 1,780 hours at \$85.00 an hour to assist the College with the following projects:

1. Civitas Project Management and Program Mapper: the College has a two-year contract with Civitas, a software providing data analytics on Cypress College students, and is serving on a statewide pilot for Program Mapper. Ms. Perry will assist administration as the point person to help develop team and campus-wide resources, coordinate training, increase user awareness and data usage for decision-making, and act as a data coach in conjunction with faculty and the Vice President of Instruction. Ms. Perry will also assist the managers and faculty to coordinate with Institutional Research, students, and the web developers to revise, analyze, and maximize student usage on this important software for Guided Pathways.
2. Cypress Charger Assessment Team (CHat): This new student initiative to identify at-risk students, will help the college mitigate behavioral challenges across the campus. As we become proficient on better serving this population, we need assistance to implement the new Maxient software, train staff, create awareness on campus, and create and communicate best practices to the campus community.

This agenda item is being submitted by Dr. Carmen Dominguez, Vice President of Instruction.

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 in accordance with Board Policy 6340, Bids and contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: The additional consulting fee of up to \$151,300 to be paid to Innovative Performance Solutions, Inc. shall be paid from the Guided Pathway and Mental Health Grants.

RECOMMENDATION: Authorization is requested to extend the consultant addendum with Innovative Performance Solutions, Inc in the amount of \$151,300 to bring the total agreement to \$235,300 for services effective July 1, 2019– June 30, 2020. Authorization is further requested for the Vice Chancellor, Finance & Facilities, to execute the agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.c.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: June 25, 2019 Resolution
Information
SUBJECT: Agreement with Orange County Transit Enclosure(s)
Authority (OCTA)

BACKGROUND: Fullerton College Associated Students included an OCTA Bus Fee Referendum on their spring 2019 election ballot that was passed by the majority of students who voted. For a fee of \$5.75 per full-time student and \$5.00 per part-time student, the approved OCTA Bus Fee Referendum allows all students to have unlimited access to the OCTA bus networks within Orange County as well as the Intercounty Express Route to Los Angeles at no additional cost beyond the student fee.

The OCTA Bus Fee Program would primarily benefit low-income students and students with unreliable transportation, though all currently enrolled Fullerton College students would have access to the service. Additional benefits include improved parking conditions on campus and benefits to the environment by reducing fossil fuel emissions. Further, reduced traffic congestion due to increased use of public transportation is an added benefit to the community.

This Board agenda item is being submitted by Gil Contreras, Vice President, Student Services and Rodrigo Garcia, Vice President, Administrative Services.

How does this relate to the five District Strategic Directions? This items responds to Direction #1, #2, and #5. District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. District Strategic Direction #2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups. 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: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 6340, Bids and Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: The cost of this program would be covered for the first year through a grant secured by OCTA specifically for Fullerton College. The fixed student fees, \$5.75 per term for full-time students and \$5.00 for part-time students, would be assessed during the following two years starting in Fall 2020 and ending in Spring 2022. Annual payments are estimated at \$257,000 for years 2 and 3 of the agreement.

RECOMMENDATION: Authorization is requested to enter into an agreement with the Orange County Transit Authority (OCTA) starting July 1, 2019 through June 30, 2022. Authorization is also requested for the Vice Chancellor, Finance & Facilities, to execute the agreement on behalf of the District.

Fred Williams

3.d

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: June 25, 2019 Resolution
Information
Enclosure(s)
SUBJECT: ASA Donation (Aviation Science
Advancement) Simulation Lab Build-out

BACKGROUND: Cypress College is the recipient of an Aviation Science Advancement (ASA) donation of \$1,000,000, predicated on a request by the donor that the college invest the donation in securing equipment and resources to create “the best aviation flight simulation lab and program at a community college in the nation.” A lab of this caliber with FAA approved flight simulators is typically outside the funding capabilities of most community colleges; therefore, we are honored to share in this ambition of providing Cypress College students with access to top-of-line equipment and systems for professional flight training. Donations are made through the Cypress College Foundation to the ASA fund as the college fulfills its commitment to support the build-out of the simulation lab and the advancement of the Aviation & Travel Careers (ATC) Program.

The next step in creating this state-of-the-art lab is the purchase of four flight simulators, including three FAA approved C172/C182RG single seat simulators, and one FAA approved G1000 single seat simulator. The project also includes the associated visual systems and one-full motion platform to upgrade an existing dual seat multi-aircraft simulator. This purchase facilitates the establishment of a superior simulation lab suitable for training pilots and UAS/Drone aviators from entry-level to advanced competency levels needed to enter directly into major airlines, regional airlines and UAS/Drone flight operations.

These simulators will fit within the current lab space as they will replace older, less-advanced equipment. The total cost of the project, \$304,139.23 (including tax and shipping) will be paid through the Cypress College Foundation’s Aviation Science Advancement donation. Jetline Systems Virtual Fly Flight Simulator is the sole source for this project. They were selected based upon the quality of their equipment, systems, and the level of excellent service and support Cypress has experienced over the past ten years with previous projects.

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 (Canyon High School, Los Alamitos Air Base, United and American Airlines). This project supports Strategic Direction #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 quote of \$304,139.23 will be funded by the ASA Donation.

RECOMMENDATION: Authorization is requested for simulation equipment and installation service with Jetline Systems, the vendor of this project, for an amount not to exceed \$304,139.23. 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

Recommended by

Approved for Submittal

3.e.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 23, 2019	Resolution	<u> </u>
SUBJECT:	Amendment to the Master Agreement with Strata Information Group (SIG)	Information	<u> </u>
		Enclosure(s)	<u> </u>

BACKGROUND: In 2000, the Board approved the District to enter into a master agreement with Strata Information Group (SIG) to provide the District and the campuses with post-implementation consultation, technical assistance and training with regards to Banner. This past year, the master agreement has allowed us to hire SIG consultants to work on the following projects:

- DegreeWorks scribing
- Financial Aid programming for both credit colleges
- Project management for Banner 9 including admin pages and self-service
- Human Resources and Finance Departments payroll-related programming
- Human Resources and Finance Departments updates for the position control budgeting module

The master agreement is to be amended through June 30, 2020. The terms of the amendment are as follows:

1. The District is to pay SIG an hourly rate of \$170.
2. The District is to pay SIG a full day (\$66) or partial day (\$49.50) per diem when SIG consultants are onsite.
3. A not-to-exceed cap amount of \$300,000 is to be established for the duration of the amendment.
4. A signed amendment to the Agreement would be required for any increase or additional services requested which would exceed this \$300,000 threshold.

District Information Services staff have conducted due diligence with the renewal of this Agreement by reaching out to two additional vendors. One is a brand-new vendor that the District has not worked with before and their hourly rate starts at \$250. The other is long time vendor from whom we have sought professional services in the past on two major projects. The experiences by District staff with the consultant on these two occasions were less than ideal, resulting in the projects not completing at all or not completing fully. The experience by District Staff with SIG has been uniformly positive, resulting in additional programs and/or services for students and staff alike.

Therefore, District Information Services is requesting the Board to approve a one-year amendment to the Master Agreement with SIG through June 30, 2020.

This Board Agenda Item is being submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

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 compliance with Board Policy 6340: Bids and Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: SIG projects can come from a variety of funding sources from the District and the campuses.

RECOMMENDATION: Authorization is requested to amend the master agreement with Strata Information Group based on mutually agreed-upon hourly rate of \$170, plus reimbursable, for one year through June 30, 2020. Further authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreement and related documents and any amendment to modify the agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.f.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 25, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	NOCCCD AUHSD CCAP Dual Enrollment Partnership Agreement 2019-2021	Enclosure(s)	<u> X </u>

BACKGROUND: Since fall 2016, the two credit colleges in the District have implemented AB 288 dual enrollment programs with Anaheim Union High School District, AUHSD being the first high school district to have a CCAP Dual Enrollment agreement with NOCCCD. Cypress and Fullerton Colleges continuously expanded dual enrollment offerings to Anaheim Union and would therefore request to enter into a three year agreement with AUHSD, in alignment with our current practice with other high school districts. Since both colleges conduct dual enrollment classes with Anaheim Union, it was requested by the School District to have a District to District agreement, inclusive of dual enrollment offerings by both Colleges for two years, 2019-2021.

This agreement is being submitted to the Board for second reading and approval.

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

How does this relate to the five District Strategic Directions? This item responds to 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: AB 288 makes it possible for community college districts to collect apportionment for CCAP Partnership Agreement classes offered at high schools provided attendance requirements for high schools are met; therefore, this has the potential to not only increase student access and success but also generate more funding for NOCCCD.

RECOMMENDATION: It is recommended that the Board approve the NOCCCD AUHSD CCAP Dual Enrollment Partnership Agreement 2019-2021.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.a.1
Item No.

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2019-2021**

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

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

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

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

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

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

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

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

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for two years beginning on July 1, 2019 and ending on June 30, 2021. All amendments to this agreement will be submitted for approval by the community college and the school district Boards.

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

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

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

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

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

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

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

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

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

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

- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

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

5. PARTICIPATING STUDENTS

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

6. CCAP AGREEMENT COURSES

- 6.1 COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(1)
- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course

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

outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.

- 6.4 The scope, nature, time, location, and listing of courses offered by the COLLEGE shall be determined by COLLEGE with the approval of the NOCCCD Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester bases.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with NOCCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.

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

- 6.8 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by NOCCCD Administrative Procedure 4610.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to NOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between NOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the NOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or NOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.

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

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

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the NOCCCD and become NOCCCD employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT must also sign an Instructional Service Agreement- Instructor and get approved by the NOCCCD Board before the start of the course.
- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE employees, that extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.
- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)

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

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

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

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

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

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)
 - The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)

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

- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

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

11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

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

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

12. PROGRAM IMPROVEMENT

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

13. RECORDS

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.
- 13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.

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

- 13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. CCAP AGREEMENT DATA MATCH AND REPORTING

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

15. PRIVACY OF STUDENT RECORDS

- 15.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 15.2. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 15.3. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from redisclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

16. REIMBURSEMENT

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

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

17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes. Any loss or damage to SCHOOL DISTRICT property during the course of instruction for the dual enrollment classes will be the responsibility of the SCHOOL DISTRICT.
- 17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

18. INDEMNIFICATION

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

19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect the NOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising

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

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

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

20. NON-DISCRIMINATION

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and NOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. TERMINATION

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

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

agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. NOTICES

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

COLLEGE
Cypress College
9200 Valley View Street
Cypress, CA 90630
Attn: Dr. Maria Dominguez, Vice President, Instruction.

COLLEGE
Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832
Attn: Dr. Jose Ramon Nunez, Vice President, Instruction

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

SCHOOL DISTRICT
Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92801
Attn: Dr. Jaron Fried, Assistant Superintendent, Educational Services

23. INTEGRATION

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

24. MODIFICATION AND AMENDMENT

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

25. GOVERNING LAWS

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

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

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

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

27. SEVERABILITY

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

28. COUNTERPARTS

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

Executed on _____2019

By: Dr. Jaron Fried
SCHOOL DISTRICT: AUHSD

By: Dr. Carmen Dominguez
COLLEGE: CYPRESS

By: Dr. Jose Ramon Nunez
COLLEGE: FULLERTON

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

North Orange County Community College District Board Meetings:

- (a) Information Board Meeting Date: June 11, 2019
- (b) Public Comment Board Meeting Date: June 25, 2019

School District Board Meetings:

- (a) Information Board Meeting Date:
- (b) Public Comment Board Meeting Date:

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

APPENDIX

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

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

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

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

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

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD:	W. Cherry Li-Bugg, PhD	714-808-4787	clibugg@nocccd.edu
Cypress College	Dr. Carmen Dominguez	714-484-7308	cdominguez@cypresscollege.edu
Fullerton College	Dr. Jose Ramon Nunez	714-992-7030	jnunez@fullcoll.edu
School District:	Dr. Jaron Fried	714-999-3557	fried_ja@auhsd.us

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

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

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

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

PROGRAM YEAR: 2019 - 2020

COLLEGE: Cypress College

EDUCATIONAL PROGRAMS: Administration of Justice, Art, Automotive Technology, Chinese, Computer Information Systems (Cyber Security), Community/Public Health, Counseling, Ethnic Studies, Dance, Hotel, Restaurant, Culinary Arts (HRC), Human Services, Management, Music, Media Arts Design, Sociology, Theater Arts

SCHOOL DISTRICT **Anaheim Union High School District**

HIGH SCHOOLS: **Magnolia, Oxford Academy, Kennedy, Cypress, Western, Savanna**

TOTAL NUMBER OF STUDENTS TO BE SERVED: 1,000				TOTAL PROJECTED FTES: 150			
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS	INSTRUCTOR	EMPLOYER	LOCATION
Introduction to Criminal Justice	AJ 110C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Introduction to Criminal Justice	AJ 110C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Concepts of Criminal Law	AJ 120C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Criminal Investigation	AJ 140C	Fall 2019 & Spring 2020	TBD	TBD	Thomas Mellana	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Community and the Justice System	AJ 160C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Cultural Anthropology	ANTH 102C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Fundamentals of Art	ART 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Automotive Electrical 1	AT 105C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS

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

Automotive Electrical 2	AT 106C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Introduction to Automotive Technology	AT 110C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Automotive Air Conditioning	AT 115C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Elementary Chinese - Mandarin 1	CHIN 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Elementary Chinese - Mandarin 1	CHIN 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Elementary Chinese - Mandarin 2	CHIN 102C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Elementary Chinese - Mandarin 2	CHIN 102C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Intermediate Chinese – Mandarin 3	CHIN 203C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Intermediate Chinese – Mandarin 4	CHIN 204C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Computer Information Systems: Advanced Word	CIS 102C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Computer Information Systems	CIS 111C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Computer Information Systems	CIS 111C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Spreadsheet - Excel for Windows	CIS 132C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Spreadsheet - Excel for Windows	CIS 132C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Database - Access for Windows	CIS 142C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

Database - Access for Windows	CIS 142C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Cybersecurity Competition Fundamentals	CIS 190C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Network Security	CIS 195C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Anti-Hacking Network Security	CIS 196C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Introduction to Programming	CIS 211C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Introduction to Programming	CIS 211C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
CISCO Networking 1	CIS 230C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
CISCO Networking 1	CIS 230C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Magnolia
CISCO Networking 2	CIS 231C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
CISCO Networking 3	CIS 232C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
CISCO Networking 4	CIS 233C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Python Programming	CIS 247C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Python Programming	CIS 247C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Mobile Application Development	CIS 254C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Mobile Application Development	CIS 254C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

Intercultural Communication	COMM 120C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Career Exploration	COUN 139C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Educational Planning	COUN 140C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Job Readiness and Career Management	COUN 145C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Basic Vocabulary Development	CTRP 067C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Advanced Vocabulary Development	CTRP 068C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Spelling for Modern Business	CTRP 073AC	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Punctuation – Court Reporting	CTRP 073BC	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Formatting, Style and Usage	CTRP 073CC	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Proofreading	CTRP 073DC	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Multicultural Dance in the US	DANC 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Performance Class I	DANC 141C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
College Writing Preparation	ENG 060C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
College Writing	ENG 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Critical Analysis of Literature	ENG 104C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

American Ethnic Studies	ETHS 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
American Ethnic Studies	ETHS 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Introduction to Chicano Studies	ETHS 150C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Asian Pacific American History	ETHS 171C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to World Geography	GEOG 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Nutrition	HRC 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Introduction to Hospitality Careers	HRC 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Sanitation and Safety	HRC 120C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Cultural Awareness and the Health Care System	HS 277C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Behavior Modification	HUSR 226C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Drugs & Alcohol in Our Society	HUSR 240C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Sociology of Aging	HUSR 250C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Psychology of Aging	HUSR 255C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
First Aid, CPR, & Emergencies	KIN 235C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Kinesiology: Lifeguarding	KIN 255C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS

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

Nutrition Science and Application	KIN 270C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Public Health	KIN 280C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Health and Social Justice	KIN 281C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Contemporary Personal Health	KIN 284C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Global and Community Health	KIN 285C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Civic Engagement	KIN 289C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Research	LIB 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Introduction to Computer Graphics/Mac	MAD 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Computer Graphics/Windows	MAD 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Mac Web Graphics	MAD 102C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Win Web Graphics	MAD 103C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Social Media Vlog Production	MAD 106C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Media Writing	MAD 111C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Electronic Illustration/Mac	MAD 112C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Electronic Illustration/Windows	MAD 113C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

History of Graphic Design	MAD 122C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Digital Imaging/Mac	MAD 134C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Digital Imaging/ Windows	MAD 135C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
The Film Business - Conception	MAD 179C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Business English	MGT 055C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Business	MGT 161C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Writing for Business	MGT 211C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Legal Environment of Business	MGT 240C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Principles of Marketing	MKT 222C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Media Aesthetics	MM 105C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
History of Rock Music	MUS 119C	Fall 2019 & Spring 2020	TBD	TBD	Amy Rowe	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
History of Rock Music	MUS 119C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Cross Cultural Psychology	PSY 131C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Psychology of Aging	PSY 255C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to Sociology	SOC 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

Introduction to Sociology	SOC 101C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Oxford
Sociology of Aging	SOC 250C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Introduction to the Theater	THEA 100C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD
Acting 1	THEA 120C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Musical Theater Performance I	THEA 132C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Rehearsal Performance I	THEA 133C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Musical Theater Performance 2	THEA 135C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
Rehearsal Performance 2	THEA 136C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS
	THEA 137C	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS

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

The courses have been offered previously to college bound AUHSD students. The courses are offered to help students participating in the coursework to start successfully in college. Administration of Justice, Art, Automotive Technology, Chinese, Computer Information Systems (Cyber Security), Counseling, Community/Public Health, Ethnic Studies, Dance, Hotel, Restaurant, Culinary Arts (HRC), Human Services, Management, Music, Media Arts Design, Sociology, and Theater Arts are courses that help engage students in General Education or CTE Pathways and pursue higher education.

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

PROGRAM YEAR: 2019 – 2020

COLLEGE: Fullerton College

EDUCATIONAL PROGRAM: Counseling, Ethnic Studies, Sociology, Communication Studies, Music Appreciation, Fashion, Automotive, Digital Art, Architecture, Biotechnology, Administration of Justice, Technology and Business

SCHOOL DISTRICT: **Anaheim Union High School District**

HIGH SCHOOL: **Savanna HS, Anaheim HS, Katella HS, and Loara HS**

TOTAL NUMBER OF STUDENTS TO BE SERVED: 1740 students	TOTAL PROJECTED FTES: 210
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
2. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
3. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
4. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
5. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
6. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
7. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS

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

8. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
9. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
10. Educational Planning	COUN 140 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
11. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
12. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
13. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
14. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
15. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
16. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
17. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
18. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
19. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS

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

20. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
21. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
22. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
23. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
24. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
25. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
26. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
27. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Gilbert HS
28. Career Exploration	COUN 141 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Gilbert HS
29. Basic Drawing for Entertainment Arts	ART 137 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
30. Introduction to Architecture	ARCH 111 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
31. Introduction to Chicano/Chicana Studies	ETHS 150 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS

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

32. Introduction to Chicano/Chicana Studies	ETHS 150 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
33. Introduction to Chicano/Chicana Studies	ETHS 150 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
34. Introduction to Asian Pacific American Studies	ETHS 170 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
35. Asian Pacific American History	ETHS 171 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
36. Introduction to Sociology	SOC 101 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
37. Introduction to Sociology	SOC 101 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
38. Introduction to Sociology	SOC 101 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
39. Introduction to Sociology	SOC 101 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
40. Public Speaking	COMM 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
41. Public Speaking	COMM 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim
42. Public Speaking	COMM 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
43. Music Appreciation	MUS 116 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS

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

44. Basic Electricity and Basic Electronics	TECH 131 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Savanna HS
45. Basic Electricity and Basic Electronics	TECH 131 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
46. Introduction to Law Enforcement	AJ 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
47. Introduction to Law Enforcement	AJ 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
48. Introduction to Law Enforcement	AJ 100 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
49. Criminal Investigation	AJ 223 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
50. Human Nutrition	NUTR 210	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Katella HS
51. Photoshop for Digital Arts	DART 101 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
52. Introduction to Biotechnology	BIOL 190 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
53. Introduction to Biotechnology Lab	BIOL 190L F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
54. Mass Media Survey	JOUR 110 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
55. Introduction to Spanish-Language Reporting	JOUR 271 F	Fall 2019 & Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS

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

56. Beginning Spanish-Language Reporting	JOUR 272 F	Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Anaheim HS
57. Introduction to Business	BUS 100 F	Fall 2019& Spring 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS Loara HS
58. Business Internship	BUS 295 F	Summer 2020	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS AUHSD

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

The courses have been offered previously to college bound AUHSD students to support a successful transition into college level coursework and improve matriculation. Fashion, Technology, Drafting and Business courses are also available to students to introduce CTE Pathways and pursue higher education.

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

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

CYPRESS COLLEGE:

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
Introduction to Criminal Justice	Introduction to Law Enforcement and Criminal Justice 12th edition	\$208.00	n/a	n/a
Concepts of Criminal Law	Criminal Law Today	\$168.50	n/a	n/a
Criminal Investigation	“Criminal Investigation” (9781284082852)	\$154.94	n/a	n/a
Fundamentals of Art	Living with Art (9th Ed.; 2010)	\$175.25	n/a	n/a
Introduction to Automotive Technology	Intro to Automotive Service (CC Custom)	\$109.75	n/a	n/a
Elementary Chinese - Mandarin 1	New Practical Chinese Reader (w/CD) (V1); New Practical Chinese Reader (Wkbk)(w/CD) (V1)	\$11.25; \$4.88	n/a	n/a
Elementary Chinese - Mandarin 2	TBD	TBD	n/a	n/a
Computer Information Systems	Discovering Computers 2017 Enhanced Edition; Learning Microsoft Office (Campus printed LAB manual)	\$171.50; \$30.00	n/a	n/a
Spreadsheet - Excel for Windows	Cengage Unlimited 4-Month Excel	\$119.99	n/a	n/a
Database - Access for Windows	Cengage Unlimited 4-Month Access	\$119.99	n/a	n/a
Introduction to Programming	CIS 211 Lab Manual (CUSTOM)	\$44.95	n/a	n/a

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

Career Exploration	n/a	n/a	Assessment Fees	\$15.00
American Ethnic Studies	A Different Mirror // Author: Takaki ISBN: 9780316022361	TBD	n/a	n/a
Formatting, Style and Usage	Eskew, Michael. Court Reporter's Style Manual. Norco: Professional Educational Distributors, 2008; Eskew, Michael. Court Reporter's Style Manual Student Workbook. Norco: Professional Educational Distributors, 2008.	\$80.00; \$30.75	n/a	n/a
Proofreading	Proofreading for Professionals by Bea Turnage, publisher: Prof. Ed. Dist., 2012 edition	\$30.75	n/a	n/a
Introduction to Chicano Studies	The Chicano Studies Reader ISBN: 9780895511232	\$21.95	n/a	n/a
Introduction to World Geography	Geography (w/out Access) Author: Deblij	\$186.75	n/a	n/a
Nutrition	Nutrition: Concepts and Controversies 14th Edition ISBN: 1305639383	TBD	n/a	n/a
Intro to Hospitality Careers	Exploring the Hospitality Industry // Author: Walker ISBN: 9780133762778	TBD	n/a	n/a
Sanitation and Safety	National Restaurant Association Educational Foundation (2012). ServSafe Coursebook (Sixth ed) Chicago: Prentice Hall.	TBD	n/a	n/a
Cultural Awareness and the Health Care System	Multicultural Health	\$99.95	n/a	n/a
First Aid, CPR and Emergencies	Pocket Mask ARC; Responding to Emergencies ISBN: 9781584805540	\$20.00; \$66.75	CPR Certification	\$35.00
History of Rock Music	What's That Sound? An Introduction to Rock and Its History // ISBN: 9780393937251	\$102.25	n/a	n/a
Introduction to Sociology	Sociology: A Down-to-Earth Approach, 13th Ed.	\$244.75	n/a	n/a
Introduction to the Theater	The Shape of Things by Niel Labute	\$10.95	n/a	n/a

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

FULLERTON COLLEGE:

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
1. Career Exploration	N/A			
2. Introduction to Chicano/Chicana Studies	<i>Chicanos, Latinos and Cultural Diversity: An Anthology</i> Editors Dionne Espinoza, et. al. Kendall/Hunt Publishing Co. (2004) ISBN: 978-0-7575-1128-8	\$103.00	N/A	
3. Introduction to Sociology	<i>Sociology: A Brief Introduction.</i> Richard Schaefer. McGraw-Hill Higher Education (2014). 11ed. ISBN 978-0-07-802710-9	\$128.70	N/A	
4. Public Speaking	<i>Lucas, The Art of Public Speaking.</i> McGraw-Hill, 12 th ed. ISBN: 9780073523910	\$30.00	N/A	
5. Solidworks	<i>Parametric Modeling with SOLIDWORKS 2016.</i> Paul Schilling and Randy Shih. ISBN: 1585039985	\$75.00	N/A	
6. Basic Electricity and Basic Electronics	TBD			
7. Music Appreciation	<i>Music: An Appreciation.</i> Roger Kamien. McGraw-Hill Professional Publishing. 12 th ed. ISBN: 978-1259892707	\$85.65		
8. Introduction to Biotechnology	TBD			
9. Introduction to Biotechnology Lab	TBD			
10. Criminal Investigation	Criminal Investigation 11th edition; 2017 ISBN: 978-128-586-2613	Estimate		

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

11. Introduction to Law Enforcement	Introduction to Law Enforcement and Criminal Justice. Cengage Learning 12th ed. By Hess, Orthmann, and Cho ISBN: 978-1305968769	Estimate \$92.24	N/A	
12. Basic Drawing for Entertainment Arts	TBD			
13. Introduction to Architecture	Architect? A Candid Guide to the Profession 3rd edition by Lewis, Roger K. (2013) Paperback. ISBN 978-0262621212	Estimate \$21.34		
14. Introduction to Asian Pacific American Studies	TBD			
15. Asian Pacific American History	TBD			
16. Human Nutrition	Nutrition Concepts and Controversies ISBN- 1337906379	Estimate \$171.75		
17. Photoshop for Digital Arts	TBD			
18. Mass Media Survey	TBD			
19. Introduction to Spanish-Language Reporting	TBD			
20. Beginning Spanish-Language Reporting	TBD			
21. Introduction to Business	Foundations of Business 6E, Pride, Hughes, Kapoor. Cengage publishing.	Estimate \$124.95		
22. Business Internship	TBD			
23. Career Motivation and Self Confidence	N/A			
24. Educational Planning	N/A			

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

5. FACILITIES USE

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

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

BUILDING	CLASSROOM	DAYS	HOURS

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	_____
DATE:	June 25, 2019	Information	_____
		Enclosure(s)	X _____
SUBJECT:	NOCCCD WUHSD CCAP Dual Enrollment Partnership Agreement 2019-2021		

BACKGROUND: At its April 23, 2019 meeting, the NOCCCD Board of Trustees reviewed and discussed the NOCCCD and Whittier Union High School District (WUHSD) CCAP Dual Enrollment Partnership Agreement for 2019-2021.

The 2019-2021 NOCCCD and WUHSD CCAP Dual Enrollment Partnership Agreement outlines in a comprehensive fashion the terms of partnership, from the institutions to the students to the faculty to the courses to facility. All the legally required components of a CCAP partnership are included and addressed in this agreement.

This agreement was submitted to the Board for first reading and discussion on April 23, 2019.

This item was prepared by Dr. José Ramón Núñez, Vice President, Instruction, and Fullerton College.

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: AB 288 makes it possible for community college districts to collect apportionment for CCAP Partnership Agreement classes offered at high schools provided attendance requirements for high schools are met; therefore, this has the potential to not only increase student access and success but also generate more funding for NOCCCD.

RECOMMENDATION: It is recommended that the Board approve the NOCCCD WUHSD CCAP Dual Enrollment Partnership Agreement 2019-2021.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.b.1
Item No.

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2019-2021**

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

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

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

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 and has received authorization from Rio Hondo College, its community college district service area, to partner with Fullerton College to offer the Bio Tech Program at Whittier high School; and

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

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

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

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

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

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for two years beginning on July 1, 2019 and ending on June 30, 2021, and requires renewal every two years by July 1, unless otherwise terminated in accordance with Section 21 of this Agreement.
- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.3 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.4 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.5 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)

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

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

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

concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

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

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and NOCCCD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and NOCCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school

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

graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out the authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

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

5. PARTICIPATING STUDENTS

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

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

- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

6. CCAP AGREEMENT COURSES

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

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

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

- 6.8 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by NOCCCD Administrative Procedure 4610.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to NOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between NOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the NOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or NOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with NOCCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with NOCCCD guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the NOCCCD and become

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

NOCCCD employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT must also sign an Instructional Service Agreement- Instructor and get approved by the NOCCCD Board before the start of the course.

- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE Employees that extends beyond the college schedule is the SCHOOL DISTRICT's responsibility.
- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.7 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial

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

interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.

- 7.10 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of NOCCCD.
- 7.11 Faculty provided by the SCHOOL DISTRICT who don't comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 7.12 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of NOCCCD specifically with regard to their duties as instructors.
- 7.13 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.

8. ASSESSMENT OF LEARNING AND CONDUCT

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

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

- 8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1 NOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

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

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

11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

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

11.7 The COLLEGE certifies that:

- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
- A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

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

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.

13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. CCAP AGREEMENT DATA MATCH AND REPORTING

14.1. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

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

- 14.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004) 13 | Page 005142.00043 13951870.1 15.

15. PRIVACY OF STUDENT RECORDS

- 15.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 15.2. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 15.3. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from redisclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

16. REIMBURSEMENT

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

17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain,

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

and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes. Any loss or damage to SCHOOL DISTRICT property during the course of instruction for the dual enrollment classes will be the responsibility of the SCHOOL DISTRICT.

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

18. INDEMNIFICATION

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

19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect the NOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms

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

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

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

20. NON-DISCRIMINATION

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and NOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. TERMINATION

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

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

21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. NOTICES

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

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

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

Whittier Union High School District
9401 S. Painter Ave
Whittier, CA 92870
Attn: Loring Davies, Deputy Superintendent, Educational Services

23. INTEGRATION

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

24. MODIFICATION AND AMENDMENT

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

25. GOVERNING LAWS

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

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

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

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

27. SEVERABILITY

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

28. COUNTERPARTS

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

Executed on _____ 2019

By: _____
WUHSD
Loring Davies
Deputy Superintendent,
Educational Services

By: _____
Fullerton College
José Ramón Núñez, Ph. D.
Vice President, Instruction

By: _____
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Cherry Li-Bugg, Ph.D.
Vice Chancellor, Educational Services and Technology

North Orange County Community College District Board Meetings:
(a) Information Board Meeting Date: 4/23/19
(b) Public Comment Board Meeting Date: 6/25/19

School District Board Meetings:
(a) Information Board Meeting Date:
(b) Public Comment Board Meeting Date:

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

APPENDIX

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

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

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

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

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

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD:	W. Cherry Li-Bugg, Ph.D.	714-808-4787	clibugg@nocccd.edu
College:	José Ramón Núñez, Ph. D.	714-992-7031	jnunez@fullcoll.edu
School District:	Loring Davies	562-698-8121 Ext. 1020	loring.davies@wuhisd.k12.ca.us

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

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

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

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

PROGRAM YEAR: 2019-2020

COLLEGE: Fullerton College

EDUCATIONAL PROGRAM: Biotechnology

SCHOOL DISTRICT: Whittier Union High School District

HIGH SCHOOL: Whittier HS

TOTAL NUMBER OF STUDENTS TO BE SERVED: 30	TOTAL PROJECTED FTES: 6
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COURSE NAME	COURSE NUMBER	TERM	TIME
1. Introduction to Biotechnology	BIOL 190 F	Fall 2019 & Spring 2020	TBD
2. Introduction to Biotechnology Lab	BIOL 190 L F	Fall 2019 & Spring 2020	TBD

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

These course has been offered previously to college bound high school students. Courses helped those students to access college and be successful as they begin their college career.

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

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
1. Introduction to Biotechnology	TBD	TBD	Lab Manuals	TBD
2. Introduction to Biotechnology Lab	TBD	TBD	Lab Manuals	TBD

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

5. FACILITIES USE

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

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

BUILDING	CLASSROOM	DAYS	HOURS
N/A			

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 25, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Cypress College and Fullerton College Student Equity Plans	Enclosure(s)	<u> X </u>

BACKGROUND: Even though Student Equity is now a part of Student Equity and Achievement (SEA) Program, the colleges are still required to submit a Student Equity Plan to the state Chancellor's Office. College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). SB 860 (2014) added requirements to address foster youth, veterans and low income students. Colleges are required to develop specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

Cypress College and Fullerton College have worked through the collegial governance process to craft the Student Equity Plans and these plans are being presented to the Board for second reading and approval.

The student equity plans were submitted to the Board for first reading and discussion on June 11, 2019.

This item is being submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of Cypress College and Fullerton College.

How does this relate to the District-wide Strategic Plan? This item responds to District Strategic Direction #2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

How does this relate to Board Policy: This item is being submitted in accordance with Board Policy 5300, Student Equity.

FUNDING SOURCE AND FINANCIAL IMPACT: This item is required by the State Chancellor's Office as a condition of the District/colleges receiving Student Equity funding.

RECOMMENDATION: It is recommended that the Board approve the Student Equity Plans for Cypress College and Fullerton College.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.c.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	June 25, 2019	Information	X
		Enclosure(s)	X
SUBJECT:	NOCE Student Equity Plan		

BACKGROUND: Student Equity is now a part of Student Equity and Achievement (SEA) Program; however, the colleges are still required to complete a separate Student Equity Plan for the state Chancellor’s Office. For the 2019-2022 Student Equity Plan, the California Community College Chancellor’s Office (CCCCO) established metrics related to credit colleges. Therefore, NOCE Office of Institutional Research and Planning (OIRP) worked with NOCE state and local data to develop metrics that are applicable to noncredit. Metrics are “success indicators” used to identify and measure areas for which underrepresented populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). SB 860 (2014) added requirements to address foster youth, veterans and low-income students. Institutions are required to develop specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics. Student Equity plans must describe the implementation of each indicator, as well as policies, strategies, and procedures as they relate to improving equity and success at the institution.

NOCE has worked through the governance process to develop the Student Equity Plan and this plan is being presented to the Board for first reading. This item is being submitted by Deborah Perkins, Interim Director, Student Success and Support Programs.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

How does this relate to Board Policy: This item is being submitted in accordance with Board Policy 5300, Student Equity.

FUNDING SOURCE AND FINANCIAL IMPACT: This item is required by the State Chancellor’s Office as a condition of the District/colleges receiving Student Equity funding.

RECOMMENDATION: It is recommended that the Board receive as information the Student Equity Plan for NOCE.

NOCE Student Equity Plan 2019-2022

1. In the chart below enter the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data	Goals for Overall Student Pop	Activities
Access- New students who applied and enrolled	Enrollment rate 55.6% (New applicants excluding Community Services)	Increase the number of students who applied <u>and</u> enroll.	<ul style="list-style-type: none"> • Identify students who applied but didn’t enroll and develop systems, methods, and procedures to follow-up with students. • Review and recommend changes to the online orientation.
Retention (term to term) Fall to Winter	Retention rate 66%	<ul style="list-style-type: none"> • Increase the number of students who can track their progress anytime and anywhere. • Develop and promote a sense of belonging through academic and social integration. 	<ul style="list-style-type: none"> • Increase student engagement by developing a formal onboarding process for new students to NOCE. <ul style="list-style-type: none"> ○ Campus Communications will develop various tutorials to improve access to and use of online systems and student resources. ○ Improve promotion and student awareness of online system, tutorials, and other tools available to students (how to-access DegreeWorks, online registration, and MyGateway). ○ Explore other methods and make recommendations to improve the onboarding experience (tours of campuses, self-directed tours, virtual tours, etc.). • Continue providing Educational Coaches for students with disabilities to support retention and transition to CTE courses.
Transition to credit CC/FC) - within the past 2 years	Transition rate 4.5%	Increase transition overall baseline for transition to NOCCCD Credit Institutions.	<ul style="list-style-type: none"> • Redesign the IHSS 300 HSDP course. • Continue the DSS C2C Program. • Promote District Wide Transition Programs from noncredit to credit. • Continue to support student success by providing access to resources through community partnerships.

NOCE CDCP Certificate completers - (CTE, ESL Acad Success, HSDP)	Certificate completion rate 4.7%	Increase NOCE CDCP Certificate completers – (CTE, ESL Acad Success, and HSDP).	<ul style="list-style-type: none"> • Offer Academic Success evening classes at Anaheim Campus. • Promote college prep courses (ABED 110 can be used for Gen Math) to assist students with the completion of their High School Diploma credits. • Continue offering math tutors in the Learning Centers and explore the need for additional tutors. • Increase articulation agreements between NOCE’s CTE Certificate Program classes and the High School Diploma Program subjects. • Monitor student attendance in the HSDP, CTE, and ESL programs. Develop attendance guidelines and a procedure about when to contact students who have been absent for more than a certain number of days. Utilize a software system like Ring Central to assist with contacting students.
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In addition to the activities which address the specific metrics above, some activities will help address overall campus goals related to:

- Access, retention, and completion
 - Utilize the Counseling and Student Services Assessment Center as a “Welcome Center” to provide wrap-around services and streamline the enrollment/matriculation services (registration, ESL/HSDP orientation, HS transcript evaluation, educational planning, and depending on the term date, register students into classes of their choice) and explore assessment tools to better support students. Offer one evening time and one morning/afternoon time which will be staffed with one A&R personnel, one assessment specialist, and one counselor for two hours.
- Access, Retention, Transition, and CDCP completion
 - When needed, provide guidance and support in the development of effective marketing strategies to assist with meeting the specific goals mentioned in each metric.

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled	Black or African American Females	35.5% enrolled (75 students)	Increase application to enrollment by 20.4% (43 students in 2017-2018)	<ul style="list-style-type: none"> Email to follow up with students who applied and never enrolled, inviting them to take the “Next Steps” to register. Explore the idea of including a survey within the email to identify barriers. Develop and schedule periodic “One Stop FasTrack Center” at the 7th floor Assessment Center with staff members available for assistance with services pertaining to registration including, but not limited to, MyGateway username/password retrieval, online orientation, and registration (official name to be determined). Develop institution-wide consistent welcome and follow-up procedures. Develop and coordinate customer service training for staff and administrators in addition to identifying resources amongst departments. Departments: Admissions & Records, CTE, ESL, LEAP, CRC, SSSP. Develop and maintain resources assisting students with steps on how to register, waitlist, drop, complete orientation, and confirm schedule. Create video tutorials with voice over and closed captioning as well as downloadable PDF instructions. Make videos and PDF tutorials available on the NOCE website with short link (i.e. www.noce.edu/register). Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Black or African American Males	41.3% enrolled (57 students)	Increase application to enrollment by 14.5% (20 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled	Latinx Females	49.6% enrolled (1,574 students)	Increase application to enrollment by 7.8% (203 students in 2017-2018)	<ul style="list-style-type: none"> • Improve Onboarding for ESL program students by reviewing current systems (procedural and technical) and research/collaborate with key stakeholders including, but not limited to ESL on-site, ESL off-site, Admissions & Records, and District IS. • Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Latinx Males	48.8% enrolled (1,023 students)	Increase application to enrollment by 8.1% (151 students in 2017-2018)	
	Two or More Race/Ethnicity Females	38% enrolled (103 students)	Increase application to enrollment by 18% (49 students in 2017-2018)	<ul style="list-style-type: none"> • Provide Application for Admissions and marketing materials in different languages in addition to English and Spanish. <ul style="list-style-type: none"> ○ Inquire about who these students are in order to explore the possibility of increasing marketing materials to different languages. ○ Develop a survey to determine the need for additional languages. ○ Hire a professional expert to translate as needed. • Videos and PDF instructions translated and offered in Spanish. • Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Students with Disabilities Males	44.5% enrolled (97 students)	Increase application to enrollment by 11.3% (25 students in 2017-2018)	
	Students with Disabilities Gender Unknown	25% enrolled (4 students)	Increase application to enrollment by 30.7% (5 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Retention (term to term) Fall to Winter	Black or African American Females	57.2% retained (119 students)	Increase retention by 8.9% (21 students in 2017-2018)	<ul style="list-style-type: none"> • Develop and host a Women of Color (WOC) Conference, Seminar, or a similar event to inspire, empower, and encourage women to continue in their educational journey. <ul style="list-style-type: none"> ○ Collaborate with Latina Leadership Conference or similar professional organizations and sister colleges. ○ Organize and coordinate speakers. ○ Coordinate, organize, and promote event with specific outreach for NOCE female students of color. • Mid-fall term activities <ul style="list-style-type: none"> ○ Conduct a survey of current best practices and lessons learned from each program department on retention strategies. ○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms. ○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale. ○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue with the “purple” Postcards to continue with HS studies in the winter term. • For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses.
Retention (term to term) Fall to Winter	Latinx Females	58.1% retained (2,330 students)	Increase retention by 10.3% (376 students in 2017-2018)	
	Ethnicity: Two or More Females	51.7% retained (167 students)	Increase retention by 14.6% (51 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Retention (term to term) Fall to Winter				<ul style="list-style-type: none"> • Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.
	Asian Males	60.1% retained (482 students)	Increase retention by 6.2% (59 students in 2017-2018)	<ul style="list-style-type: none"> • Collaborate with the Professional Development Coordinator to provide faculty training on topics including cultural sensitivity and student empathy.
	Black or African American Males	56.9% retained (66 students)	Increase retention by 9.2% (12 students in 2017-2018)	<ul style="list-style-type: none"> ○ Collaborate with District Office of Diversity and Compliance, with sister colleges, and with Professional Development committee to prioritize these trainings.
	Latinx Males	57.3% retained (1,142 students)	Increase retention by 9.8% (202 students in 2017-2018)	<ul style="list-style-type: none"> ○ Participate in searching for presenters, topic related themes, and support bringing in presenters who are Males, Asian, Black, Latinx, and/or two or more ethnicities. ○ Participate in organizing, coordinating, and executing trainings.
	Ethnicity: Two or More Males	56.6% retained (94 students)	Increase retention by 9.5% (18 students in 2017-2018)	<ul style="list-style-type: none"> • Mid-fall term activities <ul style="list-style-type: none"> ○ Conduct survey of current best practices and lessons learned from each program department on retention strategies. ○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms. ○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale. ○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
				<p>with the “purple” postcards to continue with HS studies in the winter term.</p> <ul style="list-style-type: none"> For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses. Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.
Transition to credit (CC/FC) within the past 2 years	Asian Gender Unknown	1.3% transitioned (3 students)	Increase transition by 3.2% (8 students in 2016-2017)	<ul style="list-style-type: none"> Continue with current Student Equity funded programs with a focus on marketing to students who are Asian, American Indian/Alaskan Native, or are of other or unknown race and ethnicities. <ul style="list-style-type: none"> Continue the Adult College and Career Transitions (ACCT) Program which conducts special events for students to visit colleges and learn about college’s academic and career pathways within the district. Continue the S.E.A.T program which provides transportation to selected college transition events as well as CTE and ESL Department special events featuring college transition topics. Leverage expertise and resources of Asian American and Native American, Pacific Islander Serving Institutions (AANAPISIs) with equity practitioners who address the Asian or Pacific Islander Americans (APIA) group in their equity transition activities. <ul style="list-style-type: none"> Explore other nearby AANAPISI institutions to inventory their programs for AIAN males and APIA students, including Irvine
	American Indian/Alaska Native (AIAN) Males	0% transitioned (0 students)	Increase transition by 4.5% (1 student in 2016-2017)	
	Race/Ethnicity Other/Unknown Gender Unknown	0% transitioned (0 students)	Increase transition by 4.5% (27 students in 2016-2017)	
	Race/Ethnicity Other/Unknown Males	0.3% transitioned (4 students)	Increase transition by 4.1% (48 students in 2016-2017)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<p>Transition to credit (CC/FC) within the past 2 years</p>	<p>Race/Ethnicity Other/Unknown Females</p>	<p>0% transitioned (1 student)</p>	<p>Increase transition by 4.4% (123 students in 2016-2017)</p>	<p>Valley College, Orange Coast College, and UC Irvine. Discuss partnering with Cypress College and Fullerton College, if they are interested, because they may be eligible to become AANAPISI designees and might want to collaborate.</p> <ul style="list-style-type: none"> ○ Partner with nearby universities who serve large populations of Asian American and Native American students and offer specialized programs or services to these student groups. ● Offer NOCE students, faculty, and staff the opportunity to visit college campuses that are AANAPISI designees or other organizations/events that have special programs related to ethnic group heritage, culture, or current events to engage students with NOCE outside of the classroom. Build NOCE capacity to serve students from these groups by increasing NOCE faculty and staff knowledge of and experience with diverse cultures and DI group current events. ● Research, identify, and work with the federally designated AANAPISIs' faculty and administrators within 50 miles of NOCCCD to do the following: <ul style="list-style-type: none"> ○ Identify available curriculum, best practices in student services, and/or guest lecturers to conduct NOCE faculty development seminars. ○ Foster the opportunity to enhance or expand NOCE curricular offerings to be enriched and broadened in scope via inclusion of minority groups' current culture and history, current events, authors and current leaders, and current cultural experiences in order to provide contextualized, relevant learning opportunities for APIA and AIAN students. ○ Explore offering NOCE faculty field trips, externships, or other opportunities to expand NOCE faculty depth of expertise on topics/history/cultural experience of APIA and AIAN minority groups.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
				<ul style="list-style-type: none"> ○ Foster opportunities for co-teaching in NOCE classrooms by offering guest lecturers/faculty who are APIA and AIAN themselves or have subject matter expertise on APIA and AIAN topics or other opportunities deemed appropriate by NOCE Academic Senate and/or NOCE faculty equity practitioners.
NOCE CDCP Certificate completers (CTE, ESL Acad Success, HSDP)	Race/Ethnicity Other or Unknown Females	1.8% completion (5 students)	Increase completion rate by 2.9% (6 students in 2017-2018)	<ul style="list-style-type: none"> ● Due to the high number of Other/Unknown Ethnicity and/or Gender, activities were recommended based on the goal of attempting to capture as many DI groups as possible. <ul style="list-style-type: none"> ○ Build relationships with community partners targeted to the DI ethnic groups to develop ways to better support current students. ○ Revise the Tenure-Track and Adjunct Faculty Handbook, specifically the support services section to include more support services, as well as the website. Review Handbook at one of the Academic Senate meetings. ○ Provide more workshops/trainings on topics such as diversity, equity, and inclusivity for faculty, classified staff, and NOCE Student Leaders. When possible, trainings will be recorded so that those who aren't able to attend are able to watch the presentation later. ○ Offer an Opening Day or a Flex Day workshop on Equity Mindedness Pedagogy. Encourage adjunct faculty to attend and explore the possibility of providing compensation for their attendance. ○ Send notice to students that s/he is close to completion and reminding them to schedule an appointment to see a counselor for a graduation check. ○ Continue with current Student Equity activity of providing transcript evaluation service for transferring foreign high school credits. ○ Continue with the current Student Equity activity of sending postcards to High School students who only need 20-30
	Native Hawaiian/Pacific Islander Males	0% completion (0 students)	Increase completion rate by 4.7% (1 student in 2017-2018)	
	Two or More Ethnicities Unknown Gender	0% completion (0 students)	Increase completion rate by 4.7% (1 student in 2017-2018)	
NOCE CDCP Certificate completers (CTE, ESL Acad Success, HSDP)				

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
				credits in order to complete their program to encourage them to come back.

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals (500 words max for all our goals).

NOCE's Office of Institutional Research and Planning (OIRP) will work with the managers and staff (equity practitioners) who implement NOCE Student Equity Program activities to gather appropriate student data related to participation. Primary and secondary data will be utilized to evaluate the activities, student progress, and outcomes. For example, primary data will consist of sign-in sheets and evaluation forms. Secondary data will consist of assessment scores, course grades, student transitions, and course/certificate completion. Data will also be gathered related to the Student Equity Program metric outcomes and/or analysis of student activity summaries. The OIRP will provide updates to the equity practitioners and Student Equity Committee within three to six months of completion of each activity or annually if the activity is an on-going activity or project. The OIRP will provide an annual evaluation report for all student activities to all managers. In addition, OIRP will pull and analyze NOCE's overall Student Equity Program outcomes data at the mid-point (i.e., following 18 months of implementation of this plan, in January 2021) to give a mid-point progress report to NOCE and its equity practitioners. The then-current measurements of disproportionality among the prescribed Student Equity Program student groups calculated by OIRP (for each equity metric) will measure NOCE's progress-to-date in its Student Equity Program Plan implementation as well as recommendations for changes.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max).

Representatives from formal and ad hoc NOCE and NOCCCD groups and committees, including the planning and advisory committees, will review the NOCE Student Equity Program Plan to provide input to ensure it reflects NOCE's disproportionately impacted student groups' greatest needs and the related institutional priorities of NOCE and the District. Review, planning, and collaborative implementation by a wide variety of equity practitioners across various NOCE, colleges, and District-wide programs and other California Community College Chancellor's Office (CCCCO) categorical programs will allow leveraging of existing resources and ensure compliance with the intent of the California Educational Code Student Equity Program goals. Representatives from the following will be involved in the planning, review and/or implementation of the NOCE Student Equity Program Plan to ensure proper coordination:

- a. NOCE Academic Senate
- b. NOCE Provost's Staff
- c. NOCE Provost's Cabinet
- d. NOCE Community Relations Workgroup
- e. NOCE Disability Support Program
- f. NOCE Management Team
- g. NOCE and District Guided Pathways/Vision for Success Leaders
- h. NOCE Basic Skills/High School Diploma Program
- i. Student Equity and Achievement Program (formerly SSSP, formerly Matriculation)
- j. Institutional Effectiveness Committee
- k. Admissions and Records
- l. NOCE WASC Accreditation Subcommittees
- m. NOCE Career Technical Education Program
- n. NOCE English as a Second Language Program (ESL) Department
- o. Strong Workforce Program Representatives
- p. North Orange County Regional Consortium (NOCRC) for Adult Education
- q. North Orange County Community College District, including Office of Equity and Diversity
- r. Cypress College Student Equity Program
- s. Fullerton College Student Equity Program
- t. Distance Education Workgroup
- u. NOCE Student Equity Program Committee

- v. Others to be identified upon their establishment
- w. NOCCCD Board of Trustees

Monthly (or as necessary) meetings will be scheduled that will include all faculty/staff members who are leading each activity as well as the Directors of the Basic Skills Initiative and the Student Success and Support Program, the Manager of Student Success and Equity, and the Student Equity Researcher. Each activity will be reviewed to monitor progress, identify any barriers that may be hindering the full implementation of the activity, as well as monitoring of the expenditures.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group and the activities the college will undertake to achieve these goals. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-2016, 2016-2017, 2017-2018 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below.

The following link leads to NOCE Student Equity Program’s Executive Summary for 2015-2018. Highlights include increasing access to and completion of our Career Technical Education Program courses by our students with disabilities; educating faculty, staff, and students on equity related issues; and instituting evidenced-based criteria to reduce achievement gaps in equity areas. [Link to be added once executive summary finalized](#)

6. Identify one individual to serve as the point of contact for your college (with an alternate) provide the following information for that person:

Point of Contact:

Name: Deborah Perkins
Title: Interim Director, Student Success and Support Program
Email Address: dperkins@noce.du
Phone: 714.808.4687

Alternate Point of Contact:

Name: Raquel Murillo
Title: Manager, Student Success and Equity
Email Address: rmurillo@noce.edu
Phone: 714.808.4621

Approval and Signature Page

College: North Orange Continuing Education (NOCE)

District: NOCCCD

Board of Trustees Approval Date:

We certify the review and approval of the 2019-2022 Student Equity Plan by the District Board of Trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement Program and that funds allocated will be spent according to law, regulation, and expenditure guidelines published by the California Community College Chancellor's Office.

_____ Valentina Purtell Provost	_____ Date	<u>vpurtell@noce.edu</u> Email Address
_____ Terry Cox Chief Business Officer	_____ Date	<u>tcox@noce.edu</u> Email Address
_____ Dr. Karen Bautista Dean of Instruction and Student Services Chief Instructional Officer	_____ Date	<u>kbautista@noce.edu</u> Email Address
_____ Dr. Tina King Interim Dean of Instruction and Student Services Chief Student Services Officer	_____ Date	<u>tking@noce.edu</u> Email Address
_____ Tina McClurkin President, Academic Senate	_____ Date	<u>tmclurkin@noce.edu</u> Email Address

NOCE Student Equity Plan Executive Summary

North Orange Continuing Education (NOCE) provides educational opportunities to individuals across North Orange County and beyond as one of the largest community college-based providers of noncredit education in the state. NOCE's mission statement, to serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan, is just one example of NOCE's commitment to success for all students. Efforts to identify and address areas of disproportionate impact have been an area of focus for individuals across the school and District as closing equity gaps is a goal in both the District and NOCE's Strategic Plans.

Student Equity Planning

The Student Equity Advisory (SEA) Committee met on a regular basis to discuss progress on Student Equity previous plan goals, review updated disaggregated data provided by the NOCE Office of Institutional Research and Planning (OIRP), and identify goals and activities to address the disproportionately impacted (DI) groups for the current equity metrics. In March 2019, a team of eight individuals attended the Student Equity Planning Institute facilitated by USC's Center for Urban Education which provided guidance and resources to assist in creating a stronger institutional focus on equity. The OIRP developed a report, NOCE Data for Student Equity Metrics, which provided an explanation of the equity metrics and data sets used to identify DI, as well as some of the advantages and disadvantages of the current methods of calculating DI. The Student Equity Planning Institute writing team joined with individuals from across NOCE to identify activities, either new or already established, to support increased outcomes for the overall student population as well as students identified as being disproportionately impacted for each of the student equity metrics. The goals established for each of the DI populations would allow NOCE to close the equity gaps that currently exist.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled	Black or African American Females	35.5% enrolled (75 students)	Increase application to enrollment by 20.4% (43 students in 2017-2018)	<ul style="list-style-type: none"> Email to follow up with students who applied and never enrolled, inviting them to take the “Next Steps” to register. Explore the idea of including a survey within the email to identify barriers. Develop and schedule periodic “One Stop FasTrack Center” at the 7th floor Assessment Center with staff members available for assistance with services pertaining to registration including, but not limited to, MyGateway username/password retrieval, online orientation, and registration (official name to be determined). Develop institution-wide consistent welcome and follow-up procedures. Develop and coordinate customer service training for staff and administrators in addition to identifying resources amongst departments. Departments: Admissions & Records, CTE, ESL, LEAP, CRC, SSSP. Develop and maintain resources assisting students with steps on how to register, waitlist, drop, complete orientation, and confirm schedule. Create video tutorials with voice over and closed captioning as well as downloadable PDF instructions. Make videos and PDF tutorials available on the NOCE website with short link (i.e. www.noce.edu/register).
	Black or African American Males	41.3% enrolled (57 students)	Increase application to enrollment by 14.5% (20 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled				<ul style="list-style-type: none"> Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Latinx Females	49.6% enrolled (1,574 students)	Increase application to enrollment by 7.8% (203 students in 2017-2018)	<ul style="list-style-type: none"> Improve Onboarding for ESL program students by reviewing current systems (procedural and technical) and research/collaborate with key stakeholders including, but not limited to ESL on-site, ESL off-site, Admissions & Records, and District IS. Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Latinx Males	48.8% enrolled (1,023 students)	Increase application to enrollment by 8.1% (151 students in 2017-2018)	
	Two or More Race/Ethnicity Females	38% enrolled (103 students)	Increase application to enrollment by 18% (49 students in 2017-2018)	<ul style="list-style-type: none"> Provide Application for Admissions and marketing materials in different languages in addition to English and Spanish. <ul style="list-style-type: none"> Inquire about who these students are in order to explore the possibility of increasing marketing materials to different languages. Develop a survey to determine the need for additional languages. Hire a professional expert to translate as needed. Videos and PDF instructions translated and offered in Spanish. Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.
	Students with Disabilities Males	44.5% enrolled (97 students)	Increase application to enrollment by 11.3%	<ul style="list-style-type: none"> Research/survey about why students are not enrolling after being assessed and certified with DSS. Follow-up activities will be

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
	Students with Disabilities Gender Unknown	25% enrolled (4 students)	(25 students in 2017-2018) Increase application to enrollment by 30.7% (5 students in 2017-2018)	determined and developed based on survey results in collaboration with DSS.
Retention (term to term) Fall to Winter	Black or African American Females	57.2% retained (119 students)	Increase retention by 8.9% (21 students in 2017-2018)	<ul style="list-style-type: none"> • Develop and host a Women of Color (WOC) Conference, Seminar, or a similar event to inspire, empower, and encourage women to continue in their educational journey. <ul style="list-style-type: none"> ○ Collaborate with Latina Leadership Conference or similar professional organizations and sister colleges. ○ Organize and coordinate speakers. ○ Coordinate, organize, and promote event with specific outreach for NOCE female students of color. • Mid-fall term activities <ul style="list-style-type: none"> ○ Conduct a survey of current best practices from each program department on retention strategies. ○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms. ○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale.
	Latinx Females	58.1% retained (2,330 students)	Increase retention by 10.3% (376 students in 2017-2018)	
	Ethnicity: Two or More Females	51.7% retained (167 students)	Increase retention by 14.6% (51 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Retention (term to term) Fall to Winter				<ul style="list-style-type: none"> ○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue with the “purple” postcards to continue with HS studies in the winter term. ● For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses. ● Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.
	Asian Males	60.1% retained (482 students)	Increase retention by 6.2% (59 students in 2017-2018)	<ul style="list-style-type: none"> ● Collaborate with the Professional Development Coordinator to provide faculty training on topics including cultural sensitivity and student empathy. <ul style="list-style-type: none"> ○ Collaborate with District Office of Diversity and Compliance, with sister colleges, and with Professional Development committee to prioritize these trainings. ○ Participate in searching for presenters, topic related themes, and support bringing in presenters who are Males, Asian, Black, Latinx, and/or two or more ethnicities. ○ Participate in organizing, coordinating, and executing trainings. ● Mid-fall term activities
	Black or African American Males	56.9% retained (66 students)	Increase retention by 9.2% (12 students in 2017-2018)	
	Latinx Males	57.3% retained (1,142 students)	Increase retention by 9.8% (202 students in 2017-2018)	
	Ethnicity: Two or More Males	56.6% retained (94 students)	Increase retention by 9.5% (18 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<p>Retention (term to term) Fall to Winter</p>				<ul style="list-style-type: none"> ○ Conduct survey of current best practices from each program department on retention strategies. ○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms. ○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale. ○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue with the “purple” postcards to continue with HS studies in the winter term. ● For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses. ● Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<p>Transition to credit (CC/FC) within the past 2 years</p> <p>Transition to credit (CC/FC) within the past 2 years</p>	<p>Asian Gender Unknown</p>	<p>1.3% transitioned (3 students)</p>	<p>Increase transition by 3.2% (8 students in 2016-2017)</p>	<ul style="list-style-type: none"> • Continue with current Student Equity funded programs with a focus on marketing to students who are Asian, American Indian/Alaskan Native, or are of other or unknown race and ethnicities. <ul style="list-style-type: none"> ○ Continue the Adult College and Career Transitions (ACCT) Program which conducts special events for students to visit colleges and learn about college's academic and career pathways within the district. ○ Continue the S.E.A.T program which provides transportation to selected college transition events as well as CTE and ESL Department special events featuring college transition topics. • Leverage expertise and resources of Asian American and Native American, Pacific Islander Serving Institutions (AANAPISIs) with equity practitioners who address the Asian or Pacific Islander Americans (APIA) group in their equity transition activities. <ul style="list-style-type: none"> ○ Explore other nearby AANAPISI institutions to inventory their programs for AIAN males and APIA students, including Irvine Valley College, Orange Coast College, and UC Irvine. Discuss partnering with Cypress College and Fullerton College, if they are interested, because they may be eligible to become AANAPISI designees and might want to collaborate. ○ Partner with nearby universities who serve large populations of Asian American and Native American students and offer specialized programs or services to these student groups.
	<p>American Indian/ Alaska Native (AIAN) Males</p>	<p>0% transitioned (0 students)</p>	<p>Increase transition by 4.5% (1 student in 2016-2017)</p>	
	<p>Race/Ethnicity Other/Unknown Gender Unknown</p>	<p>0% transitioned (0 students)</p>	<p>Increase transition by 4.5% (27 students in 2016-2017)</p>	
	<p>Race/Ethnicity Other/Unknown Males</p>	<p>0.3% transitioned (4 students)</p>	<p>Increase transition by 4.1% (48 students in 2016-2017)</p>	
	<p>Race/Ethnicity Other/Unknown Females</p>	<p>0% transitioned (1 student)</p>	<p>Increase transition by 4.4% (123 students in 2016-2017)</p>	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<p>Transition to credit (CC/FC) within the past 2 years</p>				<ul style="list-style-type: none"> • Offer NOCE students, faculty, and staff the opportunity to visit college campuses that are AANAPISI designees or other organizations/events that have special programs related to ethnic group heritage, culture, or current events to engage students with NOCE outside of the classroom. Build NOCE capacity to serve students from these groups by increasing NOCE faculty and staff knowledge of and experience with diverse cultures and DI group current events. • Research, identify, and work with the federally designated AANAPISIs' faculty and administrators within 50 miles of NOCCCD to do the following: <ul style="list-style-type: none"> ○ Identify available curriculum, best practices in student services, and/or guest lecturers to conduct NOCE faculty development seminars. ○ Foster the opportunity to enhance or expand NOCE curricular offerings to be enriched and broadened in scope via inclusion of minority groups' current culture and history, current events, authors and current leaders, and current cultural experiences in order to provide contextualized, relevant learning opportunities for APIA and AIAN students. ○ Explore offering NOCE faculty field trips, externships, or other opportunities to expand NOCE faculty depth of expertise on topics/history/cultural experience of APIA and AIAN minority groups. ○ Foster opportunities for co-teaching in NOCE classrooms by offering guest lecturers/faculty

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
				<p>who are APIA and AIAN themselves or have subject matter expertise on APIA and AIAN topics or other opportunities deemed appropriate by NOCE Academic Senate and/or NOCE faculty equity practitioners.</p>
<p>NOCE CDCP Certificate completers (CTE, ESL Acad Success, HSDP)</p> <p>NOCE CDCP Certificate completers (CTE, ESL Acad Success, HSDP)</p>	<p>Race/Ethnicity Other or Unknown Females</p> <p>Native Hawaiian/Pacific Islander Males</p> <p>Two or More Ethnicities Unknown Gender</p>	<p>1.8% completion (5 students)</p> <p>0% completion (0 students)</p> <p>0% completion (0 students)</p>	<p>Increase completion rate by 2.9% (6 students in 2017-2018)</p> <p>Increase completion rate by 4.7% (1 student in 2017-2018)</p> <p>Increase completion rate by 4.7% (1 student in 2017-2018)</p>	<ul style="list-style-type: none"> • Due to the high number of Other/Unknown Ethnicity and/or Gender, activities were recommended based on the goal of attempting to capture as many DI groups as possible. <ul style="list-style-type: none"> ○ Build relationships with community partners targeted to the DI ethnic groups to develop ways to better support current students. ○ Revise the Tenure-Track and Adjunct Faculty Handbook, specifically the support services section to include more support services, as well as the website. Review Handbook at one of the Academic Senate meetings. ○ Provide more workshops/trainings on topics such as diversity, equity, and inclusivity for faculty, classified staff, and NOCE Student Leaders. When possible, trainings will be recorded so that those who aren't able to attend are able to watch the presentation later. ○ Offer an Opening Day or a Flex Day workshop on Equity Mindedness Pedagogy. Encourage adjunct faculty to attend and explore the possibility of providing compensation for their attendance. ○ Send notice to students that s/he is close to completion and reminding them to schedule an appointment to see a counselor for a graduation check.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
				<ul style="list-style-type: none"> ○ Continue with current Student Equity activity of providing transcript evaluation service for transferring foreign high school credits. ○ Continue with the current Student Equity activity of sending postcards to High School students who only need 20-30 credits in order to complete their program to encourage them to come back.

Progress on previous plan goals

The following provides an update on progress made on impacting the previous Student Equity Plan goals from 2015-2017.

ACCESS

Activity 1: Improve access to all CTE programs with expanded counseling support provided to students with disabilities.

The DSS Program provided a list of 76 students with disabilities (SWDs) who met with a counselor between July 2017 and June 2018 and discussed the Career Technical Education (CTE) Program during their counseling session. Counselors captured this information in ClockWork and selected the CTE reason code for any of the following reasons:

- 1) The student is already enrolled in the CTE Program.
- 2) The student is in the process of enrolling in the CTE Program.
- 3) The student wants information about the CTE Program.
- 4) During general DSS Program student intakes, when students are provided information about all NOCE Programs, including CTE Program.

Not all DSS Program counselors consistently checked off the CTE Program option during their session, so the data provided below might not capture information regarding all students who might have discussed CTE Program. One of the things to note is that the CTE Program option was also selected for SWDs already in the CTE Program, so students' academic histories were explored to determine how many of the 76 students who discussed CTE options with a counselor enrolled in CTE Program courses were new to the CTE Program. Table 1 breaks down the data further.

Table 1. Students with Disabilities Who Received Counseling for CTE Program

Students who met with a counselor for CTE	N=76
Students enrolled in CTE Program courses in 2017/18	57 (75.0%)
Students already in CTE Program prior to meeting with a counselor	35 (61.4%)
Students new to CTE Program	22 (28.9%)

Additionally, CTE Program enrollment trends between 2015/16 and 2017/18 were explored, as were the total enrollments of SWDs in CTE Program courses (Table 2). Total CTE Program enrollments and enrollments of SWDs in CTE Program dropped, but the proportion of enrollments of SWDs increased slightly by 0.18%. It is possible that the increase in the proportion of SWDs taking CTE Program courses is due to the efforts of counselors who promoted CTE Program options to SWDs. While the number of enrollments of SWDs in CTE Program decreased in 2017/18, counseling efforts potentially increased the number of SWDs in CTE Program by 22 students.

Table 2. Enrollments of Students with Disabilities in CTE Programs

	2015/16	2016/17	2017/18	% GAIN from 16/17 to 17/18
Total CTE enrollments	9,922	9,508	8,172	
Enrollments of students with disabilities in CTE	589	617	545	
Proportion of enrollments of students with disabilities in CTE	5.94%	6.49%	6.67%	+0.18%

Source: Student Registration Table, Student Disability Services Table; Excludes CCTR 100 Computer Lab Enrollments

Activity 2: Increase CTE Program course enrollment for male, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, Foster Youth, Veterans, more than one race students and Students with Disabilities; promote CTE Program options for students enrolled in California Adult Education Program (CAEP) offsite HSDP labs through increased academic counseling efforts and partnership with ACCT.

For this activity, counselors delivered brief information sessions about NOCE’s CTE Programs to students enrolled at the CAEP-sponsored Gilbert South and El Camino off-site High School Diploma Program labs. Information sessions were delivered multiple times within a term; therefore, some students might have been present during multiple information sessions. A total of 68 students (unduplicated count) from both sites received the CTE Program information from a counselor during these visits in 2017/18. Table 3 shows demographic information for students who attended information sessions within the three years. It is possible that students in 2015/16 and 2016/17 academic years might have been taking High School Diploma Program courses in the following years and might be included in cohorts from more than one year.

Table 3. Demographic Breakdown of Offsite High School Students from Information Sessions

	2015/16 (N=65)	2016/17 (N=82)	2017/18 (N=68)
Gender			
Male	37 (56.9%)	50 (61.0%)	50 (73.5%)
Female	28 (43.1%)	32 (39.0%)	18 (26.5%)
Age Group			
18-24 Years	63 (96.9%)	80 (97.6%)	66 (97.1%)
Ethnicity			
Hispanic/Latino	50 (76.9%)	55 (67.1%)	50 (73.5%)
White	10 (5.4%)	14 (17.1%)	8 (11.8%)
Other*	5 (7.7%)	13 (15.8%)	10 (14.7%)

Note. *Other includes American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Two or More, Unknowns, and White.

Students who attended the information sessions were also tracked across a three-year period to determine if they enrolled in CTE Program courses. For example, students in the 2015/16 cohort were tracked from 2015/16 to 2017/18 to determine if they had any CTE Program enrollments and/or any credit college enrollments. Table 4 shows outcomes for students who graduated from High School Diploma

Program and those who did not complete. It is important to note that student outcomes were explored from the year the student attended the information session to the present; therefore, a student from the 2015/16 cohort had three years to complete an outcome compared to one year for the 2017/18 cohort.

Table 4. Tracking Students Present During Information Sessions from 2015/16 to 2017/18

	2015/16 (N=65)	2016/17 (N=82)	2017/18 (N=68)
HS Diploma Completers	26 (40%)	33 (40.2%)	9 (13.2%)
Enrolled in CTE Program courses	2 (7.7%)	2 (6.1%)	1 (11.1%)
Applied for admission at FC or CC	13 (50.0%)	13 (39.4%)	3 (33.3%)
Registered for courses at FC or CC	8 (30.8%)	8 (24.2%)	3 (33.3%)
Non-Completers	39 (60%)	49 (59.8%)	59 (86.8%)
Still in HSDP	18 (46.2%)	32 (65.3%)	59 (100%)
Did not return to HSDP in a year or longer	21 (53.8%)	17 (34.7%)	-
Enrolled in CTE Program courses	0	0	0

Note. *Students in 2016/17 might include students who were also present in the 2015-16 cohort.

There are few students who enrolled in CTE Program courses after completing the HSDP in the three cohorts. It is possible that the goal of the students in HSDP is not to take CTE Program courses but to either pursue higher education or get a job. The findings in Table 4 suggest that a quarter or more of the students who completed the HSDP transitioned to a credit college. It is important to ask students about their goals after earning a diploma to identify how many are interested in the NOCE CTE Programs.

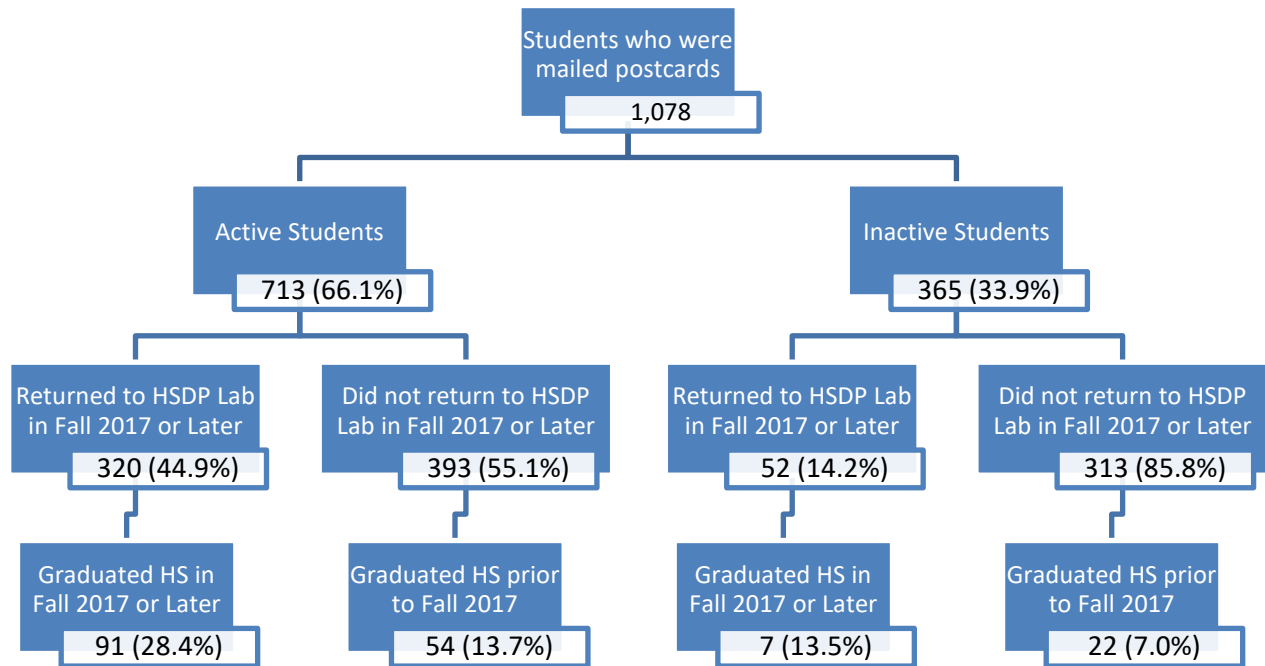
Activity 3: Outreach/Marketing Strategy: Provide marketing support for Student Equity activities.

The Marketing team conducted the following outreach activities for Student Equity in 2017/18:

1. Mailed postcards to stopped out High School Diploma Program students
2. Mobile ad campaigns: (1) conducted between August 1 and September 25, 2017; (2) conducted between March 6 and April 25, 2018

Postcards: High School Diploma Program students who stopped out and only had 20-30 credits remaining to complete their diploma were mailed postcards to remind and encourage them to return to complete their diploma. NOCE Campus Communications mailed postcards to 1,078 students one-to-two weeks before the start of the term for Fall 2017, Winter 2018, and Spring 2019. The students from the list were identified as active and inactive based on their high school clock-in information. If a student clocked into the lab any time between July 1, 2016 and July 31, 2017, the student was considered active, and if a student did not clock into the lab between that time, he or she was considered inactive. Of the 1,078 students, 713 (66%) were considered active and 365 (24%) were considered inactive based on their clock-ins. Students' lab clock-ins from Fall 2017 to Summer 2018 (September 11, 2017 – August 20, 2018) were also analyzed to see if any of the students returned to the NOCE High School Diploma Program labs. Figure 1 breaks down the data further.

Figure 1. Clock-Ins and Completion Information of Students who were Mailed Postcards



Note: Active students are those who clocked into the lab between July 1, 2016 to July 31, 2017.

One of the limitations of this activity was that the postcard list included students who graduated prior to the postcards being mailed. It is possible that their information was not updated in iTendance at the time the list was extracted. Of the 1,078 students who were mailed postcards, 76 (7%) had already graduated from the High School Diploma Program.

Mobile Ad Campaigns: In 2017/18, Campus Communications contracted with CLARUS Corporation to implement the mobile ads campaigns. The first campaign ran from August 1, 2017 to January 10, 2018, and the second campaign ran from February 26, 2018 to May 3, 2018. The campaigns promoted the following NOCE Programs: English as a Second Language (ESL) Program, High School Diploma Program (HSDP), and four specific Career Technical Education (CTE) Programs. In the first campaign, the four CTE Programs included were Management, Electrical Trainee, Pharmacy Technician, and Funeral Services Assistant. The second campaign replaced the Funeral Services Assistant Program with the Medical Assistant Program. The mobile ads were targeted to disproportionate groups within NOCE: Native American/American Indian, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander males, ages 18-24 years old. The second campaign also targeted young adult females in the same ethnic groups as the first campaign.

To assess the effectiveness of the mobile ad campaign, the number and proportion of new students enrolled within the targeted programs were compared. Fall 2016 was compared against Fall 2017, and Spring 2017 was compared to Spring 2018 (Table 5). The data was further broken down by targeted groups.

Table 5. Fall 2016, 2017 and Spring 2016, 2017 Headcounts and New Students by Program

	Fall 2016	Fall 2017		Spring 2017	Spring 2018
ESL					
Headcount	5,337	5,018		4,610	4,219
Proportion of New Students	1,414 (26.49%)	1,215 (24.21%)		642 (13.9%)	611 (14.5%)
HSDP					
Headcount	1,370	1,305		2,129	2,123
Proportion of New Students	212 (15.47%)	227 (17.39%)		321 (15.1%)	340 (16.0%)
CTE (4 targeted Programs)					
Headcount	503	503		581	559
Proportion of New Students	114 (22.66%)	90 (17.89%)		71 (10.9%)	81 (12.7%)

There was an increase in the number or proportion of new students from Fall 2016 to Fall 2017 in the following programs and targeted groups:

- American Indian Male (HSDP)
- Asian Male (ESL, HSDP, CTE)
- Black or African American Male (CTE)
- Native Hawaiian or Pacific Islander Male (ESL)
- Hispanic/Latino Male (HSDP)

There was an increase in the number or proportion of new students from Spring 2016 to Spring 2017 for the following groups:

- Males (CTE)
- 18 to 24 years of age (ESL, HSDP)
- Hispanic/Latino (CTE)
- Black or African American Male (HSDP)
- Asian (HSDP)

COURSE COMPLETION

Activity 4: Tutoring/education coaches for students with disabilities who are enrolled in CTE Program courses.

Students with disabilities who enrolled in CTE Program courses received tutoring and additional support from educational coaches. Educational coaching varied based on each student and his or her individual needs. Some students received direct in-class support where the coach attended the CTE Program course with the student and provided additional support to the student. Others attended the College to Career (C2C) lab or met individually with an educational coach outside of class or lab. In the C2C lab, students worked on homework or studied and had educational coaches and an instructor available to them to assist, as needed.

Table 6 shows the number of students that utilized the support from tutors and coaches across the three years and their course completion rates. There was an increase in the course completion rates from 2015/16 to 2016/17 and from 2016/17 to 2017/18.

Table 6. Course Completion of Students with Disabilities in CTE Program Courses that Received Tutoring

Academic Year	2015/16	2016/17	% GAIN 2015/16 to 2016/17	2017/18	% GAIN 2016/17 to 2017/18
Students with Disabilities (SWDs) in CTE Program courses (unduplicated count)	212	189		185	
Enrollments (Duplicated) of SWDs in CTE Program Courses	589	617		545	
SWDs that received tutoring	31	30		25	
Enrollments in which SWDs received tutoring (%)	74	77		64	
Proportion of SWD enrollments that received tutoring compared to all SWDs in CTE Program courses	12.6%	12.5%	-0.1%	11.7%	-0.8%
Number of courses SWDs successfully completed	46	61		59	
Course Completion %	62.2%	79.2%	+17.0%	92.2%	+13.0%

Source: Banner Student Registration and Academic History Tables, 2015-2018. Course completion is calculated out of enrollments and defined as a student receiving a grade of P.

Activity 5: Expand NOCE’s capacity to support student success by increasing access to resources through community partnership.

A CalFresh representative visited the three NOCE centers in February 2018. A total of nineteen students attended the events: nine at the Anaheim Campus, six at the Cypress Center, and four at the Wilshire Center. Each student completed an evaluation at the end of the event. Eighteen out of the nineteen students felt the information received during the visit was useful, and thirteen students (68%) expect to participate in the CalFresh program after meeting with the representative.

The survey also asked questions about food and housing insecurity; seventeen students (90%) indicated that in the past three months, they have worried about food running out and not being able to pay for their current housing/shelter. Five students (26%) indicated in the past three months, they did not know where they were going to sleep at night. The survey results indicate a clear need to investigate housing and food resources and programs for NOCE students.

Activity 6: Supply FasTrack and Other Students with Student Handbooks and Planners

Student handbooks were distributed to students by counselors during counseling appointments between January 1, 2018 and June 30, 2018 as well as to students who attended FasTrack events in October 2017 and February 2018. Over 1,200 handbooks were distributed in 2017-18:

Distributed during counseling visits = 1,130

Distributed during FasTrack = 157

During the FasTrack events, only the students who completed an evaluation received a handbook. A total of 157 students completed evaluations during the two events. It is important to note that there were a few students who did not take a handbook even though they completed an evaluation. Also, since the evaluations were anonymous, FasTrack attendees who completed an evaluation could not be identified; therefore, these students' course outcomes cannot be tracked.

DIPLOMA AND CERTIFICATE COMPLETION

Activity 7: Transcript Evaluation Service for Transferring Foreign High School Diploma Program Credits.

American Education Research Corporation (AERC) was used for foreign transcript evaluation services. In 2017/18, 45 student transcripts were evaluated. Out of the 45 students, seven did not receive any credits toward their High School Diploma Program requirements. The remaining 38 students received credits ranging from 24 credits to 110 credits toward the High School Diploma Program graduation requirement of 160 credits. If a student attends the high school lab regularly, he or she can complete ten credits within a month. Students whose foreign transcripts were evaluated saved anywhere from two months to eleven months of coursework. On average, among the 38 evaluations, students received 91 credits toward their high school graduation requirement, saving nine months of high school coursework time.

TRANSFER

Activity 8: Offer additional IHSS 300 Transitioning to College course in support of improving the success rate of Hispanic or Latino, White Non-Hispanic, and Female HSDP and ESL Academic Success students transferring from noncredit to credit.

The IHSS 300, *Transition to College*, course offered at Fullerton College (FC) is funded by NOCE Student Equity. IHSS 300 was offered in the Winter 2017, Fall 2017, and Winter 2018. There were 37 students registered in IHSS 300 in 2017/18. Out of the 37 students, 27 (73%) were from the targeted DI groups, Hispanic/Latino or White. Additionally, nineteen of the 37 students (51%) were female. Table 7 presents the transition rate to FC or Cypress College (CC) of students who attended IHSS 300 in 2016/17 and 2017/18.

Table 7. Transition Rate of Student who Attended IHSS 300

	2016/17	2017/18
IHSS 300 Students Total Registrations	9	37
Registered But Did Not Attend	5 (55.5%)	13 (35.1%)
Total Students who Attended	4 (44.4%)	24 (64.9%)
Applied to FC/CC	3 (75.0%)	18 (75.0%)
Registered for Classes at FC/CC	2 (66.7%)	11(45.8%)
Transition Data Further Broken Down		
Students Who Did Not Pass	-	9
Applied to FC	-	5 (55.6%)
Registered for Classes at FC	-	1 (11.1%)
Students Who Passed	-	15
Applied to FC	-	13 (86.7%)
Registered for Classes at FC	-	10 (66.7%)

Note: *All 15 students who had passed applied for admission at FC. However, two students had last applied to FC prior to taking IHSS 300.

Activity 9: Improve success rates of Hispanic or Latino, Asian, White Non-Hispanic, and Female CTE Program students transferring from noncredit to credit by connecting the students to Adult College and Career Transitions (ACCT) Program activities (credit campus tours, college enrollment process, financial aid workshops, etc.)

The following data is based on students who attended ACCT Program events in 2017/18. The ACCT Program hosted various events and activities for NOCE students to explore college and career pathways from November 2017 to June 2018. The activities included transitioning to college presentations, conferences, campus tours, careers pathways presentations by Cypress College and Fullerton College faculty, and financial aid workshops. The ACCT Program coordinator provided OIRP with sign-in sheets for eight activities, in which 181 students participated. Of the 181 students, banner IDs of four students could not be identified either due to missing or inaccurate IDs; therefore, no demographic data could be captured for those students and these students could not be tracked. Of the remaining 177 students, 28 IDs were duplicates, meaning 28 students attended more than one transition event. Therefore, only **149** students' demographic and transition data were evaluated.

Table 8 provides demographic data on the 149 students that listed their ID on the sign-in sheets. Most of the students that participated in ACCT Program events in 2017/18 were Hispanic (62%), followed by Asian (18%), and White (14%) students. Over half of the participants were female.

Table 8. Demographic of Students Participating in ACCT Program events

	2015/16 (N=226)	2016/17 (N=237)	2017/18 (N=149)
Ethnicity			
Asian	61 (27.0%)	45 (19.0%)	27 (18.1%)
Hispanic/Latino	110 (48.7%)	137 (57.8%)	92 (61.8%)
White/ Non-Hispanic	32 (14.2%)	31 (13.1%)	21 (14.1%)
Other/Unknown	2 (0.9%)	1 (0.4%)	9 (6.0%)
Gender			
Males	60 (26.5%)	107 (45.1%)	68 (45.6%)
Females	161 (71.2%)	122 (51.5%)	78 (52.3%)

Students who attended the transition events were also tracked to determine if they applied and/or registered for courses at either Fullerton College (FC) or Cypress College (CC). Of the 149 students, 36 applied for admission at FC or CC after the Fall 2017 term when the transition events started to occur (Table 9). It is possible that some students might have applied or registered for courses prior to the 2017/18 ACCT events; however, they were excluded from the outcome count.

Table 9. Transition Rate for ACCT Program Attendees

	2015/16 (N=226)	2016/17 (N=237)	2017/18 (N=149)
Applied Fall or Later Terms	49 (21.7%)	48 (20.3%)	36 (24.2%)
Registered for Credit Courses in Fall or Later Terms	41 (18.1%)	37 (15.6%)	23 (15.4%)

Note: It is possible that students who attended ACCT Program events in 2015/16 or 2016/17 might have also attended the events in the following years.

Activity 10: Dream Your Future Transition Event

Sixty-four students attended the Dream Your Future event on April 30, 2018. The event was geared toward college transition. Students who attended the event were tracked to determine if any of them applied to Cypress College or Fullerton College and/or registered for classes at one of the colleges after the event. Table 10 shows that over one-third of the students who attended the event applied to a credit college in the District; however, of the 22 students who applied to FC/CC, fourteen had already applied prior to attending the Dream Your Future event. Students' enrollments at FC/CC were also explored. Out of the 22 students who applied for admission at FC/CC, eight enrolled in courses after attending the event.

Table 10. Transition Rate for Dream Your Future 2017/18 Attendees

Total Dream Your Future Attendees	64
Total Applied to Credit College(s)	22 (34.4%)
Applied Before the Event	14
Applied After the Event	8
Total Enrolled in Classes at Credit Colleges After the Event	8 (12.5%)

Activity 11: Student Equitable Access to Transportation to Transition Events

Transportation under the Student Equitable Access to Transportation (SEAT) program was offered to students at all three NOCE centers as well as Gilbert and El Camino off-site high schools. Transportation under the SEAT Program was available for seven college transition events (Table 11). A total of 98 students used SEAT Program transportation to attend these events. However, banner IDs of three students could not be identified; therefore, data was captured only for 95 students. Table 12 shows the transition outcomes for the 95 students.

Table 11. Number of Students who used SEAT Program for Each of the Transition Events

Event	Number of students who used SEAT
Cypress College Fall Tour	26
Fullerton College EOPS College Prep Conference	15
Creating Better Tomorrows Conference	0
Financial Aid Lunch 'n Learn and Cypress College Culinary Arts	2
Fullerton College CTE Division Tour	40
Dream Your Future Transition Event	9
Cypress College Charger Thursday Event	6
TOTAL	98

Of the 95 students who used transportation provided by SEAT Program, eighteen students applied for admission at FC or CC after Fall 2017. Of those, seventeen students registered for courses at FC or CC after Fall 2017.

Table 12. Transition Data for SEAT Program Attendees in 2017/18

Total SEAT Attendees with IDs	N=95
Applied Fall 2017 or Later	18 (18.9%)
Registered for Credit Courses in Fall 2017 or Later	17 (17.9%)

Accounting of equity funding expenditures

Below is an accounting of the funds expended by for stated Student Equity Plan activities classification since 2015. The California Community College State Chancellor's Office also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

Category	2015/2016	2016/2017	2017/2018
Academic Salaries	\$ 138,691.84	\$ 52,045.00	\$ 45,500.00
Classified and Other Nonacademic Salaries	\$ 177,335.50	\$ 275,663.81	\$ 331,672.00
Employee Benefits	\$ 64,581.21	\$ 91,756.59	\$ 105,937.00
Supplies and Materials	\$ 46,743.51	\$ 31,474.49	\$ 3,138.00
Other Operating Expenses and Services	\$ 131,017.50	\$ 69,160.07	\$ 1,346.00
Capital Outlay	\$ 36,659.64	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Program Totals	\$ 595,029.20	\$ 520,099.96	\$ 487,593.00

Contacts:

Identify one individual to serve as the point of contact for your college (with an alternate) provide the following information for that person:

Point of Contact:

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Alternate Point of Contact:

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Title: Manager, Student Success and Equity

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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 25, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Fullerton College Curriculum Matters	Enclosure(s)	<u> X </u>

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 2019 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.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.e.1
Item No.

Curriculum

Board of Trustees

Agenda Attachment

June 25, 2019 | DCCC approved: March 26, 2019

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACCT 110 F Payroll Accounting	Units: 3 Lecture: 3 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course replaces ACCT 011 F to update course and change to 3 units. Changing to a 100-level course to make transferable to CSUs.
BUS 187 F Innovation and New Product Development	Units: 3 Lecture: 3 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	This new course is for the Entrepreneurship program. Proposed for Distance Ed (online and hybrid).
BUS 188 F Introduction to the Internet of Things Product Development	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,	2020 Fall	This new course is part of the revised Entrepreneurship program focused on ideation. Proposed for Distance Ed (online and hybrid).

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			conceptual understanding, structure, style and mechanics.		
MKT 160 F Introduction to Digital Marketing	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 161 F Web Design for Digital Marketing	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 162 F Search Engine Optimization	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 163 F Search Engine Marketing	Units: 1 Lecture: 1 Laboratory:	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	0 GE: CSU Transfer Course Yes		Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.		students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 164 F Online Advertising	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 165 F Content Considerations for Digital Marketing	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 166 F Social Media Marketing	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MKT 167 F Email Marketing	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MKT 168 F Digital Analytics Tools	Units: 1 Lecture: 1 Laboratory: 0 GE: CSU Transfer Course Yes	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2019 Fall	This new course is part of a series of new digital marketing courses based on feedback from students and advisory groups. Proposed for Distance Ed (online and hybrid).
MUS 171 F Opera Production Performance	Units: 2 Lecture: 1 Laboratory: 3 GE: CSU Transfer Course Yes	25	Instruction (rehearsals) includes group lecture and direction, small group instruction, and individualized instruction. As a result, 25 is the maximum limit for effective instruction for this course.	2020 Fall	This new course is a performance-based class that meets the standard for music performance group classes eligible for repeatability. Please see the attachment in CurriCUNET: CSU music faculty resolution.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACCT 203 F Auditing Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ACCT 101AF or • ACCT 102HF • Assignments Revision • Catalog Description Update • Method of Instruction • Prerequisite Revision • Schedule Description Update • Textbooks 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation is primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	This course is being updated to remove prerequisite ACCT 100BF which is being deleted due to the prerequisite no longer being offered. Prerequisite revision FROM: ACCT 100 BF or ACCT 100AF or ACCT 102HF TO ACCT 101AF or ACCT 102HF.
ACCT 204 F Analysis of Financial Statements Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ACCT 101AF or • ACCT 102HF • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Objectives Revision • Prerequisite Revision • 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.	2020 Fall	This course is being updated to remove prerequisite ACCT 100BF which is being deleted due to the prerequisite no longer being offered. Prerequisite revision FROM: ACCT 100 BF or ACCT 101AF or ACCT 102HF TO ACCT 101AF or ACCT 102HF.
ANTH 102HF Honors Cultural Anthropology	<ul style="list-style-type: none"> • Assignments Revision 	25	The Fullerton College Honors Advisory Board recommends a maximum number of 25	2020 Fall	Six-year review. Already approved to satisfy Multicultural Requirement updating CurriCUNET records.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Evaluation • Multicultural Requirement • Objectives Revision • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks 		students for a seminar-style honors course. Class time in this seminar course includes lecture, discussion, group learning, individualized instruction, and student presentations. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. The emphasis on individual research, collaborative learning and student-driven discussions is much stronger in this honors section than in a non-honors class.		Updated to CSU GE Area D (CSU GE Area D no longer includes sub-areas).
ART 127 F Beginning Floral Painting Units: 2 Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> • Prerequisite: • ART 188 F or • ART 189 F • Assignments Revision • CIP Code Revision • Catalog Description Update • Prerequisite Validation • Removing AA GE • 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. SLOs updated. Removing AA GE Area C1 since Area C1 includes only 3-unit courses and ART 127 is 2 units. Title revised FROM Applied Painting: Floral TO Beginning Floral Painting.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Student Learning Outcomes • TOPS Code Revision • Textbooks • Title Revision with Program Impacts (LIST Programs in Justification) 				
BUS 151 F Business Mathematics Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • MATH 020 F • CSU GE Addition • Catalog Description Update • Course Content (that do not change the overall scope of the course) • FSA Code Revision • Prerequisite Revision • Schedule Description Update • Student Learning Outcomes • Textbooks • GE: • Associate Degree General Education Requirements 	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.	2019 Fall	Prerequisite Revision FROM "MATH 020 F or math skills clearance" TO "MATH 020 F or any previous algebra course or math skills clearance." The Math Department no longer plans to offer MATH 020 F because of AB 705. Proposed for CSU GE B4.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Area B2: Natural Sciences and Mathematics-Mathematics 				
ENGL 059 F Developmental Writing Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> • Advisory: READ 056 F • Advisory Validation • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.	2020 Fall	Six-year review. Textbooks
ETHS 101 F American Ethnic Studies Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Add Distance Education(hybrid) • Add Distance Education(online) • Assignments Revision • Catalog Description Update • Course Content (that do not change the 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and formal/informal student presentations. In addition, class time will focus on individualized instruction and written assignments will receive individualized feedback. Requires three or more writing assignments	2020 Fall	Course already approved to satisfy the Multicultural Requirement (updating CurricUNET records.) We are adding the option to have distance education (hybrid and online), updating the catalog description, updating the course content to be in line with updates in the field of ethnic studies, deleting the lab requirements so that the class meets 54 hours per semester for a new total of 3

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	overall scope of the course) • Hours (WSCH Lecture and/or Lab) • Method of Evaluation • Method of Instruction • Multicultural Requirement • Objectives Revision • Schedule Description Update • Student Learning Outcomes • Textbooks • Unit Revision		using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.		units and not 4 units, we are revising the objectives and learning outcomes, and updating the textbooks to be within the six-year requirement. UNITS CHANGED FROM 4 TO 3. CSU GE Area D3 revised to Area D to update CURRICUNET records.
MATH 030 F Plane Geometry Units: 4 Lecture: 4 Laboratory: 0	• Advisory: • MATH 020 F or any previous algebra course • Advisory Addition • Catalog Description Update • Prerequisite Deletion • Textbooks	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.	2019 Fall	Remove prerequisite of MATH 020 F, and added advisory of MATH 020 F or any previous algebra course. Due to AB 705 the Math Department no longer plans to offer MATH 020 F.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MATH 040 F Intermediate Algebra Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: MATH 020 F • Catalog Description Update • Method of Instruction • Prerequisite Revision • Textbooks 	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.	2019 Fall	Prerequisite Revision FROM "MATH 020 F or math skills clearance" TO "MATH 020 F or any previous algebra course or math skills clearance." The Math Department no longer plans to offer MATH 020 F because of AB 705.
MKT 151 F Digital Marketing Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • CIP Code Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • FSA Code Revision • Method of Evaluation • Method of Instruction • Assignments Revision • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks 	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. Course title changed FROM New Media Marketing TO Digital Marketing to be current with industry terms.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> Title Revision with Program Impacts (LIST Programs in Justification) 				
MUS 172 F Opera Theatre Workshop Units: 2 Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> Catalog Description Update Course Content (that do not change the overall scope of the course) Method of Instruction Six-year review Student Learning Outcomes Textbooks Unit Revision Advisory Validation 	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. Change phrasing of Advisory to "Audition" to update CURRICUNET records. Catalog already uses "Audition." Unit revision from 1 to 2 units to correctly assign units for this 1 hour lecture, 3 hour lab course (no change to lecture or lab hours).

NEW DEGREES/CERTIFICATES

DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Cosmetology	<p>The Cosmetology Crossover to Barbering Certificate provides the additional hours required to prepare students to pass the California Board of Barbering and Cosmetology license examination to practice Barbering. This program 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. Students must be 17 years of age when applying for the California Board of Barbering and Cosmetology barbering license examination. In addition to the 7.5 unit course “COSM 080 F Barbering: Cosmetology Crossover to Barbering”, this program requires completion of the 50 units of Cosmetology courses from Fullerton College listed below OR completion of the equivalent, which is 1600 hours of Cosmetology, theory hours, and practical operations with proof of training/certificate from an accredited California community college/post-secondary school approved by the California Board of Barbering and Cosmetology. This certificate requires a total of 57.5 units. A minimum grade of C is required in each course taken.</p> <p>Cosmetology Crossover to Barbering Certificate Required Courses (50 units) from the Cosmetology Certificate Units COSM055AF Cosmetology: Level 1 11 COSM055BF Cosmetology: Level 2 11 COSM055CF Cosmetology: Level 3 10 COSM055DF Cosmetology: Level 4 9 COSM055EF Cosmetology: Level 5</p>	2019 Fall	This new certificate program provides the 200 hours transfer of credits course from Cosmetology to Barbering required by the California Board of Barbering and Cosmetology to apply for the barber license examination. the "Transfer of Credits Course Breakdown" of hours are located in "attached files" in CurriCUNET as a reference.

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	9 Required Courses (7.5 units) Units COSM080 F Barbering: Cosmetology Crossover to Barbering 7.5 Total Units 57.5		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Accounting	<ul style="list-style-type: none"> • Program Unit Revision • Catalog Description Update • Removing Courses from "Required" • Adding Courses to "Required" 	<p>The Accounting Associate in Science Degree is designed to prepare students for employment in the fields of accounting and/or bookkeeping. This major is best suited for the student who wishes to pursue secure rewarding positions such as accounting manager, internal auditor, financial analyst, tax accountant, or controller in public accounting firms, corporations, governmental agencies, or not-for-profit organizations. This degree requires 31-32 units.</p> <p>Accounting Associate in Science Degree Required Courses (25-26 units) Units ACCT101AF Financial Accounting 5 or ACCT102HF Honors Financial Accounting 5 ACCT101BF Managerial Accounting</p>	2019 Fall	This program is being revised to change course BUS 241AF to BUS 245 F. Updated ACCT 202 F which reduced units from 4 to 3 units. Updated ACCT 107 F which increased units from 2 to 3 units. Removed ACCT 100AF and ACCT 100BF as courses are no longer offered. Revised Program Units FROM 34-37 units TO 31-32 units.

MODIFY DEGREES/CERTIFICATES

DEGREE	REVISION TYPE	EFF DATE	JUSTIFICATION
	5 ACCT104 F Computerized Accounting 2 or ACCT107 F Computerized Accounting with QuickBooks 3 ACCT201AF Intermediate Accounting 5 ACCT201BF Intermediate Accounting 5 ACCT202 F Introduction to Cost Accounting 3 Restricted Electives (6 units) Units ACCT100 F Small Business Accounting 3 ACCT110 F Payroll Accounting 3 ACCT203 F Auditing 3 ACCT204 F Analysis of Financial Statements 3 CIS106 F Beginning Spreadsheet (MS Excel) 3 BUS240 F Legal Environment of Business 3 or BUS240HF Honors Legal Environment of Business 3 or BUS245 F Business Law I		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		3 BUS111 F Business Communications 3 or BUS211 F Critical Reasoning and Writing for Business 3 or BUS211HF Honors Critical Reasoning and Writing for Business 3 Total Units 31 – 32		
Accounting.	<ul style="list-style-type: none"> • Program Unit Revision • Catalog Description Update • Removing Courses from "Required" • Adding Courses to "Required" 	<p>The Accounting Certificate is designed to prepare students for entry-level positions in accounting in public and private sector areas such as manufacturing, small business, financial service, wholesale trades, and government. Specialized training in accounting and finance principles and practices enables students to maintain accounting records and develop financial reports and make effective use of financial information for analysis and decision making. Entry-level employment opportunities include positions in accounts receivable/payable, payroll, income tax preparation, cost accounting, and a number of trainee/internship positions. A minimum grade of C is required in each course taken. This certificate requires 31-32 units.</p>	2019 Fall	Changing: ACCT 112 F to ACCT 220 F, and ACCT 001 F to ACCT 100 F. Removed: ACCT 090 F. Program Unit revision FROM 33-34 units TO 31-32 units.

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		Accounting Certificate Required Courses (25-26 units) Units ACCT101AF Financial Accounting 5 or ACCT102HF Honors Financial Accounting 5 ACCT101BF Managerial Accounting 5 ACCT104 F Computerized Accounting 2 or ACCT107 F Computerized Accounting with QuickBooks 3 ACCT201AF Intermediate Accounting 5 ACCT201BF Intermediate Accounting 5 ACCT202 F Introduction to Cost Accounting 3 ACCT220 F Individual Income Tax 3 Restricted Electives (6 units) Units ACCT100 F Small Business Accounting 3 ACCT110 F Payroll Accounting 3 ACCT203 F Auditing 3 ACCT204 F Analysis of Financial Statements 3		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
		BUS240 F Legal Environment of Business 3 or BUS240HF Honors Legal Environment of Business 3 or BUS245 F Business Law I 3 BUS111 F Business Communications 3 or BUS211 F Critical Reasoning and Writing for Business 3 or BUS211HF Honors Critical Reasoning and Writing for Business 3 CIS106 F Beginning Spreadsheet (MS Excel) 3 Total Units 31 – 32		

Curriculum

Board of Trustees
Agenda Attachment

June 25, 2019 | DCCC approved: May 10, 2019

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CISG 112 F Foundations of Game Engine Programming	Units: 3 Lecture: 3 Laboratory: 0 GE: CSU Transfer Course Yes	30	Class focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more programming assignments using advanced analytical and critical thinking skills.	2020 Fall	Labor market data and creation of new Game Analysis and Design Certificate. Proposed for Distance Ed (online and hybrid).
ENGL 110 F Enhanced College Writing for Non-Native Speakers	Units: 5 Lecture: 5 Laboratory: 0 Prerequisite: ESL 186 F ESL 190 F or Advisory: ESL 189 F GE: Associate Degree General Education Requirements Area A1: Language and Rationality - Written Communications	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.	2019 Fall	This new course proposes qualification for AA GE Area A1, CSU GE Area A2, UC transfer, and IGETC Area 1A. The ESL Department had been discussing the idea of a Freshman Composition course for non-native speakers for many years, and the implementation of AB 705 has now made this both urgent and necessary. With its emphasis on acceleration and completion of Freshman Composition within 1 year for English and within 3 years for ESL, AB 705 requires colleges to place entering students as high as possible in a course sequence and eliminate exit points with the goal of increasing overall student success and completion rates. For English, this means that virtually all entering students will be

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					placed in either English 100 or 101 based on high school GPA, thus eliminating all developmental courses in the English sequence. For ESL students, the majority of whom do not attend four years of high school in the US, this means placing students as high as possible in the ESL sequence while providing maximum language support. Adding a Freshman Composition class with an additional hour of specialized language instruction for non-native speakers will allow ESL students to be placed higher in the sequence and enable more ESL students to successfully complete Freshman composition within the required time frame. "Colleges are expected to maximize the likelihood that credit ESL students complete transfer level coursework in English (could be an ESL course equivalent to freshmen composition) in three years" (Rutan, Craig. "AB 705 Implementation Requirements," 2018 ASCCC Spring Curriculum Regional AND Hope, Laura, Ginni May and Craig Rutan. "AB 705-- Getting Ready for Fall 2019," 2018 ASCCC Fall Plenary Session)
ETHS 159 F Introduction to American Indian Studies	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and formal/informal student presentations. In addition, class time will focus on individualized instruction and written	2020 Fall	Proposing this new course to expand Ethnic Studies course offerings and to include in the new Social Justice Studies Transfer Degrees. This course is proposed for Multicultural requirement approval and Distance Ed (Online and Hybrid). Proposed for UC transfer, CSU GE

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions		assignments will receive individualized feedback. 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.		Area D, IGETC Area 4C, proposed for AA GE Area D1.
MATH 121 F Enhanced Introductory Probability and Statistics	Units: 5 Lecture: 5 Laboratory: 0 Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F Advisory: READ 096 F GE: Associate Degree General Education Requirements Area A2: Language and Rationality - Analytical Thinking	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.	2020 Fall	New course. This course is in response to AB 705. It is designed to give students who need it additional support as all students will be directly placed into transfer-level math. Proposed for UC transfer, AA GE Areas A2 and B2, CSU GE Area B4 and IGETC Area 2A. Proposed for Distance Ed (hybrid and online).
MATH 143 F Enhanced College Algebra	Units: 5 Lecture: 4.5 Laboratory: 1.5 Prerequisite: MATH 030 F	35	Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes	2020 Fall	New course. This course is in response to AB 705. It is designed to give students who need it additional support as all students will be directly placed into transfer-level math. Proposed for UC transfer, AA GE Area B2, CSU GE Area B4 and IGETC Area 2A.

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	MATH 040 F and MATH 041 F or GE: Associate Degree General Education Requirements Area B2: Natural Sciences and Mathematics-Mathematics		three or more exams and multiple homework assignments requiring demonstration of problem solving ability.		
SOC 280 F Media, Culture and Society	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions	45	While the instructor does lecture, some class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation through a combination of essay and objective exams. Writing assignments are assessed for presentation of material, content and effectiveness.	2020 Fall	This new course will be a positive addition to our Sociology program addressing current trends in media, culture and society. Proposing for UC transfer, AA GE Area D1, CSU GE Area D, IGETC Area 4J, Multicultural. Proposed for Distance Ed (online and hybrid).
SOC 285HF Honors Drugs and Society	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D2: Social and Behavioral Sciences - Social Behavior and	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	New honors course. Proposed for UC transfer, AA GE Area D2, CSU GE Area D, IGETC Area 4J. Proposed for Distance Ed (hybrid).

NEW COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	Self-Understanding				
SOC 290HF Honors Sociology of Race and Ethnicity	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2020 Fall	New honors course. Proposed for UC transfer, IGETC Area 4J, CSU GE Area D, AA GE Area D1, Multicultural Please also submit for C-ID SOCI 150. Proposed for Distance Ed (hybrid).
SOC 292HF Honors Introduction to Criminology	Units: 3 Lecture: 3 Laboratory: 0 GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2020 Fall	New honors course. Proposed for UC transfer, CSU GE (Area D), IGETC (Area 4J) and AA GE (Area D1). Proposed for Distance Ed (online and hybrid).

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ART 285 F Intermediate Life Sculpture Units: 3	<ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the 	25	The instructor spends an extensive amount of time giving individualized	2019 Fall	Six-year review

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 2 Laboratory: 4	<p>overall scope of the course)</p> <ul style="list-style-type: none"> • Student Learning Outcomes • Method of Instruction • Method of Evaluation • Assignments Revision • Catalog Description Update • Prerequisite Validation • Six-year review • TOPS Code Revision • Objectives Revision • 		instruction on the proper use of touches, pneumatic tools and grinders. Students are engaged in practicing of skill(s) they are learning and the instructor gives individual student instruction as the class proceeds.		
ART 287 F Advanced Life Sculpture I Units: 3 Lecture: 2 Laboratory: 4	<ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Assignments Revision • Catalog Description Update • Prerequisite Validation • Six-year review 	25	There is an extensive amount of time in which the instructor provides individualized time feedback/evaluation on a regular basis. Instructor spends an extensive amount of time demonstrating techniques through the entire process.	2019 Fall	Six-year review
ART 288 F Advanced Life Sculpture II Units: 3 Lecture: 2 Laboratory: 4	<ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes • Method of Instruction • Method of Evaluation • Prerequisite Validation • Six-year review 	25	There is an extensive amount of time in which the instructor provides individualized time, feedback/evaluation on a regular basis. Instructor spends an extensive amount of time demonstrating techniques throughout the entire process.	2019 Fall	Six-year review
ART 291 F Applied Painting: Expressive	<ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes • Catalog Description Update 	25	Most of the time the students are engaged in practicing the skill(s)	2019 Fall	Six-year review.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Units: 3 Lecture: 2 Laboratory: 4	<ul style="list-style-type: none"> Prerequisite Validation Six-year review Objectives Revision 		they are learning and the instructor gives each student individual instruction as the class proceeds.		
ART 296 F Independent Study: Museum Studies Units: 1-2 Lecture: 0 Laboratory: 3-6	<ul style="list-style-type: none"> Textbooks Catalog Description Update Prerequisite Validation Six-year review 	25	Since this course involves extensive one-on-one instruction and evaluation of student work, the class size should reflect this, as the course should be recognized as a rigorous capstone project in the field of museum studies.	2019 Fall	Six-year review.
AUTO 065 F Automotive Electrical and Electronic Systems Units: 5 Lecture: 4 Laboratory: 3	<ul style="list-style-type: none"> Textbooks Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Method of Evaluation Assignments Revision Hours (WSCH Lecture and/or Lab) Catalog Description Update Schedule Description Update Fee Revisions Advisory Revision Six-year review TOPS Code Revision Objectives Revision 	20	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports). Automotive Advisory Committee recommended a 20 student maximum class size because of the intensity of laboratory activities. Minutes are attached in which the advisory committee	2019 Fall	Six-year review, Revised Lab hours FROM 4 TO 3 to align with the Carnegie Unit. Title revision FROM: Auto Electrical and Electronic Systems TO: Automotive Electrical and Electronic Systems. Advisory revision FROM AUTO 131 F TO AUTO 131 F or equivalent work experience in recognition that students can learn the recommended entry skills on the job as well as in a course.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Basic Skills Status Revision • Title Revision 		discussed and compared the training class sizes of vehicle manufacturers (some of which are committee members). They concluded that the safe and effective teaching of students in the area of automotive technology is no more than 20 students per instructor. This class is taught with a rigorous laboratory component with work conducted on live vehicles. A close supervision by the instructor is needed and more than 20 students would negatively affect this aspect of safe supervision by the instructor.		
CIS 160 F Introduction to Cyber Security Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Hours (WSCH Lecture and/or Lab) 	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires	2020 Fall	Hours change FROM Lec 3 Lab 1 TO Lec 3 Lab 0. Removing LAB component as lab activities are incorporated into the course.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Method of Evaluation • Method of Instruction • Schedule Description Update • Textbooks 		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.		
COMM 100 F Public Speaking Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Assignments Revision • Catalog Description Update • Class Size Revision • Hours (WSCH Lecture and/or Lab) • Method of Evaluation • Method of Instruction • Textbooks • Unit Revision 	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	Hours revision FROM Lec 4 Lab 0 TO Lec 3 Lab 0, and reducing credit units FROM 4 TO 3 to align with other similar courses. We are increasing class size FROM 30 TO 35 to reflect course pedagogy including emphasis on the development of oral presentations rather than writing assignments. We are also adding an OER textbook to our recommended textbook list.
COMM 135 F Essentials of Argumentation Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Unit Revision • Assignments Revision • Catalog Description Update • Class Size Revision • Hours (WSCH Lecture and/or Lab) • 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.	2020 Fall	Hours revision FROM Lec 4 Lab 0 TO Lec 3 Lab 0, and reducing credit units FROM 4 TO 3 to align with other similar courses. We are increasing class size FROM 30 TO 35 to reflect course pedagogy including emphasis on the development and oral presentation of arguments rather than writing assignments. We are also adding an OER textbook to our recommended textbook list.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 102 F Introduction to Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Add Distance Education(hybrid) • Add Distance Education(online) • Assignments Revision • Catalog Description Update • Method of Instruction • Prerequisite Revision 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Writing assignments are assessed mostly for concepts, structure, and writing skill.	2020 Fall	This proposal has been created in order to add ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F. This course is also being proposed for Distance Ed (hybrid and online), in order to increase student access.
ENGL 102HF Honors Introduction to Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Prerequisite Revision • Textbooks 	25	This class is an honors section, which requires a class size of 25 in order to facilitate student-led presentations and seminar-style class discussion.	2020 Fall	This proposal has been created in order to add ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F.
ENGL 103 F Critical Reasoning and Writing Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Assignments Revision • Catalog Description Update 	27	The class requires extensive writing, in class and out of class, with a total exceeding 8000 words in a semester. Writing assignments will be assessed for critical thinking, conceptual	2020 Fall	Six-year review. Textbooks. ENGL 110 F Enhanced College Writing for Non-Native Speakers is being added as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F in order to improve student success and

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Course Content (that do not change the overall scope of the course) • Method of Evaluation • Objectives Revision • Prerequisite Revision • Six-year review • Student Learning Outcomes • Textbooks 		understanding, structure, style and mechanics with individual feedback provided on all assignments. The class will engage in the ongoing application of critical thinking concepts to reading and writing during each class session.		timely completion of the composition requirement.
ENGL 103HF Honors Critical Reasoning and Writing Units: 4 Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Add Distance Education(hybrid) • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Evaluation • Objectives Revision • Prerequisite Revision • Student Learning Outcomes • Textbooks 	20	Honors Critical Reasoning and Writing is an enhanced section of ENGL 103 F using a seminar format. This course holds the same pedagogical expectations as the course designed for "Extensive Writing" (class of 27). However, according to the Honors Advisory Committee, the Curriculum Committee and the Faculty Senate, Honors courses with extensive writing have a class size of 20.	2020 Fall	Six-year review. Textbooks. Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success and timely completion of the composition requirement. Proposed for Distance Ed (hybrid).
ENGL 104 F Critical Thinking and Writing about Literature Units: 4	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Catalog Description Update 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical	2020 Fall	This proposal has been created in order to add ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Lecture: 4 Laboratory: 0	<ul style="list-style-type: none"> • Course Content (that do not change the overall scope of the course) • Prerequisite Revision 		thinking, conceptual understanding, structure, style and mechanics.		options ENGL 100 F, ENGL 100HF and ENGL 101 F.
ENGL 105 F Introduction to Creative Writing Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Assignments Revision • Catalog Description Update • Objectives Revision • Prerequisite Revision • Textbooks 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.
ENGL 201 F Intermediate College Writing Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Objectives Revision • Prerequisite Revision 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			transfer-level course.		
ENGL 203 F Introduction to Dramatic Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F • ENGL 102HF or • Advisory Validation • Catalog Description Update • Prerequisite Revision 	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	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.
ENGL 204 F Introduction to Poetry Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Assignments Revision • Catalog Description Update • Prerequisite Revision • Schedule Description Update • Advisory Validation 	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	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.
ENGL 207 F The Short Story Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Prerequisite Revision • Advisory Validation 		Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.		
ENGL 208 F Introduction to Film Studies Units: 3 Lecture: 3 Laboratory: 1	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Objectives Revision • Prerequisite Revision 	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	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.
ENGL 210 F Introduction to Language Structure and Use Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Assignments Revision • Catalog Description Update • Method of Instruction • Prerequisite Revision 	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	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			assessed mostly for concepts and structure.		
ENGL 211 F British Literature to 1800 Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F • Advisory: • ENGL 102 F or • ENGL 102HF or • ENGL 110 F • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Evaluation • Method of Instruction • Prerequisite Revision 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 211HF Honors British Literature to 1800 Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Course Content (that do not change the overall scope of the course) • Method of Instruction • Prerequisite Revision • Textbooks 		individual instruction as the class proceeds.		
ENGL 212 F British Literature since 1800 Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Instruction • Prerequisite Revision 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 212HF Honors British Literature since 1800 Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Catalog Description Update 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time the students are engaged in practicing the skill(s)	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Course Content (that do not change the overall scope of the course) • Prerequisite Revision 		they are learning and the instructor gives each student individual instruction as the class proceeds.		
ENGL 221 F American Literature to the Civil War Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Assignments Revision • Catalog Description Update • Method of Instruction • Prerequisite Revision 	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	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F. The course is adding Distance Ed (hybrid and online) in order to increase student access.
ENGL 221HF Honors American Literature to the Civil War Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Prerequisite Revision 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			instruction as the class proceeds.		
ENGL 222 F American Literature from the Civil War to the Present Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Instruction • Prerequisite Revision 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705. Also adding Distance Ed (hybrid and online), in order to increase student access to literature survey courses required for college transfer.
ENGL 222HF Honors American Literature from the Civil War to the Present Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Prerequisite Revision 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time 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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 224 F World Literature through the Early Modern Period Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Assignments Revision • Catalog Description Update • Method of Instruction • Multicultural Requirement • Prerequisite Revision • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 	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 for concepts and structure.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705. This course is also adding Distance Ed (hybrid and online), in order to increase student access to literature survey courses required for college transfer.
ENGL 224HF Honors World Literature through the Early Modern Period Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time students are engaged in	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Prerequisite Revision • Schedule Description Update • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		practicing the skill(s) they are learning and the instructor gives each student individualized instruction as the class proceeds.		speakers, and to respond to changes mandated by AB 705. This course is also being proposed as a way to satisfy the Multicultural Requirement for graduation.
ENGL 225 F World Literature since the Early Modern Period Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(online) • Advisory Validation • Add Distance Education(hybrid) • Catalog Description Update • Method of Instruction • Multicultural Requirement 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705. This course is also adding Distance Ed (hybrid and online), in order to increase student access to literature survey courses required for college transfer. Furthermore, this course is proposed to satisfy

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Prerequisite Revision • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 				the Multicultural Requirement for graduation.
ENGL 225HF Honors World Literature since the Early Modern Period Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Multicultural Requirement • Objectives Revision • Prerequisite Revision • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 	25	The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. Most of the time 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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 234 F Introduction to Shakespeare Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Objectives Revision • Prerequisite Revision • 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.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 234HF Honors Introduction to Shakespeare Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Prerequisite Revision 	25	The Fullerton College Honors Advisory Board recommends a maximum number of 25 students for a seminar-style honors course. This honors course will be taught as a seminar to allow for in-depth class discussion and student presentations.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 239 F Survey of Children's Literature	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or 	35	While the instructor does lecture, much of the class time focuses on	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Instruction • Multicultural Requirement • Prerequisite Revision • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.		to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705. This course is already approved for the Multicultural Requirement - updating CurriCUNET screen
ENGL 243 F Folklore and Mythology Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF 	35	While the instructor does lecture, much of the class time focused on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily	2020 Fall	Distance Ed (hybrid and online), in order to improve student access and success. Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Add Distance Education(hybrid) • Add Distance Education(online) • Advisory Validation • Catalog Description Update • Method of Instruction • Multicultural Requirement • Prerequisite Revision • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		through objective exams. Writing assignments are assessed mostly for concepts and structure.		to ENGL 100 F. This course is already approved for the Multicultural Requirement - updating CurriCUNET screen.
ENGL 243HF Honors Folklore and Mythology Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Prerequisite Revision • Textbooks • Advisory Validation 	25	This is an honors course. The Honors Program caps literature courses at 25 students to facilitate a seminar exchange.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705. This course is already approved for the Multicultural Requirement - updating CurricUNET screen.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 				
ENGL 245 F The Bible as Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Prerequisite Revision • Textbooks 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Writing assignments are assessed mostly for concepts, structure, and writing skill.	2020 Fall	Adding ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F.
ENGL 246 F The Novel Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Catalog Description Update • Prerequisite Revision 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 248 F Science Fiction Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Prerequisite Revision 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation is primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 249 F Survey of Chicano/a Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Assignments Revision • Catalog Description Update • Multicultural Requirement • Prerequisite Revision • Schedule Description Update • Textbooks • Advisory Validation • GE: 	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	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 				
ENGL 251 F Survey of Native American Literature Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Advisory: • ENGL 102 F or • ENGL 102HF • Advisory Validation • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Prerequisite Revision 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Writing assignments are assessed mostly for concepts, structure, and writing skill.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.
ENGL 299 F English Independent Study Units: 1 Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F or • ENGL 100HF or • ENGL 101 F or • ENGL 110 F • Catalog Description Update • Prerequisite Revision • Textbooks 	25	This independent study course is based on the premise of an instructor providing individualized instruction and supervision to one student, or a small group of students. This may entail research projects, papers, service learning or field study.	2020 Fall	This proposal adds ENGL 110 F Enhanced College Writing for Non-Native Speakers as a prerequisite option in addition to the current prerequisite options ENGL 100 F, ENGL 100HF and ENGL 101 F since it is equivalent to ENGL 100 F, in order to improve student success for non-native speakers, and to respond to changes mandated by AB 705.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESL 184 F Low Advanced Reading and Writing for Non-Native Speakers Units: 5 Lecture: 5 Laboratory: 1	<ul style="list-style-type: none"> • Prerequisite: • ESL 083 F • AA GE Addition • Assignments Revision • CSU GE Addition • Catalog Description Update • Course Content (that do not change the overall scope of the course) • IGETC Addition • Objectives Revision • Prerequisite Validation • Schedule Description Update • Student Learning Outcomes • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.	2020 Fall	This course is being proposed for AA Area C2, CSU GE C2 and IGETC 3B, in order to improve student access and success, and in order to respond to changes mandated by AB 705. The ESL department is responding to recommendations made by ASCCC after the passage of AB 705. Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we propose that fulfillment of Fullerton College Native GE, CSU GE Breadth C2, and IGETC 3B be met by successful completion of ESL 184 F, an advanced transfer-level credit academic ESL course. This course revision emphasizes the literature and cultural content of ESL 184 F that has always had a rich presence in this course. Please see attached justification for specific details.
ESL 185 F Advanced Reading and Writing for Non-Native Speakers Units: 5 Lecture: 5 Laboratory: 1	<ul style="list-style-type: none"> • Prerequisite: • ESL 184 F • AA GE Addition • Assignments Revision • CSU GE Addition • Catalog Description Update • Course Content (that do not change the overall scope of the course) • IGETC Addition 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style, and mechanics.	2020 Fall	This course is being proposed for AA Area C2, CSU GE C2 and IGETC 3B in order to respond to changes mandated by AB 705. In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners...” just as native English speakers are foreign language learners (FLLs) when they take Spanish,

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Method of Evaluation • Objectives Revision • Prerequisite Validation • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks • UC Addition • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 				<p>French, Chinese, etc. This recognition is consistent with both professional organizations for ESL educators: TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL).</p> <p>Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we propose that fulfillment of Fullerton College Native GE, CSU GE Breadth C2, and IGETC 3B be met by successful completion of ESL 184, 185, 186, 189, and 190 F, all of which are advanced transfer-level credit academic ESL courses.</p> <p>Justification: The first four semesters of elementary and intermediate foreign language courses fulfill these requirements. Because English language learners (ELLs) are recognized as foreign language learners (FLLs), ESL 184, 185, 186, 189, 190 F meet and exceed these requirements.</p> <p>For additional information see Attached Files screen in CurriCUNET.</p>
ESL 186 F Introduction to Critical Reading and College Writing for Non-Native	<ul style="list-style-type: none"> • Prerequisite: • ESL 185 F • AA GE Addition • CSU GE Addition • Catalog Description Update 	27	Extensive Writing: Evaluation mostly through writing assignments with a minimum of 6000 words. Writing assignments are	2020 Fall	This course is being proposed for AA Area C2, CSU GE C2 and IGETC 3B, in order to improve student access and success, and in order to respond to changes mandated by AB 705. The ESL department is responding to

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Speakers Units: 5 Lecture: 5 Laboratory: 0	<ul style="list-style-type: none"> • Course Content (that do not change the overall scope of the course) • IGETC Addition • Objectives Revision • Prerequisite Validation • Schedule Description Update • Student Learning Outcomes • Textbooks • Title Revision NO Program Impacts • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		assessed for critical thinking, conceptual understanding, structure, style and mechanics. ESL 186 F is both a language class AND a developmental writing class; as such, instructors give extensive individual feedback on multiple drafts of each student's writing, addressing not only the areas of critical thinking, conceptual understanding, structure, style, and mechanics, but also vocabulary choice, use of logical connectors, sentence structure, and grammatical error patterns. Student evaluation is primarily through writing assignments.		recommendations made by ASCCC after the passage of AB 705. Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we propose that fulfillment of Fullerton College Native GE, CSU GE Breadth C2, and IGETC 3B be met by successful completion of ESL 186 F, an advanced transfer-level credit academic ESL course. This course revision emphasizes the literature and cultural content of ESL 186 F that has always had a rich presence in this course. Please see attached justification for specific details. Title revised FROM College Writing Preparation for Non-Native Speakers TO Introduction to Critical Reading and College Writing for Non-Native Speakers.
ESL 189 F Advanced Reading for Non-Native Speakers Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ESL 184 F • CSU GE Addition • Catalog Description Update • Course Content (that do not change the overall scope of the course) • IGETC Addition • Method of Evaluation • Method of Instruction 	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Three or more writing assignments using advanced analytical and critical thinking skills are required. Writing assignments are assessed for critical thinking, conceptual	2020 Fall	This course is being proposed for AA Area C2, CSU GE C2 and IGETC 3B, in order to improve student access and success, and in order to respond to changes mandated by AB 705. In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners...” just as native English speakers are foreign language learners (FLLs) when they take Spanish,

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Objectives Revision • Prerequisite Validation • Schedule Description Update • Student Learning Outcomes • AA GE Addition • Textbooks • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		understanding, structure, style and mechanics.		French, Chinese, etc. This recognition is consistent with both professional organizations for ESL educators: TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL). Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we propose that fulfillment of Fullerton College Native GE, CSU GE Breadth C2, and IGETC 3B be met by successful completion of ESL 184, 185, 186, 189, and 190 F, all of which are advanced transfer-level credit academic ESL courses. Justification: The first four semesters of elementary and intermediate foreign language courses fulfill these requirements. Because English language learners (ELLs) are recognized as foreign language learners (FLLs), ESL 184, 185, 186, 189, 190 F meet and exceed these requirements. For additional information see attached files.
ESL 190 F Advanced Accelerated English for Non-Native Speakers of English Units: 5 Lecture: 5 Laboratory: 1	<ul style="list-style-type: none"> • Prerequisite: • ESL 184 F • Advisory: • ESL 189 F • AA GE Addition • Advisory Validation • CSU GE Addition • Catalog Description Update • Course Content (that do not change) 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental	2020 Fall	This course is being proposed for AA Area C2, CSU GE C2 and IGETC 3B, in order to improve student access and success, and in order to respond to changes mandated by AB 705. In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners...” just as

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<p>the overall scope of the course)</p> <ul style="list-style-type: none"> • IGETC Addition • Method of Instruction • Objectives Revision • Prerequisite Validation • Schedule Description Update • Student Learning Outcomes • Textbooks <ul style="list-style-type: none"> • GE: • Associate Degree General Education Requirements • Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language 		<p>classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.</p>		<p>native English speakers are foreign language learners (FLLs) when they take Spanish, French, Chinese, etc. This recognition is consistent with both professional organizations for ESL educators: TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL). Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we propose that fulfillment of Fullerton College Native GE, CSU GE Breadth C2, and IGETC 3B be met by successful completion of ESL 184, 185, 186, 189, and 190 F, all of which are advanced transfer-level credit academic ESL courses. Justification: The first four semesters of elementary and intermediate foreign language courses fulfill these requirements. Because English language learners (ELLs) are recognized as foreign language learners (FLLs), ESL 184, 185, 186, 189, 190 F meet and exceed these requirements. For additional information see attached files.</p>
<p>IDES 210 F Fundamentals of Lighting Units: 3 Lecture: 3 Laboratory: 0</p>	<ul style="list-style-type: none"> • CIP Code Revision • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes 	30	<p>Most of the time students are engaged in practicing the skills they are learning and the instructor gives each student individual</p>	2019 Fall	<p>Six-year review.</p>

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Method of Instruction • Method of Evaluation • Assignments Revision • Catalog Description Update • Schedule Description Update • Six-year review • Objectives Revision 		instruction as the class proceeds.		
MUS 172 F Opera Theatre Workshop Units: 2 Lecture: 1 Laboratory: 3	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Instruction • Six-year review • Student Learning Outcomes • Textbooks • Unit Revision • Advisory Validation 	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. Change phrasing of Advisory to "Audition" to update CurriCUNET records. Catalog already uses "Audition." Unit revision from 1 to 2 units to correctly assign units for this 1 hour lecture, 3 hour lab course (no change to lecture or lab hours).
READ 142 F College Reading: Logical Analysis and Evaluation Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: • ENGL 100 F • ENGL 100HF or • ENGL 101 F or • ENGL 110 F or • Assignments Revision • Catalog Description Update • Class Size Revision • Course Content (Changing the overall scope of the course) • Hours (WSCH Lecture and/or Lab) • IGETC Addition • Method of Evaluation • Objectives Revision 	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.	2020 Fall	Six-year review. Proposed for UC and IGETC Area 1B to its course outline to increase opportunities for students to take an IGETC approved critical thinking course, to increase the amount of academic writing to demonstrate students' proficiency in understanding, applying, analyzing and evaluating critical course concepts, and to incorporate the most recent research which indicates that writing enhances reading comprehension. Class size revision FROM 30 TO 27 because of the addition of writing assignments with a semester minimum word count of 6000, which aligns with the CSPRD's definition of a course

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Prerequisite Revision • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks • UC Addition • Unit Revision • GE: • Associate Degree General Education Requirements • Area A2: Language and Rationality - Analytical Thinking 				<p>with "extensive writing." Units will be reduced FROM 4 TO 3 units in order to address equity and access concerns for greater student success. Most public colleges in CA offer critical thinking courses as a three (3) unit course. For equity and access reasons, it is pedagogically sound institutionally to change the units. Equity research states that there are institutional barriers to disproportionately impacted student populations. Additionally, the state of California and the California Community College system is currently emphasizing getting students through their community college education more quickly. Keeping the four-unit designation for READ 142 F is a barrier to transfer and degree completion because it provides an inequitable requirement that is both more expensive and time delaying for the student. Due to the reduction of units from 4 to 3, the course outline of record is adjusted accordingly to reflect the change in workload as is appropriate to the Carnegie Unit through reducing its class work, lessons, assignments and homework. Unit revision impacts the CSU GE Certificate - articulation office update. Prerequisite Revision FROM "Prerequisite: READ 096 F with a grade of C or Pass, or placement test" TO "Prerequisite: ENGL 100 F or ENGL 100 HF or ENGL 101 F or</p>

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
					ENGL 110 F, with a grade of C or better," because READ 096 F will no longer be offered, and the course is being proposed as a way to fulfill the critical thinking requirement, which requires college writing as a prerequisite. Furthermore, the prerequisite is being revised in order to include ENGL 110 F, as ENGL 110 F is a new course, equivalent to ENGL 100 F, ENGL 100HF and ENGL 101.
SOC 101 F Introduction to Sociology Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (Changing the overall scope of the course) • Method of Instruction • Multicultural Requirement • Six-year review • Textbooks • GE: • Associate Degree General Education Requirements • Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to general Area D (instead of specific sub-category in Area D). Updated DE Contact types.
SOC 101HF Honors Introduction to Sociology Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (Changing the overall scope of the course) • Multicultural Requirement • Six-year review 	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is	2020 Fall	Six-year review. Updated assessment methods. Updated CSU GE to Area D (instead of specific sub-category in Area D). Updated DE Contact Types.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> • Textbooks • GE: • Associate Degree General Education Requirements • Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding 		extensive instructor-student interaction, as well as extensive interaction between students.		
SOC 102 F Social Problems Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Schedule Description Update • Textbooks • GE: • Associate Degree General Education Requirements • Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D). Updated DE Contact Types.
SOC 198 F Sociology Internship Units: 1 Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> • Add Distance Education(hybrid) • Add Distance Education(online) • Catalog Description Update • Schedule Description Update • Six-year review • Textbooks 	25	This internship course is based on the premise of one-to-one instructor-student interaction and supervision.	2020 Fall	Six-year review.
SOC 199 F Sociology Independent	<ul style="list-style-type: none"> • Schedule Description Update • Six-year review 	25	Independent study courses in the Social Sciences are based	2020 Fall	Six-year review. Updated DE Contact types.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Study Units: 1 Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> • Textbooks 		on the premise of one-to-one instructor-student interaction and supervision, and include extensive individualized feedback on student work.		
SOC 201 F Dying and Death Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Assignments Revision • Catalog Description Update • Schedule Description Update • Six-year review • Student Learning Outcomes • Textbooks 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D). Updated DE contact types.
SOC 225 F Sociology of Women Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Assignments Revision • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Schedule Description Update • Six-year review • Textbooks • GE: • Associate Degree General Education Requirements 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D). Updated DE contact types. Proposing course to fulfill the Multicultural Education requirement for graduation.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding 				
SOC 225HF Honors Sociology of Women Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> Assignments Revision Catalog Description Update Course Content (that do not change the overall scope of the course) Multicultural Requirement Schedule Description Update Six-year review Textbooks GE: Associate Degree General Education Requirements Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding 	25	The Fullerton College Honors Advisory Board recommends a 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. Updated assessment methods and DE contact types. Proposing to fulfill Multicultural Education requirement. Updated GE Area D to general Area D instead of specific sub-category.
SOC 230 F Sociology of Gender Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> Catalog Description Update Course Content (that do not change the overall scope of the course) Multicultural Requirement Schedule Description Update Six-year review Textbooks GE: Associate Degree General Education Requirements 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D). Proposing course to fulfill the multicultural education requirement.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
	<ul style="list-style-type: none"> Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 		and grammatical expression.		
SOC 230HF Honors Sociology of Gender Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> Catalog Description Update Course Content (that do not change the overall scope of the course) Multicultural Requirement Schedule Description Update Six-year review Textbooks GE: Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 	25	The Fullerton College Honors Advisory Board recommends a maximum number of 25 students for a seminar-style honors course. This honors course will be taught as a seminar to allow for in-depth class discussion and student presentations.	2020 Fall	Six-year review. Updated DE contact types, SLO assessment methods, and CSU GE Area D (general instead of specific sub-area). Proposing course to fulfill the multicultural education requirement.
SOC 250 F Sociology of Aging Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> Schedule Description Update Six-year review Textbooks 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D). Updated DE contact types.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
SOC 277 F Sociology of Religion Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Schedule Description Update • Six-year review • Textbooks • GE: • Associate Degree General Education Requirements • Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 	45	The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression.	2020 Fall	Six-year review. Updated assessment methods. Updated class size justification to describe more accurately. Updated CSU GE to Area D (instead of specific sub-category in Area D).
SOC 277HF Honors Sociology of Religion Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Multicultural Requirement • Schedule Description Update • Six-year review • Textbooks • GE: • Associate Degree General Education Requirements • Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2020 Fall	Six-year review. Updated assessment methods. Updated CSU GE to Area D (instead of specific sub-category in Area D).
SOC 285 F Drugs and	<ul style="list-style-type: none"> • Course Content (that do not change 	45	This course includes lecture, discussion	2020 Fall	Six-year review. Updated DE Contact types, updated CSU GE

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Society Units: 3 Lecture: 3 Laboratory: 0	the overall scope of the course) <ul style="list-style-type: none"> • Objectives Revision • Schedule Description Update • Six-year review • Textbooks 		and/or group learning. Evaluation is through objective exams, essay exams, and/or writing assignments. While the instructor does lecture, some class time focuses on discussion, group learning, and/or formal/informal student presentations.		to Area D instead of specific Area D designation, updated SLO assessment methods.
SOC 290 F Sociology of Race and Ethnicity Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Catalog Description Update • Course Content (that do not change the overall scope of the course) • Method of Evaluation • Multicultural Requirement • Six-year review • Textbooks • GE: • Associate Degree General Education Requirements • Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions 	45	The primary mode of instruction is lecture and discussion and/or group learning. Evaluation primarily through objective exams and writing assignments. Some class time focuses on discussion, group learning, and/or formal/informal student presentations.	2020 Fall	Six-year review. Updated DE contact types. Updated assessment methods. Updated CSU GE Area D to general area instead of specific sub-area.
SOC 292 F Introduction to Criminology Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Six-year review • Textbooks 	45	The primary mode of instruction is lecture and discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are	2020 Fall	Six-year review. Updated DE contact types. Updated assessment methods. Updated CSU GE Area D to general area instead of specific sub-area.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			assessed mostly for concepts and structure. Some class time focuses on discussion, group learning, and/or formal/informal student presentations.		
SOC 299 F Sociology Independent Study: Advanced Units: 1 Lecture: 0 Laboratory: 3	<ul style="list-style-type: none"> • Schedule Description Update • Six-year review • Textbooks 	25	Independent study courses in the Social Sciences are based on the premise of one-to-one instructor-student interaction and supervision, and include extensive individualized feedback on student work.	2020 Fall	Six-year review.
SOSC 125 F Introduction to Research Methods Units: 3 Lecture: 3 Laboratory: 0	<ul style="list-style-type: none"> • Prerequisite: <ul style="list-style-type: none"> • SOC 101 F • SOC 101HF or • Catalog Description Update • Hours (WSCH Lecture and/or Lab) • Prerequisite Validation • Six-year review • Textbooks • Unit Revision 	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 and critical thinking exercises. Writing assignments are assessed for empirical support and evidence, development of hypotheses and measurable variables, as well as sociological concepts and	2020 Fall	Six-year review. Hours revision FROM Lec 4 Lab 0 TO Lec 3 Lab 0. Per discipline faculty recommendation, reducing course FROM 4 units TO 3 units to better align with C-ID course descriptor and standard of practice for Social Science/Sociology Research Methods courses. Per Articulation officer, this unit change from 4 to 3 units is a significant change and will need to be resubmitted for UC, CSU GE and IGETC re-review. Updated General Ed screen from CSU GE Area D10 to CSU GE Area D to update CurriCUNET records.

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
			structure. Emphasis on computer applications appropriate for Social Science research.		

DELETE COURSES/CERTIFICATES		
COURSE ID	EFF DATE	JUSTIFICATION
ACCT 011 F	2019 Fall	COURSE DELETION. This course is being replaced by ACCT 110 F.
ACCT 090 F	2019 Fall	Course is being deleted. This SHELL course is no longer offered. Program Impacts: Accounting Certificate - program revision removing ACCT 090 F has already been approved.

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Architecture	<p>The Architecture Mini CAD Certificate prepares students to be functional within two and three-dimensional CAD systems used in the architecture/engineering/construction industry. The student will generate drawings from existing designs, plot drawings, create electronic files and develop file management skills. A minimum grade of C is required in each course taken. This certificate requires a total of 9 units.</p> <p>Architecture Mini CAD Certificate Architecture Mini CAD Certificate Units ARCH124 F Architectural CAD I 3 ARCH924 F Architectural CAD II 3 ARCH934 F Architectural CAD III 3 Total Units 9</p>	2020 Fall	This program allows students to gain basic CAD skills rapidly to enter into the field of Architecture, Engineering, Construction, and Interior Design.
Business	The Business of Art Certificate combines business coursework in entrepreneurship, marketing and accounting with courses focused on studio arts, art management and leadership	2020 Fall	New certificate for art students to gain entrepreneurship knowledge to be successful in the business of art. This certificate is a

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	<p>practices for a self-employed career in Art. Students examine methods for sustaining a self-directed career in the arts and for making their art viable in the marketplace. A minimum grade of C is required in each course taken. This certificate requires a total of 18 units.</p> <p>The Business of Art Certificate Required Entrepreneurship Courses (9 units) Units BUS181 F The Entrepreneurial Mindset 3 or BUS180 F Small Business Management 3 ART123 F Business Practices in Art 3 or MKT201 F Small Business Promotions 3 ACCT100 F Small Business Accounting 3</p> <p>Choose 9 units from one ART Module listed below: Units</p> <p>Painter module Units ART202 F Advanced Painting I 3 ART203 F Advanced Painting II 3 ART290 F Portfolio Preparation and Artwork Presentation 3</p> <p>Sculptor module Units ART121 F Three-Dimensional Design 3 ART161 F Advanced Sculpture 3 ART268 F Advanced Sculpture II 3</p>		<p>collaboration between the Business Management and the Art Department.</p>

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	<p>Jeweler module Units ART121 F Three-Dimensional Design 3 ART274 F Advanced Jewelry Casting 3 ART276 F Advanced Jewelry Fabrication 3</p> <p>Ceramist module Units ART121 F Three-Dimensional Design 3 ART155 F Intermediate Ceramics 3 ART254 F Advanced Ceramics 3</p> <p>Art Discipline Courses (choose one art module)</p> <p>Tile module Units ART120 F Basic Design 3 ART121 F Three-Dimensional Design 3 ART260 F Tile III 3</p> <p>Gallery Module Units ART122 F Museum Studies- Introduction to Gallery Practices 3 ART124 F Museum Studies-Exhibition Production 3 ART125 F Museum Studies-Exhibition Design and Careers 3</p> <p>Illustrator module Units ART222 F Composition for Artists: Elements and Principles</p>		

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	3 ART246 F Advanced Illustration 3 ART290 F Portfolio Preparation and Artwork Presentation 3 Total Units 18		
Technology	<p>The Automation Fundamentals Certificate is designed to provide fundamental hands-on training on automated systems and equipment. Students will study the basic principles, applications, concepts and functions of electrical systems, electrical components, motors, programmable logic controllers, and mechanical components. This certificate requires a total of 11-12 units. A minimum of grade of C is required in each course taken. At least one half of the units toward the certificate must be completed at Fullerton College.</p> <p>Automation Fundamentals Certificate Required Courses Units</p> <p>TECH081 F Technical Mathematics I 3</p> <p>TECH108 F Manufacturing Processes 3</p> <p>or</p> <p>TECH127 F Industrial Safety 2</p> <p>TECH131 F Basic Electricity and Basic Electronics 2</p> <p>TECH132 F Basics of Electric Motor Controls 2</p> <p>TECH135 F Introduction to Programmable Logic Controllers 2</p> <p>Total Units 11-12</p>	2020 Fall	<p>Research and Markets released a report titled, "Global Industrial and Factory Automation Market Analysis and Forecast," which laid out the growth for the automation industry through 2018. The report goes on to detail that by 2018 the industrial automation equipment and services market will grow at a compounded annual growth rate (CAGR) of more than 7% to reach a market size of \$283.2 billion. This reason along with local demand has created a need for such a program at Fullerton College.</p>
Technology	<p>The Autonomous Systems Certificate is designed to develop the skills necessary to provide a comprehensive understanding of</p>	2020 Fall	<p>This certificate is being developed as part of a fast track avenue for individuals involved in the new</p>

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	<p>autonomous systems. Students seeking a certificate in Autonomous Systems may pursue careers in industries such as manufacturing, defense, agriculture, surveying, medical, automotive, power, communications and many more. In order to be well prepared for this technical field, students should complete as many courses as possible that relate to future job and career prospects. This certificate requires a total of 15-17 units.</p> <p>Autonomous Systems Certificate Required Courses Units TECH081 F Technical Mathematics I 3 TECH108 F Manufacturing Processes 3 or TECH127 F Industrial Safety 2 TECH131 F Basic Electricity and Basic Electronics 2 TECH132 F Basics of Electric Motor Controls 2 TECH135 F Introduction to Programmable Logic Controllers 2 TECH150 F Basic Drone Piloting 2 or TECH151 F Applied Drone Piloting 3 TECH155 F Applied Drone Lab 2</p> <p>Total Units 15-17</p>		<p>drone technology area. In an effort to keep up with the rapid pace of a growing field of study and employment this certificate will allow students to complete their studies within a year.</p>
Technology	<p>The Autonomous Development Technology Associate in Science Degree is designed to develop the skills necessary to facilitate transfer to a university and provide a comprehensive understanding of autonomous systems. Students seeking a degree in engineering or areas related to Autonomous Systems Technology may pursue careers in industries</p>	2020 Fall	<p>This degree is being developed as part of the new drone technology area, and in an effort to keep pace with the growing field of study and employment.</p>

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	<p>such as manufacturing, defense, agriculture, surveying, medical, automotive, power, communications and many more. In order to be well prepared for upper division curriculum at a university in technical fields, students should complete as many courses as possible that relate to future job and career prospects. This degree requires a total of 26-30 units.</p> <p>Autonomous Systems Development Associate in Science Degree</p> <p>Required courses</p> <p>Required Courses (20-21 units) Units</p> <p>CIS212 F Robotic Programming 3</p> <p>ENGR110 F Introduction to Engineering 3</p> <p>ENGR203 F Electric Circuits 4</p> <p>ENGR203LF Electric Circuits Lab 1</p> <p>MACH101 F Introduction to Machine Tools 5</p> <p>TECH150 F Basic Drone Piloting 2</p> <p>or</p> <p>TECH151 F Applied Drone Piloting 3</p> <p>TECH155 F Applied Drone Lab 2</p> <p>Electives Restricted</p> <p>Restricted Electives (6-9 units) Units</p> <p>CIS201 F Introduction to Python Programming 3</p> <p>DRAF944 F Solidworks 3</p> <p>ENGR105 F Engineering CAD 4</p> <p>MACH102 F Intermediate Machine Tools 5</p> <p>MACH150 F CNC Programming Using Mastercam</p>		

NEW DEGREES/CERTIFICATES			
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
	3 MATH151 F Calculus I 4 or MATH151HF Honors Calculus I 4 MATH152 F Calculus II 4 or MATH152HF Honors Calculus II 4 PHYS221 F General Physics I 4 Total Units 26 – 30		

MODIFY DEGREES/CERTIFICATES				
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION
Accounting	<ul style="list-style-type: none"> • Program Unit Revision • Catalog Description Update • Removing Courses from "Required" • Adding Courses to "Required" 	<p>The Accounting Associate in Science Degree is designed to prepare students for employment in the fields of accounting and/or bookkeeping. This major is best suited for the student who wishes to pursue secure rewarding positions such as accounting manager, internal auditor, financial analyst, tax accountant, or controller in public accounting firms, corporations, governmental agencies, or not-for-profit organizations. This degree requires 31-32 units.</p> <p>Accounting Associate in Science Degree Required Courses (25-26 units) Units ACCT101AF Financial Accounting 5 or</p>	2019 Fall	This program is being revised to change course BUS 241AF to BUS 245 F. Updated ACCT 202 F which reduced units from 4 to 3 units. Updated ACCT 107 F which increased units from 2 to 3 units. Removed ACCT 100AF and ACCT 100BF as courses are no longer offered. Revised Program Units FROM 34-37 units TO 31-34 units.

		ACCT102HF Honors Financial Accounting 5 ACCT101BF Managerial Accounting 5 ACCT104 F Computerized Accounting 2 or ACCT107 F Computerized Accounting with QuickBooks 3 ACCT201AF Intermediate Accounting 5 ACCT201BF Intermediate Accounting 5 ACCT202 F Introduction to Cost Accounting 3 Restricted Electives (6 units) Units ACCT100 F Small Business Accounting 3 ACCT110 F Payroll Accounting 3 ACCT203 F Auditing 3 ACCT204 F Analysis of Financial Statements 3 CIS106 F Beginning Spreadsheet (MS Excel) 3 BUS240 F Legal Environment of Business 3 or BUS240HF Honors Legal Environment of Business 3 or BUS245 F Business Law I 3		
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		BUS111 F Business Communications 3 or BUS211 F Critical Reasoning and Writing for Business 3 or BUS211HF Honors Critical Reasoning and Writing for Business 3 Total Units 31 – 32		
Administration of Justice	<ul style="list-style-type: none"> • Program Title Revision • Program Unit Revision • Catalog Description Update • Removing Courses from "Required" 	<p>The Crime Scene Investigation Certificate is designed to prepare students for entry-level employment as a crime scene investigator or field evidence technician in the law enforcement field. This certificate requires a total of 16.5 units. A minimum grade of C is required in each course taken. At least one half of the units toward the certificate must be completed at Fullerton College.</p> <p>Crime Scene Investigation Certificate (2020) Required Courses (16.5 units) Units AJ092 F Crime Scene Investigation 1 AJ093 F DNA Genetic Fingerprinting 0.5 AJ151 F Police Report Writing 3 AJ222 F Rules of Evidence 3 AJ223 F Criminal Investigation 3 AJ230 F Crime Scene Techniques 3</p>	2020 Fall	The word "Skills" was removed from the program title. AJ 096 F was removed from the Required courses. Unit revision FROM 17 units TO 16.5 units.

		PHOT111 F Introduction to Photography from Analog to Digital 3 Total Units 16.5		
Administration of Justice	<ul style="list-style-type: none"> • Catalog Description Update • Removing Courses from "Restricted Electives" 	<p>The Law Enforcement Professional Development Certificate is designed to meet the basic requirements of California Penal Code 13510 in raising the competence level of current and aspiring law enforcement personnel. Certain courses offered as restricted electives may be eligible for certification by the California Commission on Peace Officer Standards and Training (P.O.S.T.). This certificate requires the completion of 17-18.5 units. A minimum grade of C is needed for each required course taken, with the exception of AJ 079 F (CR/NC). At least one half of the units toward the certificate must be completed at Fullerton College.</p> <p>Law Enforcement Professional Development Certificate (2020) Required Courses (9.5) Units</p> <p>AJ 079 F Law Enforcement Career Preparation 0.5</p> <p>AJ 100 F Introduction to Criminal Justice 3</p> <p>AJ 110AF Criminal Law 3</p> <p>AJ 151 F Police Report Writing 3</p> <p>Restricted Electives (7.5 - 9) Units</p> <p>AJ 069 F Health and Safety 11550-Drug Influence</p>	2020 Fall	AJ 096 F removed from Required Courses.

		0.5 AJ 070 F Emergency Management 1.5 AJ 071 F Preventing Racial Profiling 0.5 AJ 072 F Investigating Domestic Terrorism 1 AJ 075 F Cultural Diversity 1 AJ 077 F Organized Crime 1 AJ 078 F Multi-Agency Task Forces 0.5 AJ 080 F Lifetime Fitness for Law Enforcement 2 AJ 084 F Domestic Violence 0.5 AJ 085 F Police Vehicle Pursuits 2 AJ 089 F Child Abuse/Child Pornography 0.5 AJ 091 F Law Enforcement Instructor Development 2 AJ 092 F Crime Scene Investigation 1 AJ 093 F DNA Genetic Fingerprinting 0.5 AJ 095 F Preventing Sexual Harassment 0.5 Total Units 17 - 18.5		
Architecture	<ul style="list-style-type: none"> • Course Unit Revision • Program Unit Revision 	Architectural CAD Technology Certificate The Architectural CAD Technology Certificate is designed to prepare students for, employment in the	2020 Fall	Revising certificate units FROM 27-32 TO 26-31 to reflect unit change of course COMM 135 F from 4 units to 3 units.

	<ul style="list-style-type: none"> • Catalog Description Update 	<p>architectural field. Students may seek employment as a CAD drafter, CAD technician, 3D BIM modeler or renderer in the fields of architecture, engineering, construction and interior design. This certificate requires a total of 26-31 units.</p> <p>Required Courses (20-22 units) Units</p> <p>ARCH 111 F Introduction to Architecture 3</p> <p>ARCH 124 F Architectural CAD I 3</p> <p>ARCH 924 F Architectural CAD II 3</p> <p>ARCH 934 F Architectural CAD III 3</p> <p>ARCH 114 F Architectural Materials and Methods 3</p> <p>ARCH 227 F Internship in Architecture 2 - 4</p> <p>BUS 180 F Small Business Management 3</p> <p>Restricted Electives (6-9 units) Units</p> <p>COMM 135 F Essentials of Argumentation 3</p> <p>CSTR 031 F International Building Code 3</p> <p>CSTR 041 F International Residential Code 3</p> <p>Total Units 26 - 31</p>		
Business	<ul style="list-style-type: none"> • Program Unit Revision • Catalog Description Update 	<p>The Entrepreneurship Associate in Science Degree is designed to prepare students with key considerations for starting and managing a business. Everyone can be an Entrepreneur. We will</p>	<p>2020 Fall</p>	<p>Revising program to fulfill a stronger Entrepreneurship course/program standards in this industry. Program unit revision FROM 34-37 TO 22-25 due to a fundamental change in</p>

	<ul style="list-style-type: none"> • Removing Courses from "Required" • Adding Courses to "Required" • Adding Courses to "Restricted Electives" • Removing Courses from "Restricted Electives" 	<p>guide you step-by-step through solid business planning. Upon program completion, students will have a business plan and the operational skills necessary to start or expand a business. This degree requires 22-25 units.</p> <p>Entrepreneurship Associate in Science Degree</p> <p>IDEATION/ENTREPRENEURSHIP CORE COURSES</p> <p>Required Courses (6 units)</p> <p>Units</p> <p>BUS 187 F Innovation and New Product Development 3</p> <p>or</p> <p>BUS 188 F Introduction to the Internet of Things Product Development 3</p> <p>or</p> <p>BUS 185 F Creativity Matters! 3</p> <p>BUS 180 F Small Business Management 3</p> <p>or</p> <p>BUS 181 F The Entrepreneurial Mindset 3</p> <p>ACCOUNTING: Choose one course from the following for a total of 3-5 units:</p> <p>Units</p> <p>ACCT 100 F Small Business Accounting 3</p> <p>ACCT 101AF Financial Accounting 5</p> <p>ACCT 101BF Managerial Accounting 5</p>	<p>how we teach entrepreneurship.</p>
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		<p>E-COMMERCE/WEBSITE: Choose one course from the following for a total of 3 units: Units BUS 170 F Principles of E-Business 3 BUS 182 F Mobile Applications (APPs) for Business 3 CIS 152 F Web Design I 3</p> <p>LEGAL: Choose one course from the following for a total of 3 units: (See a counselor for determination of correct course) Units BUS 240 F Legal Environment of Business 3 BUS 245 F Business Law I 3</p> <p>MANAGEMENT: Choose one course from the following for a total of 3-4 units: Units BUS 112 F Public Speaking for Business 4 or COMM 100 F Public Speaking 3 BUS 180 F Small Business Management 3 BUS 262 F Principles of Management 3 BUS 266 F Human Relations in Organizations 3 BUS 267 F Principles of Supervision 3</p>	
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		<p>BUS 268 F Human Resource Management 3</p> <p>BUS 271 F Leadership and Business Ethics 3</p> <p>MARKETING: Choose one course from the following for a total of 3 units: Units</p> <p>MKT 103 F Principles of Advertising 3</p> <p>MKT 151 F Digital Marketing 3</p> <p>MKT 201 F Small Business Promotions 3</p> <p>BUS 224 F International Marketing 3</p> <p>ENTREPRENEURSHIP SPECIAL TOPICS: Choose courses from the following for a total of 1 units: Units</p> <p>BUS 186 F Funding Special Projects and New Ventures 1</p> <p>Total Units 22 – 25</p>		
Communication Studies	<ul style="list-style-type: none"> • Course Unit Revision • Program Unit Revision • Catalog Description Update • Adding Courses to "Restricted Electives" • Removing Courses from "Restricted Electives" • 	<p>Communication Studies Associate in Arts Degree for Transfer</p> <p>The Associate in Arts Degree in Communication Studies for Transfer, also called the Communication Studies AA-T Degree, prepares students to transfer to CSUs that offer bachelor's degrees in Communication Studies. Ed Code Section 66746-66749 states students earning the Communication Studies AA-T degree will be granted priority for admission as a</p>	2020 Fall	We are changing COMM 100 F and COMM 135 FROM 4 units TO 3 units, and we are moving one class, JOUR 110 F, from Category B to Category C, and adding JOUR 110HF, its Honors equivalent, to Category C, as well. We added a sentence in the Catalog Description that students earning an AA-T will also be prepared to enter other, non-CSU, universities.

	<p>Communication Studies major to a local CSU, as determined by the CSU campus to which the student applies. Students planning to attend other universities will benefit from this degree, as well. Communication Studies prepares students to identify and solve communication problems, to facilitate effective communication in professional and interpersonal interactions to develop collaborative forms of problem solving and decision making. While a baccalaureate degree is recommended preparation for those considering communication focused careers in fields such as education, training and development, sales, community relations, public relations, the ministry, law, business, entertainment, nonprofit organizations and government, completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. This degree requires a total of 18-20 units.</p> <p>*COMM 138 F is a course that may be taken up to four times for two units each time.</p> <p>Students may count up to three units of COMM 138 F in List B of the Communication Studies AA-T. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements:</p> <p>(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:</p> <p>(a) The Intersegmental General</p>	
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		<p>Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.</p> <p>Required Course (3 units) Units COMM 100 F Public Speaking 3</p> <p>List A. Select 6 units. Students may choose from the following courses: Units COMM 105 F Interpersonal Communication 3 COMM 124 F Small Group Communication 3 COMM 135 F Essentials of Argumentation 3</p> <p>List B. Select 6-8 units. Students may choose from any course not used in List A and/or any of the following courses: Units COMM 120 F Intercultural Communication 3 COMM 138 F Forensics 2</p> <p>List C. Select 3 units. Students may choose from any course not used in Lists A or B or from any of the following courses: Units ANTH 102 F Cultural Anthropology 3</p>		
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		or ANTH 102HF Honors Cultural Anthropology 3 JOUR 101 F Reporting and Writing 3 JOUR 110 F Mass Media Survey 3 or JOUR 110HF Honors Mass Media Survey 3 PSY 101 F General Psychology 3 or PSY 101HF Honors General Psychology 3 SOC 101 F Introduction to Sociology 3 or SOC 101HF Honors Introduction to Sociology 3 Total Units 18 - 20		
Child Development and Educational Studies	<ul style="list-style-type: none"> • Course Unit Revision • Program Unit Revision • Catalog Description Update 	Elementary Teacher Education Associate in Arts Degree for Transfer The Associate in Arts in Elementary Teacher Education for Transfer (AA-T), also called the Elementary Teacher Education AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in Liberal Studies or Integrated Teacher Education Programs. Ed Code Section 66746-66749 states students earning the Elementary Teacher Education AA-T degree will be granted priority for	2020 Fall	Revising program to reflect course unit changes (COMM 100 F and COMM 135 F). Program unit revision FROM 54-57 units TO 53-56 units.

		<p>admission as a Liberal Studies or Integrated Teacher Education Program major to a local CSU, as determined by the CSU campus to which the student applies.</p> <p>The Elementary Teacher Education AA-T Degree is designed for students who will be transferring to a four-year institution, obtaining a Bachelor's degree and pursuing a teaching credential through a California State University (CSU) integrated or traditional teacher preparation program. Course and degree requirements may vary at each CSU campus therefore it is important that students consult with a Fullerton College Teacher Preparation Counselor and respective university transfer representative to confirm program requirements and transferable work. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements:</p> <p>(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:</p> <p>(a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.</p> <p>(b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses</p>		
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		<p>required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major. The Elementary Teacher Education AA-T Degree requires a total of 53-56 units.</p> <p>Required Core Courses: (47-49 units) Units</p> <p>CDES 261 F Introduction to Elementary Classroom Teaching 3</p> <p>CDES 120 F Child Development 3</p> <p>BIOL 100 F Principles of Biology 4 or BIOL 101 F General Biology 5 or BIOL 101HF Honors General Biology 5</p> <p>CHEM 100 F Chemistry for Daily Life 4 or CHEM 101 F Chemistry for Allied Health Science 5</p> <p>PHYS 130 F Elementary Physics 4</p> <p>ESC 101 F Earth Science Survey 3 and ESC 101LF Earth Science Survey Lab 1 or ESC 107 F Earth Science for Educators 4</p> <p>MATH 203 F Mathematics for Future Elementary Teachers 3</p> <p>COMM 100 F Public Speaking</p>	
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		<p>3 ENGL 100 F College Writing</p> <p>4 or ENGL 100HF Honors College Writing</p> <p>4 or ENGL 101 F Enhanced College Writing</p> <p>5 ENGL 102 F Introduction to Literature</p> <p>3 or ENGL 102HF Honors Introduction to Literature</p> <p>3 GEOG 100 F Global Geography</p> <p>3 or GEOG 100HF Honors Global Geography</p> <p>3 HIST 112 F World Civilizations to 1550</p> <p>3 or HIST 112HF Honors World Civilizations to 1550</p> <p>3 HIST 170 F History of the United States to 1877</p> <p>3 or HIST 170HF Honors History of the United States to 1877</p> <p>3 POSC 100 F American Government</p> <p>3 or POSC 100HF Honors American Government</p> <p>3 List A (3-4 units) Select one course from the following: Units</p>		
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		ENGL 103 F Critical Reasoning and Writing 4 or ENGL 103HF Honors Critical Reasoning and Writing 4 ENGL 104 F Critical Thinking and Writing about Literature 4 ENGL 201 F Intermediate College Writing 3 PHIL 172 F Critical Thinking/Writing 3 List B (3 units) Select one course from the following: Units ART 110 F Introduction to Art 3 DANC 100 F Dance Appreciation 3 MUS 116 F Music Appreciation 3 THEA 100 F Introduction to the Theatre 3 Total Units 53 – 56		
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<p>Law, Public Policy, and Society</p>	<ul style="list-style-type: none"> • Course Unit Revision • Program Unit Revision • Catalog Description Update 	<p>Law, Public Policy and Society Associate in Arts Degree for Transfer</p> <p>The Law, Public Policy, and Society Associate in Arts Degree for Transfer, also called the Law, Public Policy, and Society AA-T or ADT, prepares students to transfer to CSU campuses that offer bachelor's degrees in Law, Public Policy, and Society. Ed Code Section 66746-66749 states students earning the Law, Public Policy, and Society AA-T degree will be granted priority for admission as a Law, Public Policy, and Society major to a local CSU, as determined by the CSU campus to which the student applies. The Law, Public Policy and Society ADT focuses on the development of communication skills, introduces students to the legal field, and prepares students for transfer to a CSU. In the program, students will learn to analyze social science and theories, evaluate diverse viewpoints related to the human experience, and produce evidence-based arguments. Students who choose to pursue an ADT In Law, Public Policy and Society will be prepared to go into a variety of majors such as Political Science, Communication Studies, Economics, Philosophy, and Social and Behavioral Sciences. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) The</p>	<p>2020 Fall</p>	<p>Program being revised due to course unit changes (COMM 100 F and COMM 135 F both changing from 4 to 3 units). Program unit revision FROM 32-36 units TO 32-35 units.</p>
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		<p>Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major. This degree requires a total of 32-35 units.</p> <p>Required Core Courses (26 - 28 units):</p> <p>Units</p> <p>AJ 100 F Introduction to Criminal Justice 3 or AJ 110AF Criminal Law 3 or AJ 220 F Criminal Procedure 3 or BUS 240 F Legal Environment of Business 3 or BUS 240HF Honors Legal Environment of Business 3 or BUS 245 F Business Law I 3 PHIL 160 F Introduction to Ethics 3 COMM 100 F Public Speaking 3 or</p>	
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		<p>COMM 135 F Essentials of Argumentation 3 or COMM 124 F Small Group Communication 3 ENGL 100 F College Writing 4 or ENGL 100HF Honors College Writing 4 or ENGL 101 F Enhanced College Writing 5 ENGL 103 F Critical Reasoning and Writing 4 or ENGL 103HF Honors Critical Reasoning and Writing 4 or PHIL 170 F Logic and Critical Thinking 3 MATH 120 F Introductory Probability and Statistics (2018) 4 or MATH 120HF Honors Introductory Probability and Statistics (2018) 4 or PSY 161 F Elementary Statistics for Behavioral Science (2018) 4 or PSY 161HF Honors Elementary Statistics for Behavioral Science (2018) 4 or SOSC 120 F Introduction to Probability and Statistics (2019)</p>	
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		<p>4 HIST 170 F History of the United States to 1877 3 or HIST 170HF Honors History of the United States to 1877 3 or HIST 171 F History of the United States since 1877 3 or HIST 171HF Honors History of the United States since 1877 3 POSC 100 F American Government 3 or POSC 100HF Honors American Government 3 Select at least two courses (6-7 units) from two of the areas listed below (NOTE: courses must not have been used above). Units Area 1: Administration of Justice / Criminal Justice / Criminology Units AJ 100 F Introduction to Criminal Justice 3 or AJ 110AF Criminal Law 3 or AJ 140 F Juvenile Procedures 3 or AJ 220 F Criminal Procedure 3 or AJ 222 F Rules of Evidence 3 or</p>	
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		<p>SOC 292 F Introduction to Criminology 3</p> <p>Area 2: Business Units</p> <p>BUS 240 F Legal Environment of Business 3</p> <p>or</p> <p>BUS 240HF Honors Legal Environment of Business 3</p> <p>or</p> <p>BUS 245 F Business Law I 3</p> <p>Area 3: Economics Units</p> <p>ECON 101 F Principles of Economics - Micro 3</p> <p>or</p> <p>ECON 101HF Honors Principles of Economics - Micro 3</p> <p>or</p> <p>ECON 102 F Principles of Economics-Macro 3</p> <p>or</p> <p>ECON 102HF Honors Principles of Economics-Macro 3</p> <p>Area 4: Political Science Units</p> <p>POSC 120 F Introduction to Political Theory 3</p> <p>or</p> <p>POSC 215 F Comparative Politics 3</p> <p>or</p> <p>POSC 200 F Introduction to the Study of Politics 3</p> <p>or</p> <p>POSC 230 F Introduction to International Relations 3</p>		
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		<p>Area 5: Public Policy Units</p> <p>GEOG 100 F Global Geography 3 or GEOG 100HF Honors Global Geography 3 or JOUR 140 F Public Relations/Publicity 3 or ETHS 235 F Contemporary Social Justice Movements 3 or ETHS 235HF Honors Contemporary Social Justice Movements 3 or SOC 102 F Social Problems 3 or SOC 285 F Drugs and Society 3 POSC 220 F Introduction to Public Administration 3</p> <p>Area 6: Diversity Units</p> <p>ANTH 102 F Cultural Anthropology 3 or ANTH 102HF Honors Cultural Anthropology 3 or COMM 120 F Intercultural Communication 3 or GEOG 160 F Cultural Geography 3 or SOC 230 F Sociology of Gender</p>	
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		3 or SOC 230HF Honors Sociology of Gender 3 or SOC 290 F Sociology of Race and Ethnicity 3 ETHS 101 F American Ethnic Studies 3 ETHS 129 F Introduction to African-American Studies 3 ETHS 130 F African-American History I 3 ETHS 131 F African-American History II 3 ETHS 150 F Introduction to Chicana/o Studies 3 ETHS 151 F Chicana/o History I 3 ETHS 152 F Chicana/o History II 3 ETHS 153 F Chicana/o and Latina/o Contemporary Issues 3 or ETHS 153HF Honors Chicana/o and Latina/o Contemporary Issues 3 ETHS 160 F History of the Native Americans 3 ETHS 170 F Introduction to Asian Pacific American Studies 3 ETHS 171 F Asian Pacific American History 3 PSY 131 F Cross Cultural Psychology 3		
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		<p>Area 7: College Success Units COUN 151 F Career and College Success 3 COUN 163 F Personal Growth and Life Transitions 3 Area 8: Internship / Fieldwork Units POSC 199 F Public Policy Internship 1 Total Units 32 – 35</p>		
Sociology	<ul style="list-style-type: none"> • Course Unit Revision • Program Unit Revision • Catalog Description Update • Six-year review • Program SLOA Revision • Adding Courses to "Restricted Electives" 	<p>Sociology Associate in Arts Degree for Transfer The Associate in Arts Degree in Sociology for Transfer, also called the Sociology AA-T, prepares students to transfer to CSU campuses and/or other colleges/universities that offer bachelor's degrees in sociology. Ed Code Section 66746-66749 states students earning the Sociology AA-T degree will be granted priority for admission as a sociology major to a local CSU, as determined by the CSU campus to which the student applies. The Sociology AA-T includes coursework in Sociology, the systematic, scientific study of society and social behavior. Sociologists look beyond individual events and experiences to the broader social patterns and variables that influence individuals. Sociologists study individual and group behaviors and social structures such as racism, sexism, poverty, health care, family, crime and deviance, population and the environment. The sociology</p>	2020 Fall	<p>Six-year review. SOSC 125 F revised from 4 to 3 units. Programs units changed FROM: 19-20 units TO: 18-19 units. Added new courses: SOC 280 F, 285HF, 292HF.</p>

	<p>major is designed to provide preparation leading to careers in sociology, social work, law, criminal justice, marketing research and counseling. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major. The Sociology Associate in Arts Degree for Transfer requires a total of 18-19 units. REQUIRED CORE: (3 units) Units SOC 101 F Introduction to Sociology 3 or SOC 101HF Honors Introduction to Sociology 3 REQUIRED CORE: Select 6-7 units Units SOC 102 F Social Problems 3</p>	
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		<p>SOSC 120 F Introduction to Probability and Statistics (2020) 4</p> <p>SOSC 125 F Introduction to Research Methods 3</p> <p>LIST A: Select 6 units Select any REQUIRED CORE course not already used, or any course from the list below Units</p> <p>SOC 225 F Sociology of Women 3</p> <p>or</p> <p>SOC 225HF Honors Sociology of Women 3</p> <p>SOC 230 F Sociology of Gender 3</p> <p>or</p> <p>SOC 230HF Honors Sociology of Gender 3</p> <p>SOC 275 F Marriage and Family 3</p> <p>or</p> <p>SOC 275HF Honors Marriage and Family 3</p> <p>SOC 290 F Sociology of Race and Ethnicity 3</p> <p>or</p> <p>SOC 290HF Honors Sociology of Race and Ethnicity 3</p> <p>SOC 292 F Introduction to Criminology 3</p> <p>or</p> <p>SOC 292HF Honors Introduction to Criminology 3</p> <p>LIST B: Select 3 units Select any course not already used from REQUIRED CORE or List A, or any course from the list below</p>	
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		Units SOC 201 F Dying and Death 3 SOC 250 F Sociology of Aging 3 SOC 277 F Sociology of Religion 3 or SOC 277HF Honors Sociology of Religion 3 SOC 280 F Media, Culture and Society 3 SOC 285 F Drugs and Society 3 or SOC 285HF Honors Drugs and Society 3 Total Units 18 – 19		
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DELETE DEGREES/CERTIFICATES		
DEGREE	EFF DATE	JUSTIFICATION
Communication Studies Associate in Arts Degree (FY 2020)	2020 Fall	The Communication Studies Department has decided to delete the Communication Studies Associate in Arts Degree , in order to focus on the Communication Studies Associate in Arts Degree for Transfer, related to student access and student success.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

SUBJECT: Cypress College
CCAP STEM Pathways Grant from
California Community College
Chancellor's Office (CCCCO)

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

BACKGROUND: Cypress College is pleased to report that it is the recipient of a CCAP STEM Grant from the California Community Colleges Chancellor's Office in the amount of \$1,666,666, for the performance period beginning July 01, 2019 (or upon Board of Trustees approval) and continuing through December 31, 2023, for Cypress College's Dual Enrollment Program to help high need students in the Anaheim Union High School District (AUHSD) access unprecedented career opportunities in Cybersecurity and Computer Science. We will be working with industry partners, community college peers, and Dual Enrollment students to help address the skills gap through the creation of Cybersecurity Computer Science pathways program (CS²) at Cypress College. The CS² pathway program was created to address issues identified in a pilot study completed by Cypress College faculty during our earlier program Pathway to Advance Cybersecurity Education (PACE). PACE was a guided Cybersecurity pathway (HS to 4-year College) that introduced Dual Enrollment courses as early as 9th grade with multiple educational and employment exit points. Our faculty will work with current students' hard skills and also refine soft skills essential for career success.

This item is being submitted by Henry Hua, Dean of Business and CIS, Dr. Behzad Izadi, CIS – Cybersecurity Faculty, and Stephanie Teer, Special Projects Director, Dual Enrollment at Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1 and #5: Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. 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: This item is in compliance with Board Policy 3280, Grants.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College is pleased to report that it is the recipient of a CCAP STEM Grant from the California Community Colleges Chancellor's Office in the amount of \$1,666,666. All funding will be received following Board approval and must be spent on program improvements for the above-referenced programs by December 31, 2023.

RECOMMENDATION: Authorization is requested to accept new revenue from the California Community Colleges Chancellor's Office in the amount of \$1,666,666. It is also 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. Further authorization is 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.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.f.2
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: June 25, 2019 Resolution _____
SUBJECT: Academic Personnel Information _____
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
June 25, 2019

RETIREMENTS

Alexander, John	CC	Automotive Technology Instructor Eff. 07/01/2019 PN CCF998
Kirkham, Richard	FC	Speech Instructor Eff. 08/05/2019 PN FCF855

NEW PERSONNEL

Abutin-Mitsch, Jeannie	CC	Counselor First Year Probationary Contract Class B, Step 10 Eff. 07/01/2019 PN CCF709
Alizadeh, Rassoul	CC	Cyber Security Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF710
Baum, Chad	FC	Physical Education Instructor/Head Baseball Coach First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF910
Boyd, Porsha	FC	Counselor First Year Probationary Contract Class B, Step 1 Eff. 07/01/2019 PN FCF942
Delgado, Ziza	FC	Ethnic Studies Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF787

Academic Personnel
June 25, 2019

Delshad, Archie	FC	Political Science Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF947
Frizler, Karla	NOCE	Director, NOCE ESL/Citizenship 12-month Position (100%) Range 24, Column C Management Salary Schedule Eff. 07/01/2019 PN SCM997
Ghidella, Richard	FC	Business Management Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF625
Jones, Jeanette	CC	Hotel Services Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF711
Langlois, Jessica	FC	Journalism Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF935
Latourelle, Elisa	FC	Counselor Second Year Probationary Contract Class B, Step 5 Eff. 07/01/2019 PN FCF710
Le Cornet, Karen	CC	Foreign Language Instructor (French/Spanish) First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF715

Academic Personnel
June 25, 2019

Luther, Mihoko	CC	Foreign Language Instructor (Japanese) First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF714
Magginetti, Jaclyn	CC	Anthropology Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF700
Nevarez, Rachel	FC	Fashion Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF894
Patrick-Norng, Michelle	NOCE	Counselor First Year Probationary Contract Class B, Step 1 Eff. 07/01/2019 PN SCF973
Ray, Alan	FC	Architecture Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF584
Rees, Myev	CC	Philosophy Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF699
Roach, Brian	FC	Computer Information Systems Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF731

Academic Personnel
June 25, 2019

Cowieson, William	FC	Mathematics Instructor Load Banking Leave With Pay (100%) Eff. 2019 Fall Semester
Farnham, Paul	FC	Mathematics Instructor Load Banking Leave With Pay (100%) Eff. 2019 Fall Semester
Ikeda, Nancy	FC	Mathematics Instructor Load Banking Leave With Pay (60.00%) Eff. 2019 Fall Semester
Lee, Eunju	CC	Mathematics Instructor Load Banking Leave With Pay (100%) Eff. 2019 Fall Semester
Nguyen, Kelly	CC	Mathematics Instructor Load Banking Leave With Pay (100%) Eff. 2019 Fall Semester
Phillips, Eileen	NOCE	NonCredit Basic Skills Instructor Load Banking Leave With Pay (12.66%) Eff. 2019 Fall Trimester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2019 SUMMER
INTERSESSION

Baum, Chad	FC	Column 1, Step 1
Mang, Dorri	FC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2019 FALL SEMESTER,
TRIMESTER

Jeanpierre, Shani	NOCE	Column 2, Step 1
Kim, Edward	CC	Column 1, Step 1
Funaro, Michael	NOCE	Column 2, Step 1
Taylor, Anne Marie	NOCE	Column 2, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Arellano, Peggy	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Azarcon, Cynthia	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Belblidia, Abdel-Allah	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Billiter, Laura	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Bystry, Phil	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Castro, Nora	FC	Reducing Bias in the Workplace Workshop Stipend not to exceed \$200 Eff. 04/25/2019
Cavazzi, Bentley	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Choi, Jean	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019

Academic Personnel
June 25, 2019

Clarke, Edward	FC	Umoja Community Education Summer Learning Institute Stipend not to exceed \$1,000.00 Eff. 06/10/2019-06/14/2019
Croteau, Ronald	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
DeSandro, Christopher	NOCE	ESL Professional Development Workshop Stipend not to exceed \$35.00 Eff. 01/03/2019
Dinh, Uyen	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$87.50 Eff. 04/15/2019
Disner, Evy	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Espinoza, M. Guadalupe	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Fillooy, Eileen	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019

Academic Personnel
June 25, 2019

Glicker, Eric	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Hasan, Fouton	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Heredia, Erik	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Hoffman, Andrew	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Howie, Sherri	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Hug, Daniel	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Jackson, Julia	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Jimenez, Alvin	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Kahlon, Herinder	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019

Academic Personnel
June 25, 2019

Kepler, Marc	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Khssassi, Zineb	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Koh, Myung	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Kolby, Kathryn	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Kopydlowska, Grzazyna	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Lee, Eugene	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Lim, Emmie	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Lim, Geu Rim	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Loredo, Jacqueline	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019

Academic Personnel
June 25, 2019

Lorge, Mary	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Lu, Xiaoyan	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Martin, Daniel	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Monroe, Kelly	NOCE	ESL Professional Development Workshop Stipend not to exceed \$70.00 Eff. 01/03/2019
Moore, Catherine	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Morillo, Karina	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Myers, Victoria	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Olivares, Norma	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Olivos, Tamara	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Pabla, Hardeep	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019

Academic Personnel
June 25, 2019

Pallan, Maria	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Pederson, Blake	NOCE	ESL Professional Development Workshop Stipend not to exceed \$140.00 Eff. 04/15/2019
Pham, Loan	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Plett, Anna	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Raval, Gira	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Rezai, Mayam	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Sahakian, Souzan	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Sanchez-Silva, Olivia	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
		ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019

Academic Personnel
June 25, 2019

Sattler, Tracy	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Sersea, Ioan	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Shahin, Mohammad	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Skinner, Michael	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Smith, Arnetta	FC	Umoja Community Education Summer Learning Institute Stipend not to exceed \$1,000.00 Eff. 06/10/2019-06/14/2019
Smith, Marlo	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Stehly, JoAnn	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 04/15/2019
Usary, Danny	NOCE	ESL Professional Development Workshop Stipend not to exceed \$105.00 Eff. 01/03/2019
Vizenor, Ashley	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Weber, Kevin	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019
Yano, James	FC	AB705 Adjunct Training Stipend not to exceed \$75.00 Eff. 06/11/2019

Academic Personnel
June 25, 2019

Young, Diane

NOCE ESL Professional Development Workshop
Stipend not to exceed \$105.00
Eff. 01/03/2019

CORRECTION TO BOARD AGENDA OF MAY 14, 2019
ADDITIONAL DUTY DAYS @ PER DIEM

Jackson, Donald

CC Theater Technical Director and Managing
Director of Theater Programming
From: 15 days
To: 7.5 days

Artistic Director-Resident Theater
Company
From: 11 days
To: 5.5 days

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

SUBJECT: Classified Personnel

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

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.

DECLINATION OF OFFER OF EMPLOYMENT

O'Hare-Griffith, Kimberly	CC	Executive Assistant 12-month position (100%) PN CCC688
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RESIGNATIONS

Miralles, Giselle	FC	Instructional Assistant, Academic Support Center 10-month position (100%) Eff. 06/21/2019 PN FCC836
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Tagley, Megan	FC	Senior Research and Planning Analyst 12-month position (100%) Eff. 06/29/2019 PN FCC581
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NEW PERSONNEL

Gutierrez Rojo, Elizabeth	CC	Library Assistant I 12-month position (100%) Range 33, Step E Classified Salary Schedule Eff. 07/01/2019 PN CCC693
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Perrault, Roxanne	FC	Administrative Assistant I 12-month position (100%) Range 33, Step B Classified Salary Schedule Eff. 06/26/2019 PN FCC810
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Rocha, Sandra	CC	Special Projects Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT999
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Rodriguez, Juan	CC	Instructional Aide, Learning Resource Center 10.5 month position (100%) Range 30, Step E Classified Salary Schedule Eff. 07/17/2019 PN CCC692
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Classified Personnel
June 25, 2019

REHIRES

Abreu, Cassandra	CC	Special Projects Coordinator, Welcome & Pledge Ctr. Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT720
Afshar, David	NOCE	Special Projects Manager, ESL Workgroup Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT952
Ali, Mir	CC	Special Projects Director/Medical Director and Supervising Physician of Cypress College Health Ctr Temporary Management Position (31%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT994
Arias Miller, Tina	AC	Special Projects Director, Ed. Services Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN DET993
Arriola-Nickell, Gail	AC	Special Projects Director/Edu. Services and Tech. Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN DET990
Avila, Brandi	FC	Special Projects Manager, UMOJA Temporary Management Project (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN FCT976
Bringman, Michelle	NOCE	Special Projects Manager/Adult Edu. Programs Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT954

Classified Personnel
June 25, 2019

Day, Renee	NOCE	Special Projects Manager, Supporting Adults for Student Success Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT961
Eberhart, Laurie	NOCE	Special Projects Director, OC Work-Based Learning and Job Placement Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT951
Fierro, Deniz	FC	Special Projects Director, Counseling Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN FCT969
Flores, Stephanie	CC	Special Projects Manager, Dual Enrollment Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT725
Garcia, Michelle	FC	Special Projects Director, Educational Partnerships Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 -06/30/2020 PN FCT977
Garcia, Yanet	CC	Special Projects Director, STEM Grant Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT993
Ghatikar, Rachel	CC	Special Projects Manager, College Foundation Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT718

Classified Personnel
June 25, 2019

Gleason, Terence	CC	Special Projects Manager, Distance Learning Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT727
Gonzalez Solis, Veronica	CC	Special Projects Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT721
Guy, Lorri	NOCE	Special Projects Manager, Disabled Student Services Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Services Eff. 07/01/2019 – 06/30/2020 PN SCT975
Hunter, Brent	AC	Special Projects Director, Planning and Policymaking Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Services Eff. 07/01/2019 – 06/30/2020 PN DET991
Johnson, Jessica	FC	Special Projects Manager, Embedded Tutoring Temporary Projects Coordinator (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN FCT979
Kiesselbach, Kenneth	NOCE	Special Projects Manager, CTE Workgroup Temporary Projects Manager (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT967
McEvoy, Grainne	FC	Special Projects Director, Medical Director Temporary Management Position (31%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN FCT983

Classified Personnel
June 25, 2019

Mejia, Rosa	CC	Special Projects Coordinator, STEM Grant Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT722
Mora, Denise	NOCE	Special Projects Coordinator, Strong Workforce Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT957
Obidah, Ruth	CC	Special Projects Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT722
Payan-Hernandez, Martha	FC	Special Projects Director, Career Technical Education Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN FCC971
Rivera, Hilda	NOCE	NOCE Special Project Manager, ESL Mentorship Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT968
Sanchez, Adrienne	CC	Special Projects Manager, Student Equity Achievement and Disabled Support Services Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT719
Sanchez, Belinda	NOCE	Special Projects Manager, Anaheim Pledge Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT956

Classified Personnel
June 25, 2019

Semana, Sonia	FC	Special Project Manager, Child Development Lab Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 12/31/2019 PN FCT970
Soto, Roxanna	NOCE	Special Project Manager, CWG Group Temporary Project Manager (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT955
Stanojkovic, Ivan	NOCE	Special Project Manager, Disabled Student Services Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT972
Teer, Stephanie	CC	Special Projects Director, Dual Enrollment Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT730
Tran, Luu	CC	Special Projects Coordinator, Student Achievement Equity Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN CCT981
Williams, Jodie	NOCE	Special Projects Manager, NOCRC/CAEP Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2019 – 06/30/2020 PN SCT953

Classified Personnel
June 25, 2019

PROMOTION

Critchlow, Adam FC Theater Technician
12-month position (100%)
PN FCC631

To: Theater Production Coordinator
12-month position (100%)
Range 45, Step C
Classified Salary Schedule
Eff. 06/26/2019
PN FCC885

Sestito, Teresa CC PE-Athletic Equipment Attendant
10-month position (100%)
PN CCC982

To: Athletic Equipment Coordinator
12-month position (100%)
Range 31, Step A + 15% Longevity
Classified Salary Schedule
Eff. 07/01/2019
PN CCC818

VOLUNTARY CHANGES IN ASSIGNMENT

Chteoui, Melisa CC Distance Learning Assistant (100%)

Extension of Temporary Change in Assignment
To: Administrative Assistant III
12-month position (100%)
Range 41, Step D + 20% Longevity
Classified Salary Schedule
Eff. 07/01/2019 – 12/31/2019

Critchlow, Adam FC Theater Technician (100%)

Extension of Temporary Change in Assignment
To: Theater Production Coordinator
12-month position (100%)
Range 45, Step C
Classified Salary Schedule
Eff. 06/01/2019 – 06/25/2019

Classified Personnel
June 25, 2019

Delgadillo, Dulce	NOCE	Senior Research Analyst (100%) Extension of Temporary Change in Assignment To: Interim Director, Institutional Research 12-month position (100%) Range 30, Column B Management Salary Schedule Eff. 07/01/2019 – 06/30/2020
Galvez, Curtis	NOCE	IT Technician (100%) Temporary Change in Assignment To: IT Security Analyst /Sys Admin 12-month position (100%) Range 55, Step A + PG&D Classified Salary Schedule Eff. 07/01/2019 – 06/30/2020
Gonzales, Vanessa	CC	Accounting Technician (100%) Extension of Temporary Change in Assignment To: Administrative Assistant III 12-month position (100%) Range 41, Step C + 10% Longevity + PG&D Classified Salary Schedule Eff. 07/01/2019 – 12/31/2019
Hsieh, Larry	AC	IT Security Analyst/System Administrator (100%) Extension of Temporary Change in Assignment To: IT Project Leader 12-month position (100%) Range 57, Step C + PG& D Classified Salary Schedule Eff. 07/01/2019 – 03/31/2020
Khan, Tamara	FC	Health Services Specialist (50%) Temporary Increase in Months & Percent Employed From: 9-months, 50% To: 10-months, 80% Eff. 07/01/2019 – 06/30/2020 PN FCC618

Classified Personnel
June 25, 2019

Luminarias, Thaddeus	FC	Student Services Specialist (100%) Extension of Temporary Change in Assignment To: FC Administrative Assistant II 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 07/01/2019 – 09/01/2019
Manchik, Victor	FC	Sr. Research & Planning Technology (100%) Extension of Temporary Change in Assignment To: AC Interim Director Institutional Research and Planning 12-month position (100%) Range 30, Column C Management Salary Schedule Eff. 07/01/2019 – 09/30/2019
Mix, Christina	CC	Administrative Assistant III (100%) Extension of Temporary Change in Assignment To: Executive Assistant III 12-month position (100%) Range 30C, Step D Confidential Salary Schedule Eff. 07/01/2019 – 12/31/2019
Patterson, Ryan	FC	Administrative Assistant I (100%) Extension of Temporary Change in Assignment To: Theater Technician 12-month position (100%) Range 41, Step B Classified Salary Schedule Eff. 07/01/2019 – 09/26/2019
Salazar, Kellyann	FC	Health Education Coordinator (100%) Temporary Decrease in Percentage Employed From: 100% To: 60% Eff. 07/01/2019 – 08/23/2019 PN FCT970

Classified Personnel
June 25, 2019

Uppal, Harpreet	NOCE	Research Analyst (100%) Extension of Temporary Change in Assignment To: Senior Research Analyst 12-month position (100%) Range 57, Step A + Doctorial Stipend Classified Salary Schedule Eff. 07/01/2019 – 06/30/2020
Volcy, Tyesha	CC	Executive Assistant III (100%) Extension of Temporary Change in Assignment To: Interim Program Manager, LEAP 12-month position (100%) Range 14, Column B Management Salary Schedule Eff. 07/01/2019 – 12/31/2019
West, Deborah	FC	Campus Safety Officer (100%) Extension of Temporary Change in Assignment To: NOCE Administrative Assistant II 12-month position (100%) Range 36, Step D + 10% Longevity + PGD Classified Salary Schedule Eff. 07/01/2019 – 12/31/2019

PROFESSIONAL GROWTH & DEVELOPMENT

Abutin, Roxanne	NOCE	Student Services Tech/SSSP (100%) 2 nd Increment (\$400) Eff. 07/01/2019
Allan, Belinda	CC	Instructional Assistant (100%) 5 th increment (\$400) Eff. 07/01/2020
Barbaro, Danielle	NOCE	Alternate Media Specialist (100%) 3 rd Increment (\$400) 4 th Increment (\$400) Eff. 07/01/2019
Bates, Miranda	AC	Campus Marketing/Outreach Assistant (100%) 1 st Increment (\$400) Eff. 07/01/2019

Classified Personnel
June 25, 2019

Borillo, Maureen	NOCE	IT Specialist, Systems Applications (100%) 1 st Increment (\$400) Eff. 07/01/2019
Brown, Nicholette	NOCE	NOCE High School Records Technician (50%) 1 st Increment (\$200) 2 nd Increment (\$200) Eff. 07/01/2019
Chaudhry, Mohammad	CC	Library Assistant II (100%) 3 rd increment (\$400) Eff. 07/01/2019
Feaster, Joshua	NOCE	Instructional Assistant/DSS (100%) 1 st Increment (\$400) Eff. 07/01/2019
Heredia, Edna	NOCE	Administrative Assistant II (100%) 4 th Increment (\$400) Eff. 07/01/2019
Hernandez, Carolina	NOCE	Admissions & Records Technician (100%) 1 st Increment (\$400) Eff. 07/01/2019
Hsieh, Larry	AC	IT Security Analyst/Systems Administrator (\$100) 1 st Increment (\$400) Eff. 07/01/2019
Nguy, Sabrina	FC	Administrative Assistant II (100%) 2 nd Increment (\$400) 3 rd Increment (\$400) Eff. 07/01/2019
Nguyen, Tim	AC	Systems Analyst – Technology (100%) 2 nd Increment (\$400) Eff. 07/01/2019
Orellana, Samy	AC	IT Security Analyst/Systems Admin (100%) 2 nd Increment (\$400) 3 rd Increment (\$400) Eff. 07/01/2019
Pham, Thomas	AC	Buyer (100%) 3 rd Increment (\$400) Eff. 07/01/2019

Classified Personnel
June 25, 2019

Sandoval, Enrique	NOCE	IT Services Coordinator I (100%) 1 st Increment (\$400) Eff. 07/01/2019
Solis Munoz, Samantha	FC	Admissions and Records Technician (100%) 1 st Increment (\$400) Eff. 07/01/2019

LEAVES OF ABSENCE

Anaya De Guerra Miryam	NOCE	Instructional Aide, High School Lab (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 06/04/2019 – 06/18/2019 (Consecutive Leave)
Avila, Brandi	FC	Temporary Special Project Manager, UMOJA (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Vacation Leave Until Exhausted; Unpaid Thereafter Eff. 06/21/2019 – 08/02/2019 (Consecutive Leave)
Beck, Mary Ann	FC	Child Care Teacher I (100%) Unpaid Personal Leave Eff. 06/07/2019 and 06/10/2019
Bonilla, Irma	FC	Campus Safety Officer Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 06/03/2019 – 06/14/2019 (Consecutive Leave)
Brown, Jonathan	FC	Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/24/2019 – 06/07/2019 (Consecutive Leave)
Coggi, Anita	FC	Administrative Assistant II (100%) Military Leave with Pay (USERRA) Eff. 05/29/2019 – 05/31/2019

Classified Personnel
June 25, 2019

Esquivel, Roland	NOCE	Campus Safety Officer Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 05/15/2019 – 06/06/2019 (Consecutive Leave)
Garcia, Miguel	CC	Facilities Custodian II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 05/24/2019 – 11/24/2019 (Intermittent Leave)
Jimenez, Martin	FC	HVAC Mechanic I (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 06/03/2019 – 06/13/2019 (Consecutive Leave)
Quiroz Hernandez, Alexis	AC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 05/24/2019 – 11/24/2019 (Intermittent Leave)
Udell, Robyn	CC	Laboratory Technician, Biology (100%) Family Medical Leave (FMLA/CFRA/PDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 06/05/2019 – 07/20/2019 (Consecutive Leave)
Vasquez, Norma	FC	Student Services Specialist, DSS (100%) Military Leave with Pay (USERRA) Eff. 06/06/2019 – 06/21/2019

STIPEND FOR ADDITIONAL ADMINSTRATIVE DUTIES

Aponte, Lance	AC	Data Quality Analyst (100%) Extension of 6% Stipend Eff. 07/01/2019 – 12/31/2019
Triefenbach, Laurie	AC	Catalog and Schedule Coordinator (100%) Extension of 6% Stipend Eff. 07/01/2019 – 12/31/2019

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

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
June 25, 2019

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Amundson, Stephen	CC	Technical Expert I	Piano Accompanist for Musical Theater Class	24	06/11/2019	06/30/2019
Amundson, Stephen	CC	Technical Expert I	Piano Accompanist for Musical Theater Class	24	07/01/2019	07/16/2019
Amundson, Stephen	CC	Technical Expert I	Piano Accompanist for Musical Theater Class	24	08/26/2019	12/12/2019
Arellano-Duenas, Cristina	FC	Technical Expert II	Distance Education Division Representative	12	03/01/2019	05/25/2019
Baron, German	FC	Project Manager	Strong Workforce Internship Project Employer/Student Database Development	26	07/23/2019	10/05/2019
Baron, German	FC	Project Manager	Strong Workforce Internship Project Employer/Student Database	26	10/14/2019	11/09/2019
Baron, German	FC	Project Manager	Strong Workforce Internship Project Employer/Student Database	26	11/18/2019	11/23/2019
Baron, German	FC	Project Manager	Strong Workforce Internship Project Employer/Student Database	26	12/02/2019	12/14/2019
Bauer, Jill	CC	Technical Expert I	Language Arts Side Kick Project	26	06/03/2019	06/30/2019
Bianchino, Annie	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	15	07/01/2019	06/30/2020
Brass, Monique	CC	Technical Expert II	HRSA HCOP Grant	26	06/12/2019	06/30/2019
Brass, Monique	CC	Technical Expert II	HRSA HCOP Grant	26	07/01/2019	08/30/2019
Cain, Joyce	FC	Technical Expert II	Guided Self-Placement Planning	15	07/01/2019	07/15/2019
Calabria, Vera	FC	Technical Expert II	Technical Training for MasterClass	6	02/21/2019	02/21/2019
Campbell, Garrett	FC	Technical Expert II	Distance Education Division Representative	25	03/01/2019	05/25/2019
Campbell, Garrett	FC	Technical Expert I	Coordinator: Online Teaching Certificate Program	15	06/01/2019	06/30/2019
Campbell, Garrett	FC	Technical Expert I	Coordinator: Online Teaching Certificate Program	15	07/01/2019	06/30/2020
Carmona, Mirta	NOCE	Project Expert	Project Expert – DSS Database support	26	11/04/2019	06/30/2020
Castro, Alma	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/03/2019	06/30/2019
Chan, Theodore	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Chicas Gallardo, Evangelina	FC	Technical Expert I	Strong Workforce Internship Project/FCCareerConnect	26	07/15/2019	11/09/2019

Professional Experts
June 25, 2019

Chicas Gallardo, Evangelina	FC	Technical Expert I	Strong Workforce Internship Project/FCCareerConnect	26	11/18/2019	11/23/2019
Chicas Gallardo, Evangelina	FC	Technical Expert I	Strong Workforce Internship Project/FCCareerConnect	26	12/02/2019	12/17/2019
Clark, Lisa	CC	Technical Expert I	Strong Workforce Grant – Department Hotel, Restaurant, Culinary	10	07/01/2019	08/23/2019
Clark, Lisa	CC	Technical Expert I	Perkins Grant – Department Hotel, Restaurant, Culinary	4	08/26/2019	06/01/2020
Diaz, Roberto	FC	Technical Expert II	Distance Education Division Representative	25	03/01/2019	05/25/2019
Dimitratos, Spiridon	FC	Technical Expert II	Strong Workforce Grant-“Improving Biotechnology Pathway Enrollment & Quality with Lab & Teaching Internships”	20	07/01/2019	06/30/2020
Eckenrode, Adam	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/03/2019	06/30/2019
Farnham, Paul	FC	Technical Expert II	Promise Career Pathways	4	07/01/2019	12/14/2019
Fernandez, Christopher	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	07/01/2019	07/14/2019
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	07/22/2019	08/25/2019
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	09/09/2019	10/27/2019
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	11/04/2019	11/24/2019
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	12/02/2019	12/15/2019
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	01/08/2020	02/02/2020
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	02/10/2020	03/22/2020
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	03/30/2020	04/05/2020
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	04/20/2020	05/25/2020
Flores, Jose	CC	Project Expert	STEM Cybersecurity Pathway Program	26	06/01/2020	06/26/2020
Flores-Fregozo	FC	Project Expert	Review & Revise Counseling Schedule Documents & Software	26	07/22/2019	10/12/2019
Flores-Fregozo	FC	Project Expert	Review & Revise Counseling Schedule Documents & Software	26	10/28/2019	11/23/2019
Flores-Fregozo	FC	Project Expert	Review & Revise Counseling Schedule Documents & Software	26	01/13/2020	04/04/2020
Flores-Fregozo	FC	Project Expert	Review & Revise Counseling Schedule Documents & Software	26	04/20/2020	06/27/2020
Foster, Samuel	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	20	07/01/2019	06/30/2020

Professional Experts
June 25, 2019

Galaviz, Graciela	FC	Project Coordinator	Student Support Services Health & Safety Project	26	07/08/2019	11/15/2019
Galaviz, Graciela	FC	Project Coordinator	Student Support Services Health & Safety Project	26	11/25/2019	12/06/2019
Galaviz, Graciela	FC	Project Coordinator	Student Support Services Health & Safety Project	26	01/20/2020	04/03/2020
Galaviz, Graciela	FC	Project Coordinator	Student Support Services Health & Safety Project	26	04/13/2020	05/30/2020
Gargano, Amanda	CC	Technical Expert I	Strong Workforce Grant – Department Hotel, Restaurant, Culinary	10	07/01/2019	08/23/2019
Gargano, Amanda	CC	Technical Expert I	Perkins Grant – Department Hotel, Restaurant, Culinary	4	08/26/2019	06/01/2020
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	07/01/2019	08/18/2019
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	08/26/2019	11/24/2019
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	01/02/2020	03/08/2020
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	03/16/2020	03/22/2020
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	03/30/2020	04/05/2020
Gonzalez Marin	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	04/13/2020	05/17/2020
Gonzalez Marin, Gilbert	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	06/15/2020	06/30/2020
Graves, Gary	FC	Technical Expert II	Strong Workforce Initiative – ENTREPRENEURSHIP PROGRAM	15	07/01/2019	06/30/2020
Graves, Gary	FC	Technical Expert II	Strong Workforce Initiative – Center for Academic Internships	15	07/01/2019	06/30/2020
Griffo-Kennelly, Ann	CC	Technical Expert II	CTE Transitions – Technical Expert	20	06/03/2019	06/06/2019
Grote, Silvie	CC	Technical Expert II	HRSA HCOP Grant	40	06/12/2019	06/30/2019
Grote, Silvie	CC	Technical Expert II	HRSA HCOP Grant	40	07/01/2019	08/23/2019
Grote, Silvie	CC	Technical Expert II	HRSA HCOP Grant	5	08/26/2019	05/31/2020
Hernandez, Bryant	CC	Project Expert	CyberPatriot//Dual Enrollment Program Lead	26	08/05/2019	11/24/2019
Hernandez, Bryant	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	12/01/2019	12/15/2019
Hernandez, Bryant	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	01/06/2020	03/22/2020
Hernandez, Bryant	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	03/30/2020	04/05/2020
Hernandez, Bryant	CC	Project Expert	CyberPatriot/Dual Enrollment Program Lead	26	04/13/2020	06/10/2020

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Hui, Arthur	FC	Technical Expert II	Guided Self-Placement Planning	15	07/01/2019	07/15/2019
Ji, Seung	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	08/22/2019	06/30/2020
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	06/19/2019	06/30/2019
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	07/01/2019	07/05/2019
Kaluz, Olly	CC	Project Expert	HRSA HCOP Grant	26	06/12/2019	06/30/2019
Kaluz, Olly	CC	Project Expert	HRSA HCOP Grant	26	07/01/2019	08/30/2019
Kemp, Darnell	FC	Technical Expert II	Distance Education Technical Expert/Coordinator	40	05/28/2019	06/30/2019
Kim, Shinah	CC	Technical Expert I	Health Science Side Kick Project	40	04/15/2019	06/30/2019
Koepfel, Liana	CC	Project Manager	Chair, Accreditation Steering Committee	8	06/01/2019	06/30/2019
Koepfel, Liana	CC	Project Manager	Chair, Accreditation Steering Committee	8	07/01/2019	08/16/2019
Larsen, Chris	FC	Technical Expert II	Promise Career Pathways	5	07/01/2019	12/14/2019
Lazarus, Laura	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Lee, Callista	FC	Technical Expert II	Distance Education Division Representative	40	03/01/2019	05/25/2019
Lee, Scott	CC	Project Expert	Certified Athletic Trainer	26	07/29/2019	08/02/2019
Lee, Scott	CC	Project Expert	Certified Athletic Trainer	26	09/02/2019	12/15/2019
McAlister, Kathleen	CC	Project Coordinator	Distance Education Coordinator	40	07/01/2019	08/21/2019
Melella, Laura	FC	Technical Expert II	Distance Education Division Representative	40	03/01/2019	05/25/2019
Miller, Tania	CC	Project Manager	MLC Coordinator	26	06/17/2019	06/27/2019
Miller, Tania	CC	Project Manager	MLC Coordinator	26	07/01/2019	07/11/2019
Minahan, Kristin	FC	Technical Expert I	Teacher Pathway Program Coordinator Expert	26	08/14/2019	12/13/2019
Minahan, Kristin	FC	Technical Expert I	Teacher Pathway Program Coordinator Expert	26	01/20/2020	06/12/2020
Molnar, Peter	CC	Technical Expert II	Regional Data Science Development Project	40	07/01/2019	12/15/2019
Morin, Linda	AC	Project Manager	Hazard Mitigation plan & emergency preparedness planning & exercises	26	06/11/2019	06/30/2019
Morvan, Laurie	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/03/2019	06/30/2019
Nguyen, Kelly	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/10/2019	06/30/2019

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Nilkanth, Gitanjali	FC	Project Coordinator	Adjunct Academy Project Coordinator	15	07/01/2019	09/07/2019
Nilkanth, Gitanjali	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	09/08/2019	06/30/2020
Nobles, Stephanie	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	07/01/2019	07/14/2019
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	07/29/2019	08/11/2019
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	08/19/2019	11/10/2019
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	01/06/2020	03/22/2020
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	03/30/2020	04/05/2020
Nunez, Vincent	CC	Project Expert	Dual Enrollment	26	04/13/2020	06/14/2020
Padilla, Debra	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	15	06/19/2019	06/28/2019
Partida, Francisco	CC	Project Expert	Certified Athletic Trainer	26	06/01/2019	06/30/2019
Perez, Roger	FC	Technical Expert II	Coordination of New Online Teaching Certificate Program	15	07/01/2019	06/30/2020
Peters, Jeremy	CC	Technical Expert I	Strong Workforce Grant – Department Hotel, Restaurant, Culinary	10	07/01/2019	08/23/2019
Peters, Jeremy	CC	Technical Expert I	Perkins Grant – Department Hotel, Restaurant, Culinary	4	08/26/2019	06/01/2020
Pinkham, Bill	CC	Technical Expert II	Kinesiology/Athletics Division Summer Support	20	07/01/2019	08/15/2019
Price, Rene	FC	Technical Expert II	Promise Career Pathways	4	07/01/2019	12/14/2019
Rauda, Iris	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Rodriguez, David	CC	Project Expert	College Program Leader	26	07/08/2019	08/10/2019
Rodriguez, David	CC	Project Expert	College Program Leader	26	08/19/2019	11/24/2019
Rodriguez, David	CC	Project Expert	College Program Leader	26	01/02/2020	03/22/2020
Rodriguez, David	CC	Project Expert	College Program Leader	26	04/20/2020	05/10/2020
Rodriguez, David	CC	Project Expert	College Program Leader	26	05/25/2020	06/30/2020
Rosales, Kimberly	FC	Technical Expert II	Strong Workforce Grant-“Improving Biotechnology Pathway Enrollment & Quality with Lab & Teaching Internships”	20	07/01/2019	06/30/2020
Rosati, Stephanie	CC	Program Manager	Strong Workforce Grant – Department Hotel, Restaurant, Culinary	10	07/01/2019	08/23/2019
Rosati, Stephanie	CC	Program Manager	Perkins Grant – Department Hotel, Restaurant, Culinary	4	08/26/2019	06/01/2020
Rosen, Ellen	FC	Technical Expert II	Guided Self-Placement Planning	15	07/01/2019	07/15/2019

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Salzameda, Bridget	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	8	07/01/2019	06/30/2020
Samano, Jeffrey	FC	Project Coordinator	Mindful Argumentation Workshop	3	08/21/2019	08/21/2019
Shrout, Cynthia	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/03/2019	06/30/2019
Sowizdrzal, Judy	NOCE	Project Coordinator	NOCE LEAP Swim Program	26	07/01/2019	08/09/2019
Spitler, Patricia	CC	Technical Expert II	Accrediting Board Mandated HIT Curriculum Revisions	12	08/05/2019	08/16/2019
Stanton, Gretchen	FC	Technical Expert II	Yearly Boot Camps, Open Houses	8	07/01/2019	06/30/2020
Tarleton, Heather	CC	Technical Expert II	HRSA HCOP Grant	26	06/12/2019	06/30/2019
Thompson, Miranda	CC	Project Manager	MLC Coordinator	26	07/01/2019	07/04/2019
Thompson, Miranda	CC	Project Manager	MLC Coordinator	26	07/15/2019	07/18/2019
Trevino, Joseph	CC	Technical Expert I	OER Math Department	26	08/04/2019	08/17/2019
Vandervort, Kimberly	FC	Technical Expert I	Coordinator Online Teaching Certificate Program	15	07/01/2019	06/30/2020
Velasco, Cassandra	CC	Project Manager	ESC Coordinator	26	07/01/2019	07/20/2019
Velasco, Cassandra	CC	Project Manager	ESC Coordinator	26	08/18/2019	09/28/2019
Velasco, Cassandra	CC	Project Manager	ESC Coordinator	26	10/06/2019	11/02/2019
Velasco, Cassandra	CC	Project Manager	ESC Coordinator	26	11/10/2019	12/20/2019
Ward, Amy	CC	Technical Expert I	Math Side Kick Directed Learning Activities for the Math Learning Center	40	06/03/2019	06/30/2019
Wilhelm, Carol	CC	Technical Expert II	Accrediting Board Mandated HIT Curriculum Revisions	6	08/05/2019	08/16/2019
Wu, Jo	FC	Technical Expert II	Strong Workforce Grant & Biotechnology Collaborative	16	07/01/2019	06/30/2020
Young, Gilene	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	10	07/01/2019	06/30/2020

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: June 25, 2019 Information _____
Enclosure(s) X
SUBJECT: Hourly Personnel

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
June 25, 2019

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ackerman, Samantha	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Agredano, Magaly	FC	Clerical/Secreterial - Assist in Cadena Cultural & Transfer Center	07/01/19	09/30/19	TE A 1
Aguilar, Alan	FC	Clerical/Secretarial - Assist with the campus Health Center	07/01/19	06/30/20	TE A 1
Aguilar, Esther	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Aguilar, Tania	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Alam, Tasmia	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	09/20/19	TE A 1
Albasaleh, Mona	NOCE	Clerical/Secretarial - Assist ESL and Citizenship preparation	07/08/19	08/15/19	TE A 3
Alfajora, Kristen	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Alfajora, Kristen	FC	Tech/Paraprof - Assist in ACT computer lab	07/01/19	10/30/19	TE A 2
Almanz, Nallely	FC	Clerical/Secreterial - Assist the Food Bank	07/01/19	09/06/19	TE A 2
Almanz, Veronica	FC	Clerical/Secreterial - Assist the Food Bank	07/01/19	09/06/19	TE A 2
Alvatorre, Ramiro	FC	Clerical/Secretarial - Assist in the Financial Aid Office	07/01/19	09/30/19	TE A 4
Amador, Jesus	CC	Non-Direct Instr Support - Assist in Ceramics department	08/28/19	11/27/19	TE A 1
Amador, Jesus	CC	Non-Direct Instr Support - Assist in Ceramics department	01/29/20	04/29/20	TE A 1
Anaya, Richard	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	08/24/19	TE B 4
Apolinar, Erandy	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	09/27/19	TE A 2
Apuntar, Janelle	AC	Clerical/Secreterial - Assist in Benefits and Human Resources	07/01/19	09/27/19	TE A 2
Arata, Maycoll	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Arellano, Eliza	FC	Clerical/Secretarial - Assist in the EOPS Office	07/01/19	08/31/19	TE A 2
Arismendy, Alexander	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Armenta, Elizabeth	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 1
Armstrong, Holly	CC	Clerical/Secretarial - Athletic Program Assistant - Basketball Camp	06/19/19	06/21/19	TE H 1
Azizi, Tina	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 4
Baek, David	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/01/19	TE B 2
Bailey, Justin	FC	Direct Instr Support - Ahtletic Program Assistant - Football	07/01/19	08/01/19	TE H 4
Baker, Marcia	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 4

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Baker, Marcia	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 4
Barbosa, Aurelia	AC	Clerical/Secretarial- Assist in Accounts Payable and Accounting Department	07/01/19	09/27/19	TE A 3
Barbosa, Aurelia	AC	Clerical/Secretarial- Assist in Accounts Payable and Accounting Department	01/02/20	03/27/20	TE A 3
Barragan, Alma	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Barsumian, Haylee	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Batres Martinez, Sandra	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	09/28/19	TE A 2
Batres Martinez, Sandra	FC	Clerical/Secretarial - Assist in the Counseling Center	01/13/20	04/10/20	TE A 2
Battiest, Marcus	FC	Direct Instr Support - Assist in ACT computer lab	09/16/19	12/14/19	TE A 1
Battiest, Marcus	FC	Tech/Paraprof - Assist in ACT computer lab	09/16/19	12/14/19	TE B 2
Boc, Pearlina	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	09/20/19	TE A 1
Bomar, Katelyn	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Bostic, Benn	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Bremer, Robin	FC	Tech/Paraprof - Swim staff for the community summer swim program	07/01/19	07/25/19	TE A 1
Brinkley, Jordan	CC	Direct Instr Support - Athletic Program Assistant - Men's Soccer	07/01/19	12/14/19	TE H 1
Byun, Felix	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/01/19	TE B 2
Calderon, Daphe	NOCE	Non-Direct Instr Support - Assist in student support	07/01/19	09/27/19	TE A 2
Camarillo, Yanett	FC	Clerical/Secretarial - Provide outreach for the EOPS/CARE Programs	07/01/19	09/30/19	TE A 4
Camarillo, Yanett	FC	Clerical/Secretarial - Provide outreach for the EOPS/CARE Programs	12/02/19	02/24/20	TE A 4
Camberos, Jacqueline	NOCE	Clerical/Secretarial- Assist in AEP ESL mentor for Fullerton and Cypress	07/01/19	09/27/19	TE A 3
Cano, Erica	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/28/19	TE B 4
Cano, Tania	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	09/20/19	TE A 1
Cao, Tran	FC	Clerical/Secretarial - Assist the Academic Support Center	07/01/19	08/22/19	TE A 2
Carbajal, Gabrielle	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Carcano, Robert	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE B 4
Carcano, Robert	CC	Clerical/Secretarial - Assist Campus Safety Department	12/01/19	02/01/20	TE B 4
Carmona-Vasquez, V.	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Carreno, Janet	FC	Clerical/Secretarial - Assist the Counseling Center with student recruitment	07/01/19	08/22/19	TE A 1
Castillo, Eric	FC	Direct Instr Support - Assist in ACT computer lab	08/26/19	11/23/19	TE A 1
Castillo, Justin	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1

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Castillo, Justin	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Chang, Ryan	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Chavez, Laura	FC	Clerical/Secretarial - Assist the Music Lab and Office	07/01/19	09/27/19	TE A 2
Cheadle, Abigail	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 3
Cheadle, Abigail	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 3
Chen, Darrin	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Cho, Eric	FC	Clerical/Secretarial - Assist in the Veterans Resources Center	01/01/19	09/27/19	TE B 4
Chu, Matthew	FC	Tech/Paraprof - Assist ACT with various projects	07/01/19	09/28/19	TE A 2
Chu, Myron	FC	Tech/Paraprof - Assist ACT with various projects	08/12/19	11/09/19	TE A 1
Cirritio, Jake	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 1
Cole, John	CC	Non-Direct Instr Support - Model for Life Drawing art classes	08/26/19	05/23/20	TE F 4
Coleman, Yuvia	FC	Clerical/Secretarial - Clerical assistance for Academic Computing	07/01/19	09/28/19	TE B 2
Collete, Aaron	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 2
Concepcion, Charmaine	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	07/30/19	TE A 1
Corrales, Victor	FC	Clerical/Secretarial - Assist in the Student Center	07/01/19	08/24/19	TE A 1
Corrigan, Erin	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/08/19	09/27/19	TE A 1
Cossio, Jonathan	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Costello, Emily	CC	Clerical/Secretarial - Assist in CalWORKS Office	07/01/19	08/23/19	TE A 1
Costescu, Diana	CC	Clerical/Secretarial - Assist in the Transfer Center	07/01/19	08/23/19	TE A 1
Covarrubias Renteria, O	NOCE	Non-Direct Instr Support - Assist with CAEP ESL as mentor	08/14/19	11/13/19	TE A 3
Covarrubias Renteria, O	NOCE	Non-Direct Instr Support - Assist with CAEP ESL as mentor	01/20/20	04/17/20	TE A 3
Crisantos Valencia, S.	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	09/27/19	TE A 2
Cruz, Anay	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE B 4
Cruz, Anay	CC	Clerical/Secretarial - Assist Campus Safety Department	12/01/19	02/29/20	TE B 4
Cruz, Nataly	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Culhno, Dominique	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Culhno, Dominique	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/31/19	TE H 1
Cunanan, Elise	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Dalusung, Francis	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1

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Davis, Aidan	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Davisson, Marissa	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	07/01/19	08/19/19	TE A 1
Davisson, Marissa	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	10/21/19	01/20/20	TE A 1
De Avila, Danielle	FC	Tech/Paraprof - Assist in the Child Development Lab School	07/08/19	11/22/19	TE B 3
De Avila, Danielle	FC	Tech/Paraprof - Assist in the Child Development Lab School	01/20/20	03/27/20	TE B 3
De Leon, Eder	FC	Clerical/Secretarial - Assist the Counseling Center with student recruitment	07/01/19	08/22/19	TE A 1
Delgadillo, Christian	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Delgado, Rodrigo	FC	Clerical/Secretarial - Assist in the campus Library	07/01/19	08/23/19	TE A 1
Di Pasqua, Alexis	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Diaz, Anna	FC	Clerical/Secretarial - Assist in the Financial Aid Office	07/01/19	09/30/19	TE A 4
Diaz, Anthony	CC	Tech/Paraprof - Assist with videography in Campus Communications	07/01/19	08/23/19	TE A 3
Dickenson, Sophia	FC	Clerical/Secretarial - Assist Campus Communications	07/01/19	08/23/19	TE A 1
Diebold, Andrew	FC	Instr Research Assistant - Assist Horticulture Dept with plant nursery	07/01/19	06/30/20	TE A 2
Duarte, George	FC	Service/Maint - Assist Campus Safety Dept with various duties	07/01/19	09/28/19	TE B 2
Duran, Luis	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE B 4
Eastman, Alexandra	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 3
Eastman, Alexandra	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE B 4
Enciso, Jennifer	FC	Clerical/Secretarial - Assist in the campus Library	07/01/19	08/23/19	TE A 2
Erazo, Christina	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE B 4
Escuardra, Lea	NOCE	Non-Direct Instr Support - Assist as Camp Counselor	07/08/19	08/31/19	TE B 2
Esqueda-Cortez, S.	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	07/01/19	08/31/19	TE A 1
Etayyem, Jamila	CC	Clerical/Secretarial - Assist in EOPS Office	07/01/19	08/23/19	TE A 1
Euan, Georgina	FC	Clerical/Secretarial - Assist the EOPS Office	10/07/19	12/23/19	TE B 4
Euan, Georgina	FC	Clerical/Secretarial - Assist the EOPS Office	02/24/20	05/25/20	TE B 4
Fajardo, DeShields	CC	Direct Instr Support - Ahtletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Fayad, Sabrina	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	08/24/19	TE A 4
Fernandez, Garrett	FC	Direct Instr Support - Ahtletic Program Assistant - Football	07/08/19	12/13/19	TE H 4
Fleck, Jordan	CC	Direct Instr Support - Athletic Program Assistant - Men's Basketball	07/01/19	02/28/20	TE H 1
Flores, Ashly	CC	Clerical/Secretarial - Assist with Legacy Program	07/01/19	08/23/19	TE A 1

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Flores, Carolina	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	09/27/19	TE A 4
Flores, Klarissa	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	09/27/19	TE A 2
Flores, Kristopher	FC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/01/19	12/13/19	TE H 4
Flores, Lani	CC	Clerical/Secretarial - Assist in Assessment Center	08/05/19	11/01/19	TE B 1
Flores, Risa	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Fort, Keaton	CC	Clerical/Secretarial - Assist at DSS front desk	07/01/19	09/13/19	TE A 1
Foster, Alexis	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Frances, Chandre	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/08/19	09/27/19	TE A 1
Friedberg, Guadalupe	FC	Clerical/Secretarial - Assist the Child Development Lab	07/24/19	10/23/19	TE B 4
Galvez, Amy	CC	Clerical/Secretarial - Assist in Bursar Fee Station	07/08/19	10/04/19	TE A 1
Galvez, Amy	CC	Clerical/Secretarial - Assist in Bursar Fee Station	12/09/19	03/08/20	TE A 1
Garcia, Brianna	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Garcia, Gyzah	FC	Clerical/Secretarial - Assist Campus Communications	07/01/19	08/23/19	TE A 1
Garcia, Natalie	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Garciamayen, Alberto	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Gardner, Keenan	FC	Direct Instr Support - Athletic Program Assistant - Football	07/08/19	12/13/19	TE H 4
Gerlach, Mikayla	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 4
Glassman, Ifat	CC	Non-Direct Instr Support - Model for Life Drawing art classes	08/26/19	05/23/20	TE F 4
Gomez Valencia, Omar	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	07/20/19	TE B 2
Gomez Valencia, Omar	FC	Service/Maint - Assist in Campus Safety with various duties	10/21/19	01/19/20	TE B 2
Gomez, Christopher	CC	Direct Instr Support - Athletic Program Assistant - Women's Volleyball	07/16/19	12/09/19	TE H 3
Gomez, Christopher	CC	Direct Instr Support - Athletic Program Assistant - Women's Volleyball	01/15/20	05/09/20	TE H 3
Gomez, Katya	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Gomez, Kelsey	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Gomez, Rafael	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/28/19	TE A 2
Gonzalez Garcia, B.	FC	Clerical/Secretarial - Assist Campus Communications	07/01/19	08/23/19	TE A 1
Gonzalez, Adrianna	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Gonzalez, Diana	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 2
Gonzalez, Gisela	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 1

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Guan, Cindy	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Guerra, Keven	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Gutierrez, Geziel	CC	Clerical/Secretarial - Assist in Dual Enrollment	07/01/19	08/23/19	TE A 1
Guzman, Ines	CC	Clerical/Secretarial - Assist in Campus Safety office	06/18/19	06/30/19	TE B 4
Guzman, Ines	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE B 4
Guzman, Ines	CC	Clerical/Secretarial - Assist Campus Safety Department	12/01/19	02/29/20	TE B 4
Hall, Jennifer	FC	Clerical/Secretarial - Assist in the Student Center	07/01/19	08/24/19	TE A 1
Hamamoto, Jordan	CC	Direct Instr Support - Ahtletic Program Assistant - Men's Basketball	07/01/19	08/09/19	TE H 4
Hamdan, Samuel	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Han, Alexandria	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Harless, Heather	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 4
Hebert, Eli	FC	Clerical/Secretarial - Assist the Veterans Center with graphic designs	07/01/19	08/09/19	TE B 2
Hernandez, Edgar	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/08/19	09/27/19	TE A 1
Hernandez-Pablo, A.	CC	Service/Maint - Assist in Culinary lab and recipe development	09/09/19	12/05/19	TE B 2
Hernandez-Pablo, A.	CC	Service/Maint - Assist in Culinary lab and recipe development	02/10/20	05/08/20	TE B 2
Hernandez-Pablo, A.	CC	Service/Maint - Assist Chef in Culinary Lab	09/09/19	12/05/19	TE B 2
Hernandez-Pablo, A.	CC	Service/Maint - Assist Chef in Culinary Lab	02/10/20	05/08/19	TE B 2
Herrera, Beatriz	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Herrera, Jasmin	FC	Clerical/Secretarial - Assist the EOPS Office	07/01/19	09/30/19	TE A 3
Herrera, Jasmin	FC	Clerical/Secretarial - Assist the EOPS Office	03/16/20	06/15/20	TE A 3
Hong, Lauren	CC	Direct Instr Support - Ahtletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Hood, Emma	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Hood, Emma	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Hoyt-Heydon, Victoria	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 3
Hruby, Yanina	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Hurtado, Brianna	FC	Instr Research Assistant - Assist Horticulture Dept with plant nursery	07/01/19	06/30/20	TE A 3
Huynh, Phat	CC	Tech/Paraprof - Assist with graphic design in Campus Communications	07/01/19	08/23/19	TE A 3
Imaku, Brittany	CC	Clerical/Secretarial - Assist in with Basketball Camp	07/01/19	08/09/19	TE A 1
Jackson, Erika	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1

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Jimenez, Cassandra	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Jones, Doreen	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE B 4
Juarez, Elizabeth	NOCE	Non-Direct Instr Support - Assist in student clerical support	07/01/19	09/27/19	TE A 2
Kahle, Jaylyn	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Kahle, Jaylyn	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Kang, Austin	FC	Clerical/Secretarial - Assist with the campus Health Center	07/01/19	06/30/20	TE A 1
Kang, Marshall	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/28/19	TE B 3
Kelly, Steven	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 1
Kim, Joshua	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/01/19	TE B 2
King, Elliott	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 2
King, Elliott	FC	Clerical/Secreterial - Assist in Admissions and Records	10/03/19	01/02/20	TE A 3
Kobular, John	FC	Instr Research Assistant - Assist Horticulture Dept with plant nursery	07/01/19	06/30/20	TE A 2
Koofers, Delia	CC	Clerical/Secretarial - Assist in Physical Plant and Facilities Office	07/01/19	09/27/19	TE A 4
Krohn, Rachel	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 2
Lagazo, Mario	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/08/19	09/27/19	TE A 1
Lamb, Corey	FC	Clerical/Secretarial - Assist Educational Partnerships and Counseling	07/01/19	07/30/19	TE A 1
Lambert, Patrick	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Lara, Jonathan	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE A 4
Lara, Jonathan	CC	Clerical/Secretarial - Assist Campus Safety Department	12/01/19	02/29/20	TE A 4
Larson, Caitlynn	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Lazor, Quinley	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Lazor, Quinley	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Le, Thomas-James	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Le, Thomas-James	FC	Tech/Paraprof - Assist in ACT computer lab	08/14/19	12/14/19	TE A 2
LeCoure, Joseph	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Lee, Elliot	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/01/19	TE B 2
Lee, Nicholas	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Lee, Olivia	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 1
Lee, Paris	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	08/17/19	TE B 2

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Lee, Paris	FC	Service/Maint - Assist in Campus Safety with various duties	11/18/19	02/16/20	TE B 2
Lee, Roy	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Legaspi, Connie	CC	Clerical/Secretarial - Assist in Dual Enrollment	07/01/19	09/27/19	TE B 4
Lemus, Joshua	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/29/19	TE B 1
Leon, George	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Leon, Jackline	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	07/15/19	10/14/19	TE A 2
Leon, Jackline	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	12/16/19	03/16/20	TE A 2
Leon, Yajaira	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Llasca, Christian	NOCE	Non-Direct Instr Support - Assist in student clerical suppot to Instructors	07/01/19	09/27/19	TE A 2
Loaeza Torre, G.	NOCE	Non-Direct Instr Support - Collaborate w/ Grads to be Program	07/01/19	11/15/19	TE B 3
Loayza, Gabriela	AC	Clerical/Secretarial - Assist in Educational Services and Technology	07/01/19	09/27/19	TE A 1
Looney, Ryan	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 2
Lopez, Anthony	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 3
Lopez, Geraldine	CC	Clerical/Secretarial - Assist in CalWORKS Office	07/01/19	08/23/19	TE A 1
Lowery, Jordan	FC	Clerical/Secretarial - Assist in the Career and Life Planning Center	07/01/19	09/27/19	TE A 4
Lowery, Jordan	FC	Clerical/Secretarial - Assist in the Career and Life Planning Center	01/22/20	04/22/20	TE A 4
Ludford, Victoria	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 4
Luna, Veronica	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 2
Luu, Stanley	FC	Clerical/Secretarial - Assist the International Student Center	07/01/19	08/23/19	TE A 1
Maciag, Andrea	FC	Clerical/Secretarial - Assist in the Veterans Resources Center	01/01/19	09/27/19	TE B 4
Mariano, Ashley	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 2
Martinez Blanco, A.	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Martinez, Alyssa	FC	Clerical/Secretarial - Assist in the CalWORKs Office	07/01/19	09/27/19	TE B 3
Martinez, Alyssa	FC	Clerical/Secretarial - Assist in the CalWORKs Office	12/02/19	03/13/20	TE B 3
Martinez, Maria	FC	Clerical/Secretarial - Assist the Music Lab and Office	07/01/19	09/27/19	TE A 2
Martinez-Hernandez, C.	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 3
McArthur, Hannah	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/01/19	08/23/19	TE H 1
McCay, Ashley	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	08/24/19	TE A 4
McCormick, Chonhee	FC	Direct Instr Support - Ahtletic Program Assistant - Football	07/08/19	12/13/19	TE H 4

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McDaniel, Zachary	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
McLellan, McRobbie	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE B 1
Medina, Arlet-Christian	FC	Direct Instr Support - Assist in ACT computer lab	08/26/19	11/23/19	TE A 1
Medina, Arlet-Christian	FC	Tech/Paraprof - Assist in ACT computer lab	08/26/19	11/23/19	TE B 1
Mendez, Miguel	NOCE	Non-Direct Instr Support - Collaborate w/ Grads to be Program	07/01/19	09/27/19	TE A 2
Mendoza Avilez, Noemi	NOCE	Direct Instr Support - Assist in ESL Learning Center for Anaheim Campus	07/01/19	09/27/19	TE A 2
Michael, Theodora	AC	Clerical/Secreterial - Assist in Accounts Payable and Accouting	09/30/19	12/23/19	TE A 3
Michael, Theodora	AC	Clerical/Secreterial - Assist in Accounts Payable and Accouting	03/30/20	06/30/20	TE A 3
Miller, Nicole	CC	Direct Instr Support - Ahtletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Minero Jimenez, Hector	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	09/28/19	TE A 2
Minero Jimenez, Hector	FC	Clerical/Secretarial - Assist in the Counseling Center	01/13/20	04/10/20	TE A 2
Mix, Kevin	CC	Service/Maint - Assist in Physical Plant and Facilities	07/01/19	09/27/19	TE A 3
Mojica, Zimmo	CC	Tech/Paraprof - Assist in Campus Communications with graphic design	07/01/19	07/31/19	TE B 3
Mojico, Zimmio	CC	Tech/Paraprof - Assist with graphic design in Campus Communications	07/01/19	09/27/19	TE B 3
Monahan, Kevin	CC	Direct Instr Support - Athletic Program Assistant - Intercollegiate Softball	07/01/19	07/18/19	TE H 1
Monahan, Kevin	CC	Direct Instr Support - Athletic Program Assistant - Intercollegiate Softball	08/23/19	12/14/19	TE H 1
Montenegro, Juliana	CC	Tech/Paraprof - Assist in Campus Communications Office	07/01/19	09/27/19	TE A 3
Montenegro, Lina	NOCE	Non-Direct Instr Support - Collaborate w/ Grads to be Program	07/01/19	10/31/19	TE A 3
Moore, Jacob	CC	Direct Instr Support - Ahtletic Program Assistant - Men's Water Polo	07/01/19	11/22/19	TE H 1
Morales, Margarita	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Moreno, Daniel	NOCE	Direct Instr Support - Assist in Resource Center	07/01/19	09/27/19	TE A 2
Moreno, Josue	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	08/24/19	TE A 4
Moreno, Juan	CC	Direct Instr Support - Athletic Program Assistant - Men's Soccer	07/01/19	12/14/19	TE H 1
Moreno, Lillian	NOCE	Direct Instr Support - Assist in ESL Learning Center for Anaheim Campus	07/01/19	09/27/19	TE A 2
Moss, Caleb	FC	Tech/Paraprof - Assist classes with lighting and sound	07/01/19	06/30/20	TE I 2
Mueller, Matthew	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 2
Munoz, Stephanie	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Nakahara, Leah	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	09/20/19	TE A 1
Nash, Connor	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1

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Neil, Hanson	FC	Instr Research Assistant - Assist with the "Ant Research" project	07/01/19	06/30/20	TE A 1
Neri, Efren	FC	Direct Instr Support - Athletic Program Assistant - Tennis	07/01/19	07/05/19	TE H 4
Ngo, Matthew	FC	Tech/Paraprof - Assist ACT with various projects	09/30/19	12/28/19	TE A 2
Ngo, Ngoc	CC	Clerical/Secretarial - Assist in LRC front counter	07/01/19	08/25/19	TE A 2
Ngo, Tyler	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Nguyen, Bill	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Nguyen, Hannah	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	09/28/19	TE B 4
Nguyen, Hannah	FC	Clerical/Secretarial - Assist in the Counseling Center	12/02/19	02/28/20	TE B 4
Nguyen, Kyle	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Nguyen, Kyle	FC	Tech/Paraprof - Assist in ACT computer lab	07/01/19	10/30/19	TE B 1
Nguyen, Mindy	CC	Clerical/Secretarial - Assist in EOPS Office	07/01/19	08/23/19	TE A 1
Nguyen, Nhi	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Nguyen, Quan	CC	Clerical/Secretarial - Assist in LRC front counter	07/01/19	08/25/19	TE A 2
Nilsen, Erika	CC	Clerical/Secretarial - Athletic Program Assistant - Basketball Camp	06/19/19	06/21/19	TE H 1
Nilsen, Erika	CC	Clerical/Secretarial - Athletic Program Assistant - Basketball Camp	07/15/19	07/31/19	TE H 1
Nilson, Erika	CC	Clerical/Secreterial - Assist in Basketball Camp	07/15/19	07/31/19	TE H 1
Ocheltree, Brittany	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/28/19	TE B 1
O'Daniel, Amy	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	07/15/19	10/14/19	TE A 2
O'Daniel, Amy	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	12/16/19	03/16/20	TE A 2
Oh, Peter	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 1
Oh, Sang Su	FC	Service/Maint - Assist in Campus Safety with various duties	07/22/19	10/19/19	TE B 1
Olivarria, Joshua	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	09/29/19	TE A 1
Olivarria, Joshua	FC	Clerical/Secretarial - Assist in the Counseling Center	04/06/20	06/30/20	TE A 1
Oropeza, Rebeca	FC	Clerical/Secretarial - Assist the FC Honors Program	07/01/19	08/23/19	TE A 1
Padilla, Samantha	FC	Clerical/Secretarial - Assist in Admissions & Records	07/01/19	09/27/19	TE A 1
Park, Jin-Ho	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/01/19	TE B 2
Parra, Denise	FC	Clerical/Secreterial - Assist in Student Affairs	07/01/19	09/27/19	TE A 3
Parra, Denise	FC	Clerical/Secreterial - Assist in Student Affairs	12/01/19	02/28/20	TE A 3
Parra, Denise	FC	Clerical/Secreterial - Assist in Student Affairs	05/04/20	06/30/20	TE A 3

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Pavlovich, Robert	FC	Clerical/Secretarial - Assist in Radio/TV program	07/01/19	09/30/19	TE A 4
Penilla, Evelyn	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	06/30/20	TE A 1
Perales, Carlos	CC	Clerical/Secretarial - Assist in Bursar Fee Station	07/15/19	10/14/19	TE A 2
Perales, Carlos	CC	Clerical/Secretarial - Assist in Bursar Fee Station	01/06/20	04/12/20	TE A 2
Perea, Marcelino	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Perez, Christian	CC	Clerical/Secretarial - Assist in Bursar Fee Station	07/01/19	08/23/19	TE A 1
Perez, Mayra	FC	Clerical/Secretarial - Assist the EOPS Office	07/01/19	09/30/19	TE B 2
Perez, Mayra	FC	Clerical/Secretarial - Assist the EOPS Office	01/27/20	04/27/20	TE B 2
Peterson, Emma	NOCE	Non-Direct Instr Support - Assist with Kids College summer swim program	07/08/19	08/31/19	TE B 2
Pham, Timothy	FC	Tech/Paraprof - Assist ACT with various projects	06/26/19	06/30/19	TE A 1
Pham, Timothy	FC	Tech/Paraprof - Assist ACT with various projects	07/01/19	09/28/19	TE A 1
Pham, Timothy	FC	Tech/Paraprof - Assist ACT with various projects	06/26/19	06/30/19	TE A 1
Phan, Jeremiah	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Phan, Jeremiah	FC	Tech/Paraprof - Assist in ACT computer lab	07/01/19	10/30/19	TE A 2
Pita Vega, Diana	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Pleasant, Moriah	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Polo, Andre	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 1
Poloa, Vanessa	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Portillo, Amarilis	NOCE	Non-Direct Instr Support - Assist Swim Instructor	07/01/19	08/01/19	TE B 2
Pour Hassan, Shamila	NOCE	Non-Direct Instr Support - Assist with CAEP ESL as mentor	07/01/19	09/27/19	TE A 3
Pour Hassan, Shamila	NOCE	Non-Direct Instr Support - Assist with CAEP ESL as mentor	01/06/19	04/03/20	TE A 3
Pozo Lopez, Alex	CC	Direct Instr Support - Athletic Program Assistant - Men's Soccer	07/01/19	12/14/19	TE H 1
Price, Anabelle	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	09/28/19	TE A 3
Price, Anabelle	FC	Clerical/Secretarial - Assist in the Counseling Center	01/13/20	04/10/20	TE A 3
Pruitt, Emily	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Pulido, Geovanny	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 1
Qui, Yiyi	FC	Clerical/Secretarial - Assist the International Student Center	07/01/19	08/23/19	TE A 1
Ramirez, Angel	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Ramirez, Angel	FC	Tech/Paraprof - Assist in ACT computer lab	08/14/19	12/14/19	TE B 1

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Ramirez, Cesar	AC	Clerical/Secretarial- Assist in administrative functions for Facilities	07/08/19	10/08/19	TE A 1
Ramirez, Cesar	AC	Clerical/Secretarial- Assist in administrative functions for Facilities	01/06/19	04/03/19	TE A 1
Ramirez, Gustavo	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Ramirez, Jamie	FC	Tech/Paraprof - Assist the Biology Department with ant research	07/01/19	06/30/20	TE A 1
Ramirez, Michael	FC	Instr Research Assistant - Assist with the Marine Debris research	07/01/19	06/30/20	TE B 4
Ramirez, Sara	FC	Service/Maint - Assist in Campus Safety with various duties	07/01/19	09/28/19	TE B 4
Ramirez-Garcia, Jessica	FC	Clerical/Secretarial - Assist Campus Communications	07/01/19	08/23/19	TE A 1
Ramos, Veronika	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 2
Rey, John	CC	Clerical/Secretarial - Assist in the Student Center	07/01/19	08/26/19	TE A 2
Reynolds, Ryan	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
Reynolds, Ryan	FC	Tech/Paraprof - Assist in ACT computer lab	08/14/19	12/14/19	TE A 2
Rivas, Andrew	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 2
Rivas, Andrew	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 1
Riveria, Daniela	FC	Non-Direct Instr Support - Assist with the Promise Career Pathway Grant	07/01/19	09/27/19	TE A 2
Roberts, Camille	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 2
Rodarte, Corina	NOCE	Non-Direct Instr Support - Assist Camp Counselor	07/01/19	08/24/19	TE B 1
Rodriguez, Alex	CC	Clerical/Secretarial - Assist in EOPS/CARE/CalWORKS Office	07/01/19	09/27/19	TE B 3
Rodriguez, Alex	CC	Clerical/Secretarial - Assist in EOPS/CARE/CalWORKS Office	12/02/19	02/28/20	TE B 3
Rodriguez, Alex	CC	Clerical/Secretarial - Assist in EOPS/CARE/CalWORKS Office	05/04/20	06/15/20	TE B 3
Rodriguez, Anthony	FC	Clerical/Secreterial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Rojas, Kassandra	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Roman, Ricky	FC	Clerical/Secretarial - Assist the Counseling Center with student recruitment	07/01/19	08/22/19	TE A 1
Roman, Ysabella	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Romero, Diego	CC	Clerical/Secretarial - Assist in DSS	07/01/19	08/26/19	TE A 2
Romero, Diego	CC	Clerical/Secretarial - Assist in DSS	06/16/20	06/30/20	TE A 2
Romero, Lianna	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 2
Romo, Diego	FC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/24/19	TE A 1
Rone, Kenyun	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Rosales Jimenez, Nayeli	FC	Instr Research Assistant - Assist Horticulture Dept with plant nursery	07/01/19	06/30/20	TE A 2

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Ruvalcaba, Marian	CC	Clerical/Secretarial - Assist in the Counseling Center	07/01/19	08/25/19	TE A 1
Samaniego, Melissa	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 3
Samra, Zinnia	FC	Clerical/Secretarial - Assist in the Counseling Center	09/23/19	12/21/19	TE A 1
Samra, Zinnia	FC	Clerical/Secretarial - Assist in the Counseling Center	03/02/20	05/30/20	TE A 1
Sanabria, Hector	FC	Direct Instr Support - Assist in ACT computer lab	08/26/19	11/23/19	TE A 1
Sanchez, Alejandro	FC	Direct Instr Support - Assist in ACT computer lab	08/26/19	11/23/19	TE A 1
Sanchez, Alejandro	FC	Tech/Paraprof - Assist in ACT computer lab	08/26/19	11/23/19	TE A 2
Sanchez, Myriam	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Sanchez-Martinez, L.	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	07/01/19	07/15/19	TE A 2
Sanchez-Martinez, L.	FC	Clerical/Secretarial - Provide front desk assistance for the EOPS Office	09/16/19	12/16/19	TE A 2
Sandoval, Aleisa	NOCE	Non-Direct Instr Support - Collaborate w/ Grads to be Program	09/11/19	12/11/19	TE B 3
Sanghvi, Ameer	FC	Direct Instr Support - Assist in ACT computer lab	09/16/19	12/14/19	TE A 1
Sanghvi, Ameer	FC	Tech/Paraprof - Assist in ACT computer lab	09/16/19	12/14/19	TE B 2
Savedra, Justine	CC	Non-Direct Instr Support - Assist in Ceramics department	08/28/19	11/27/19	TE A 1
Savedra, Justine	CC	Non-Direct Instr Support - Assist in Ceramics department	01/29/20	04/29/20	TE A 1
Schroeder-Trujillo, M.	CC	Non-Direct Instr Support - Assist in Ceramics department	08/28/19	11/27/19	TE A 1
Schroeder-Trujillo, M.	CC	Non-Direct Instr Support - Assist in Ceramics department	01/29/20	04/29/20	TE A 1
Schulz, Paul	FC	Clerical/Secretarial - Assist in the FC Honors Program	07/01/19	08/23/19	TE A 1
Scroggins, Connor	AC	Clerical/Secretarial - Clerical assistance for Purchasing Department	07/01/19	09/23/19	TE A 2
Serrato, Dalhia	FC	Instr Research Assistant - Assist with the "Ant Research" Project	07/01/19	06/30/20	TE A 1
Seymore, Elisia	FC	Clerical/Secretarial - Assist the Academic Support Center	07/01/19	08/22/19	TE A 2
Shellenberger, Tristan	CC	Clerical/Secretarial - Assist in the Transfer Center	07/01/19	08/23/19	TE A 1
Smith, Nathan	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/08/19	09/27/19	TE A 1
Smith, Steven	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Smith, Steven	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
So, Aaron	FC	Clerical/Secretarial - Clerical assistance for Academic Computing	07/01/19	09/28/19	TE B 2
Sorian, Kimberly	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	09/27/19	TE A 1
Springer, April	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE B 3
Suleiman, Dana	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1

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Suleiman, Jude	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Szanto, Grace	FC	Clerical/Secretarial - Assist the EOPS Office	07/15/19	10/14/19	TE B 4
Szanto, Grace	FC	Clerical/Secretarial - Assist the EOPS Office	12/16/19	03/16/19	TE B 4
Taylor, Anne Marie	CC	Direct Instr Support - Athletic Program Assistant - Women's Volleyball	07/15/19	08/14/19	TE H 3
Taylor, Etsuko	FC	Clerical/Secretarial - Assist in the Child Development Lab	06/13/19	06/30/19	TE B 3
Tieu, Vivian	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Timm, Sarah	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE B 3
Torres, Diane	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Torres, Henry	CC	Clerical/Secretarial - Assist in Career Center	07/01/19	07/04/19	TE A 1
Torres, Teresa	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/19/19	TE H 1
Tran, Dana	NOCE	Direct Instr Support - Assist in Kid's Summer College	07/01/19	08/31/19	TE A 3
Tran, Tuan	FC	Clerical/Secretarial - Assist the Academic Support Center	07/01/19	08/22/19	TE A 2
Truong, Amy	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 4
Turner, Tracey	CC	Non-Direct Instr Support - Model for Life Drawing art classes	08/26/19	05/23/20	TE F 4
Unland, Maya	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Unland, Wendy	FC	Non-Direct Instr Support - Swim staff for community summer swim program	07/01/19	07/25/19	TE A 1
Ureiro, Cesar	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
Valdez, Jessica	CC	Clerical/Secretarial - Assist in Admissions and Records	07/01/19	08/23/19	TE A 1
Valdivieso, Marie Ciara	FC	Clerical/Secretarial - Clerical assistance for Academic Computing	09/09/19	12/07/19	TE B 4
Valencia Mendoza, J.	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	09/28/19	TE A 4
Valencia Mendoza, J.	CC	Clerical/Secretarial - Assist Campus Safety Department	12/01/19	02/29/20	TE A 4
Valle, Esli	FC	Clerical/Secretarial - Assist Counseling with various duties	07/01/19	08/22/19	TE A 1
Vasquez, Gonzalo	NOCE	Direct Instr Support - Assist in ESL Learning Center for Anaheim Campus	07/01/19	09/27/19	TE A 2
Vega, Daniel	NOCE	Direct Instr Support - Assist as Swim Instructor	07/08/19	08/01/19	TE B 2
Veith, Maria	FC	Clerical/Secretarial - Assist in the Admissions and Records Office	07/01/19	08/25/19	TE A 1
Velazquez, Yuliana	CC	Clerical/Secretarial - Outreach Student Ambassador	07/01/19	08/23/19	TE A 1
Veloso, Rae Ashley	CC	Direct Instr Support - Athletic Program Assistant - Women's Basketball	07/15/19	07/26/19	TE H 1
Ventura, Kyla	CC	Clerical/Secretarial - Assist in CalWORKS Office	07/01/19	08/23/19	TE A 1
Vernola, Julia	FC	Clerical/Secretarial - Assist the FC Honors Program	07/01/19	09/27/19	TE A 2

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Villacarillo, Sarah	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Villacarillo, Sarah	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Villegas, Isabel	FC	Clerical/Secretarial - Assist in the Admissions and Records Office	07/01/19	08/25/19	TE A 1
Viray, Jene	CC	Clerical/Secretarial - Assist in International Student Center	07/01/19	09/27/19	TE A 2
Viveros, Emily	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Vy, Nguyen	NOCE	Non-Direct Instr Support - Assist Swim Instructor	07/01/19	08/30/19	TE B 2
Wang, Yufangjue	FC	Direct Instr Support - Assist in ACT computer lab	08/14/19	12/14/19	TE A 1
White, Bennett	FC	Clerical/Secretarial - Assist in the campus Bookstore	07/01/19	09/27/19	TE A 1
White, Miyah	CC	Clerical/Secretarial - Assist Campus Safety Department	07/01/19	08/24/19	TE A 4
Wiafe, Yaw	FC	Clerical/Secretarial - Clerical assistance for UMOJA	07/22/19	10/14/19	TE A 1
Wilcox, Shelby	CC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE A 1
Wilcox, Shelby	CC	Tech/Paraprof - On-call theater crew for rental productions	07/01/19	06/30/20	TE B 1
Williams, Jerret	FC	Direct Instr Support - Athletic Program Assistant - Football	07/08/19	12/13/19	TE H 4
Williams, Lyndale	CC	Direct Instr Support - Athletic Program Assistant - Women's Water Polo	07/01/19	11/22/19	TE H 1
Wishart, Gregory	FC	Direct Instr Support - Assist in ACT computer lab	08/26/19	11/23/19	TE A 1
Wishart, Gregory	FC	Tech/Paraprof - Assist in ACT computer lab	08/26/19	11/23/19	TE B 1
Yanez, Julie Mar	FC	Clerical/Secretarial - Assist the Counseling Center with student recruitment	07/01/19	09/27/19	TE A 2
Zahir, Fahim	FC	Direct Instr Support - Assist in ACT computer lab	07/01/19	10/30/19	TE A 1
Zaidi, Shan-E-Fatima	FC	Clerical/Secretarial - Assist Counseling with various duties	07/01/19	08/22/19	TE A 1
Zschaechner, Jenna	FC	Tech/Paraprof - On-call theater crew for campus productions	07/01/19	06/30/20	TE I 4

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Chela, Rashpal	FC	Medical - Nurse Practitioner for campus Health Center	07/01/19	06/30/20	ME C 4
Henein, Mary	FC	Medical - Clinical Psychologist for campus Health Center	07/01/19	06/30/20	ME D 4
Izadi, Michael	FC	Medical - Clinical Psychologist for campus Health Center	07/01/19	06/30/20	ME D 4
Mathew, Julie	FC	Medical - Nurse Practitioner for campus Health Center	07/01/19	06/30/20	ME C 4
Noriega, Dezirae	FC	Medical - Health Services Specialist (RN) for campus Health Center	07/01/19	12/27/19	ME B 1

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Ullrich, Theresa	FC	Medical - Nurse Practitioner for campus Health Center	07/01/19	06/30/20	ME C 4
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Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Adarme, Adrian Dominic	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Agreda - Chavarry, S.	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Aguillon, Yadira	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Ahrens, Lisa	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 4
Ahrens, Lisa	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 4
Alacon, Brianna	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Alarcon, Brianna	FC	Direct Instr Support - Tutor students for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Albasaleh, Mona	NOCE	Direct Instr Support - Tutor in the ESL, ESI and Citizenship preparation	07/08/19	08/15/19	TE A 3
Albasaleh, Mona	NOCE	Direct Instr Support - Tutor for ESL and Citizen preparation	09/30/19	06/26/20	TE A 3
Alcazar, Elizabeth	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 2
Alcazar, Elizabeth	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 2
Alexander, Stephen	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Alkorasishi, Alena	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Alvarez, Lucy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Ambriz, Mariciela	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Anderson, Christina	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 1
Ang, Exequiel	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Anijelo, Felicitas	FC	Direct Instr Support - Tutor students for the UMOJA Program	07/01/19	09/27/19	TE B 1
Arauz, Javier	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 3
Arauz, Kimberly	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	12/14/19	TE A 3
Arredondo, Roberto	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Aure, Kylie	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Avalos, Diego	NOCE	Direct Instr Support - Tutor in the NOCE Cypress Math Lab	07/08/19	06/30/20	TE A 2
Aziz, Aliya	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1

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Badica, Malina	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Balin, Alex	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 2
Bankson, Maria	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Banuelos, Javier	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Baradaran, Negar	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Barragan, Juan	FC	Direct Instr Support - Tutor DSS students	07/01/19	06/30/20	TE A 1
Barrantes, Brooke	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Barron, Brissa	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Belk, Hannah	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Benitez, Elodia	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 1
Benitez, Elodia	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 1
Bharucha, Mahnur	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Blaine, James	FC	Direct Instr Support - Tutor DSS students	07/01/19	06/30/20	TE B 4
Bonace, Patrick	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 2
Bounacday, Laylah	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Briseno, Andrea	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 4
Brown, Andrew	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 3
Brown, Andrew	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 3
Brown, Elizabeth-Ann	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Brown, Tia	FC	Direct Instr Support - Tutor students for the Student Diversity Initiative	07/01/19	06/30/20	TE A 2
Brune, Sara	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Brune, Sara	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 3
Buggs, Charlene	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 2
Campbell, Rebecca	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 2
Campbell, Rebecca	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 2
Canal, Joshua	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Cano-Merideth, Noemi	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/17/19	06/30/20	TE A 4
Cano-Merideth, Noemi	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 4
Capwell, Janelle	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1

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Carberry, Baillie	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Carey, Susan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 4
Carey, Susan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 4
Carlos, Linda	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Carrera, Yui	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Carrillo, Benancia	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 1
Castaneda, Ariel	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Castillo, Alyssa	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 1
Castle, Brandi	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Castorena, Raymond	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Castrejon, Jovane	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 1
Castro, Samantha	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Chavarin, Jesse	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 3
Chavez Rodriguez, A.	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Choi, Nathan	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Colin, Marc	NOCE	Direct Instr Support - Tutor in the NOCE Wilshire Learning Resource Center	07/08/19	06/30/20	TE A 2
Concepcion, Charmain	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Contreras, Zindy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Cope, Kelli	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 2
Cope, Kelli	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 2
Cruz, Jared	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Cruz, Larry	FC	Direct Instr Support - Tutor English Students for the Veterans Center	07/01/19	08/09/19	TE A 2
Dang, Anh	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
David, Rei Jairus	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Davis, Brandye	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 3
De Castro, Jennifer	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Deleon, Jennifer	NOCE	Direct Instr Support - Tutor in the NOCE Anaheim Learning Center	07/08/19	06/30/20	TE A 2
Dini, Manji	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Do Carmo, Valerie	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1

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Doan, Johnny	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Doran, Gabriella	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 1
Drost, Kayla	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Dunn, Amber	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 3
Dunn, Amber	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 3
Duong, Vincent	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 3
Eckert, Sara	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Edgar, Matthew	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Edwards, Flor	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Elassal, Justin	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 2
Eng, Daniel	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Esparza, Alberto	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Fader, Brian	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Feinzimer, David	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 1
Figg, Nicole	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 2
Figg, Nicole	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 2
Filmon, Radu Gabriel	FC	Direct Instr Support - Tutor students for the FC Miles Program	07/01/19	08/08/19	TE A 1
Fisher, Tracey	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Flores, Chris	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 4
Fouts, Ciara	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Fouts, Ciara	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 3
Franco Rio, Daniel	FC	Direct Instr Support - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Galvez, Berenice	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Galvez, Neledy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Garcia De Alba	NOCE	Direct Instr Support - Tutor in the NOCE Cypress Math Lab	07/08/19	06/30/20	TE A 2
Garcia, Janet	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 2
Garcia, Laura	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Garcia-Espino, Batseba	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Garcia-Yocute, Belgica	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4

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Garza, Heriberto	FC	Direct Instr Support - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Gaynor, Mel	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Gill, Maricela	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Gomez, Victor	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Gonzalez, Cristal	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Gonzalez, Gabriel	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Guilford, Mindy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Guillen, Lauren	FC	Direct Instr Support - Tutor English Students for the Veterans Center	07/01/19	08/09/19	TE A 1
Gurajardo, Moriah	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Harchenko, Stephanie	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Harris, James	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 3
Harris, James	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 3
Head, Kandace	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Hernandez, Ashley	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 3
Hernandez, Ashley	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 3
Hernandez, Maricruz	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Herrera, Alexis	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Herzog, Raymond	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 4
Ho, Tsai Tien	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Howell, Kandyce	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 1
Howell, Kandyce	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 1
Hsueh, Diana	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Hsueh, Ken	NOCE	Direct Instr Support - Tutor in the NOCE Cypress Math Lab & HS (AUHSD)	07/08/19	06/30/20	TE A 2
Huynh, Alice	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Inouye, Chris	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 3
Inouye, Chris	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 3
Jacome, Kimberly	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Jarrar, Suzan	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Jernigan, James	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1

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Joerger, Kevin	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Johnson, Jason	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 1
Johnson, Jason	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 1
Karakra, Sagidah	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Kaump, Sarah	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Kehoe, Olivia	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Kehoe, Olivia	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Khant, Aung	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Kim, Chango	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Kim, Sungeun	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Kim, Yeong	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Kopit, Dina	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Krieg, Brandon	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Kwon, Chris	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Kwon, Dong	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Labra, Yulissa	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Lacy, James	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Lainson, Marisa	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 3
Lakhany, Safiyah	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Lanham, Julia	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Lanphar, Christopher	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Lanphar, Christopher	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 1
Leal, Soraida	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Lee, Chanel	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Lee, Chenglin	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Lee, Nicholas	FC	Direct Instr Support - Tutor for the Natural Sciences Division	08/01/19	06/30/20	TE B 4
LeValley, Olivia	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Lim, Linnara	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 2
Lim, Linnara	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 2

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Lin, Kuntai	FC	Direct Instr Support - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Lopez, Denise	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 3
Lopez, Denise	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 3
Lucero, Christian	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Macias-Reza, Teresa	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Maki, Mohammed	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 3
Maniazewal, Merid	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 3
Manu, Isabel	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 3
Martinez Marquina, R.	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Martinez, Lissette	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Martinez, Sonia	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Medina, Albina	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Megan, Nolan	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Mendoza, Lidel	FC	Direct Instr Support - Tutor students for the FC Miles Program	07/01/19	08/08/19	TE A 1
Mendoza, Madilyn	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Meucci, Emily	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Meza Bermudez, Adrea	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Meza, Andrea	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Meza, Ariana	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Milledge, Cameron	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Miller, Pamela	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 4
Miller, Pamela	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 4
Miltenberger, Savannah	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Minami, Yuki	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Molines, Paula	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Monazzam, Hesam	NOCE	Direct Instr Support - Tutor in the NOCE Wilshire High School Lab	07/08/19	06/30/20	TE A 2
Montes, Michelle	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 3
Moore, Thomas	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 4
Morales, Sarai	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2

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Moshi, Robert	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Munoz, Ashley	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Munro, Sarah	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 4
Munro, Sarah	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 4
Myer, Jasmine	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 1
Myer, Jasmine	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE E 1
Natera, Vanessa	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Nelson, Megan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 3
Nelson, Megan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 3
Nguyen, Cindy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Nguyen, Minh	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 2
Nguyen, Newton	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Nguyen, Quan	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE A 2
Ochoa, Judith	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Oh, Emily	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Olimberio, Kathryn	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 1
Oliver, Elisabeth	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Ong, Christian	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 2
Ordaz, Natalie	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 2
Ortega, Matthew	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Ovalle, Nathan	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Ovalle, Nathan	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Oxley, Heather	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Pacheco, Susan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE E 3
Pacheco, Susan	FC	Direct Instr Support - Interpreter for hearing-impaired students	07/01/19	06/30/20	TE D 3
Pena, Evelyn	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Perez, Victor	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Phonethong, Troy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Pineda, Sarahi	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 1

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Plavdjian, Hripsime	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 3
Pranata, Adrian	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Prieto, Layla	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 3
Prieto, Vanessa	FC	Direct Instr Support - Tutor for Student Diversity Success Initiative	07/01/19	06/30/20	TE A 3
Ramales, Aaron	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Ramirez, Robert	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Ramlaoui, Dema	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Rankin, Riley	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Rea, Marlon	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Reinhart, Julia	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Resong, Eric	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Ridenour, Lillian	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Ries, Bradley	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Ripley, Joseph	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE A 2
Ritner, Christina	FC	Direct Instr Support - Tutor DSS students	07/01/19	06/30/20	TE A 3
Rogness, Jessica	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Rohnke, Cheryl	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Rojo, Maria	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 3
Rosales, Hector	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Rouly, Kyle	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Rudela, Katarina	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Saire, Nick	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Salazar, Alexia	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
San Elias, Daniela	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 3
Sanchez, Starlina	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Sandoval, Alex	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE D 3
Sandoval, Alex	CC	Direct Instr Support - Interpreter for DSS students	07/01/19	06/30/20	TE E 3
Sandoval, Crystal	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Sandoval, Miriam	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	06/30/20	TE A 3

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Sarabia, Crystal	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 1
Schwenke, Karen	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 4
Serna, Daisy	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Shah, Gitty	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Sibley, Britta	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Slonecker, Ashley	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Solis, Fabiola	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Sovilla, Diana	FC	Direct Instr Support - Tutor for the FC Miles Program	07/01/19	06/30/20	TE A 3
Stephenson, Jessmyne	NOCE	Direct Instr Support - Interpreter for DSS for the hearing impaired	07/01/19	06/30/20	TE D 3
Stephenson, Jessmyne	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE E 3
Sunda, Zayd	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE A 2
Swenson, Daniel	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Swenson, Daniel	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 4
Tafolla-Cunningham, C.	FC	Direct Instr Support - Tutor students in the campus Tutoring Center	07/01/19	06/30/20	TE A 2
Tangunan, Kaitlyn	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Tangunan, Kaitlyn	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Tate, Kerry	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Tawa, Joshua	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 3
Tawakuly, Melika	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Teutla, Tiara	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Thompson, Lia	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 1
Thow, Andric	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 3
Tomlinson, Drea	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Torres, Manuel	CC	Direct Instr Support - Tutor in the Learning Resource Center	07/01/19	06/30/20	TE B 4
Tran, Charlotte	CC	Direct Instr Support - Tutor for Supplemental Instruction	07/01/19	06/30/20	TE B 1
Tran, Thi	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Treccase, Jacqueline	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Truong, Annabelle	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Tucker, Bayli	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE B 4

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Urrea-Castro	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 4
Vargas-Hopkinson, C.	FC	Direct Instr Support - Tutor Math students	07/01/19	08/09/19	TE A 2
Vartanian, Shannon	FC	Direct Instr Support - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Vergara Ramirez, J.	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Villanueva, Janley	NOCE	Direct Instr Support - Tutor students for the NOCE Cypress Learning Center	07/08/19	06/30/20	TE A 2
Vo, Brandon	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
Voet, Courtnie	NOCE	Direct Instr Support - Tutor for students with disabilities & staff	07/01/19	06/30/20	TE B 4
Walker, Nicholas	CC	Direct Instr Support - Tutor for English Success Center	07/01/19	06/30/20	TE B 1
Waneis, Gina	FC	Direct Instr Support - Tutor for Promise Career Pathways	07/01/19	12/14/19	TE A 3
Weil, John	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Weil, John	FC	Direct Instr Support - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Wert, Rachel	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 1
Woods, Megan	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 3
Wu, ChiaYuan	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 1
Wu-Wood, Jessica	FC	Direct Instr Support - Tutor students for the OC Biotechnology Education	07/01/19	06/30/20	TE B 4
Yada, Michael	CC	Direct Instr Support - Tutor for the Learning Resource Center	07/01/19	06/30/20	TE B 1
You, Hyehyun	CC	Direct Instr Support - Tutor for Math Learning Center	07/01/19	06/30/20	TE B 2
Younis, Malath	NOCE	Direct Instr Support - Tutor students for High School Equivalency Preparation	07/08/19	06/30/20	TE A 2
Zapata, Hannah	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	07/01/19	06/30/20	TE A 2
Zarske, Brian	FC	Direct Instr Support - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Zwicki, Carolyn	NOCE	Direct Instr Support - Tutor for students with disabilities	07/01/19	06/30/20	TE B 4

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
King, Elliott	FC	Clerical/Secretarial - Sub for vacant A&R Tech PN FCC852	07/01/19	10/02/19	TE B 4
Meza, Miguel	CC	Non Direct Instr Support - Sub for Classified employee on leave	07/01/19	09/06/19	TE B 4
Pattison, Jeanette	CC	Non Direct Instr Support - Sub for vacant Instructional Aide CCC804	10/09/19	01/08/20	TE B 4
Pavlovich, Robert	FC	Technical/Paraprof - Sub for vacant Radio Broadcast Tech. PN FCC921	06/10/19	06/30/19	TE A 4

Hourly Personnel
June 25, 2019

Sanchez, Elizabeth	CC	Clerical/Secretarial - Substitute for Classified employee on leave	07/01/19	12/31/19	TE A 3
Sanchez, Fernando	CC	Clerical/Secretarial - Substitute for Classified employee on leave	07/01/19	12/31/19	TE A 3

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Aguilar, David	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Aguilar, Flor	FC	Work Study Student - Assist in the EOPS Office	07/01/19	06/30/20	TE A 4
Aguirre, Carly	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Alvarez, Ian	FC	Work Study Student - Assist in the Financial Aid Office	07/01/19	06/30/20	TE A 1
Amarillas, Cindy	FC	Work Study Student - Assist in the EOPS Office	07/01/19	06/30/20	TE A 3
Arredondo, Armando	FC	Work Study Student - Assist Educational Partnerships with recruitment	07/01/19	09/27/19	TE A 2
Benitez, Adriana	FC	Work Study Student - Assist with the switchboard	07/01/19	06/30/20	TE A 1
Bernard, Glenn	FC	Work Study Student - Assist in Physical Education	07/01/19	06/30/20	TE A 1
Bumpurs, Jaylie	FC	Work Study Student - Clerical assistance for the EOPS/CARE/FYSI	07/01/19	06/30/20	TE A 3
Cha, Seung	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Chelo, Maria	FC	Work Study Student - Assist in Physical Education	07/01/19	06/30/20	TE A 1
Choi, Nathan	FC	Full-time Student - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Cirritio, Jake	FC	Full-time Student - Clerical assistance for the Counseling Center	08/26/19	06/30/20	TE A 1
Dalsung, Franchesca	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Dang, Tran My Linh	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Delgado, Lilibeth	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 1
Dorotheo, Jon	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Duque, Stephanie	FC	Work Study Student - Assist in the Music Department	07/01/19	06/30/20	TE A 4
Escobar, Alejandra	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 2
Fan, Shizhe	FC	Full-time Student - Tutor students in the campus Writing Center	07/01/19	06/30/20	TE A 2
Frag, Diana	FC	Work Study Student - Assist in the Academic Support Center	08/28/19	06/30/20	TE A 2
Galvan, Litzia	FC	Work Study Student - Assist in the Biological Science Lab	07/01/19	06/30/20	TE A 1
Gonzalez, Diana	FC	Full-time Student - Clerical assistance for the Counseling Center	08/26/19	06/30/20	TE A 1

Hourly Personnel
June 25, 2019

Grandin, Xochiel	FC	Work Study Student - Assist in the Math Lab	07/01/19	06/30/20	TE A 1
Gutierrez, Andrea	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Hawks, Kameron	FC	Work Study Student - Assist with the switchboard	07/01/19	06/30/20	TE A 1
Jones-Wildey, Katrina	FC	Work Study Student - Assist in the Financial Aid Office	07/01/19	06/30/20	TE A 1
Malacara, Jennifer	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 2
Mariano, Ashley	FC	Full-time Student - Clerical assistance for the Counseling Center	08/26/19	06/30/20	TE A 1
Misikei, Martha	FC	Work Study Student - Assist in the Food Bank	07/01/19	06/30/20	TE A 1
Moreno, Destinee	FC	Work Study Student - Assist in the CalWORKs Office	07/01/19	06/30/20	TE A 3
Naranjo, Danielle	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 2
Obara, Theresa	FC	Full-time Student - Tutor students for DSS	07/01/19	06/30/20	TE A 1
Oh, Peter	FC	Full-time Student - Clerical assistance for the Counseling Center	08/26/19	06/30/20	TE A 1
Oropeza, Rebeca	FC	Full-time Student - Clerical assistance for FC Honors Program	08/26/19	06/30/20	TE A 1
Ortega, Noe	FC	Work Study Student - Assist in the Biological Science Lab	07/01/19	06/30/20	TE A 1
Palacios, Shawntel	FC	Work Study Student - Assist with the EOPS/CARE Programs	07/01/19	06/30/20	TE A 3
Paras, Bernadette	FC	Work Study Student - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Pineda, Sarahi	FC	Full-time Student - Tutor students in the campus Tutoring Center	07/17/19	06/30/20	TE A 1
Plavdijian, Ester	AC	Full-time Student - Student Trustee	07/01/19	05/31/20	TE A 1
Plechner, Lisa	CC	Work Study Student - Assist in DSS Office	08/27/19	06/15/20	TE A 1
Plechner, Lisa	CC	Full-time Student - Assist in DSS Office	07/01/19	08/26/19	TE A 2
Plechner, Lisa	CC	Full-time Student - Assist in DSS Office	06/16/20	06/30/20	TE A 2
Qui, Chenxing	FC	Work Study Student - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 2
Ramirez, Ana Kary	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 2
Reyes, Chloe	AC	Full-time Student - Student Trustee	07/01/19	05/31/20	TE A 1
Richardson, Ka'Derick	FC	Work Study Student - Assist in the Physical Education Department	07/01/19	06/30/20	TE A 1
Romero, Diego	CC	Work Study Student - Assist in DSS	08/27/19	06/15/20	TE A 1
Romero, Diego	FC	Full-time Student - Clerical assistance for the Counseling Center	08/26/19	06/30/20	TE A 1
Salgado, Natalie	FC	Work Study Student - Assist in the CalWORKs Office	07/01/19	06/30/20	TE A 3
Schulz, Paul	FC	Full-time Student - Clerical assistance for the FC Honors Program	08/26/19	06/30/20	TE A 1
Sevilla, Grace	FC	Clerical/Secretarial - Assist Educational Partnerships with recruitment	7/1/2019	9/27/2019	TE A 2

Hourly Personnel
June 25, 2019

Simental, Kacie	FC	Work Study Student - Clerical assistance for the Cadena Transfer Center	07/01/19	06/30/20	TE B 4
Solano Estephanie	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Sosa, Karen	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Stopani, Bianca	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Strang, Jessica	FC	Work Study Student - Assist in the Financial Aid Office	07/01/19	06/30/20	TE A 1
Subedi, Arjun	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Taylor, Zaeem	CC	Work Study Student - Assist in Financial Aid Office	07/01/19	06/30/20	TE A 1
Tawakuly, Melika	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Tran, Lynh	FC	Work Study Student - Tutor students in the campus Math Lab	07/01/19	06/30/20	TE A 1
Udarbe, Brian	CC	Full-time Support - Provide POS support for Culinary Arts/ Restaurant	08/26/19	05/14/20	TE A 2
Valencia, Isaiah	FC	Work Study Student - Assist in the Academic Support Center	07/01/19	06/30/20	TE A 2
Vega Olvera, Marcela	FC	Work Study Student - Clerical assistance for Physical Education	07/01/19	06/30/20	TE A 1
Verdin, Jose	FC	Work Study Student - Assist in the Food Bank	07/01/19	06/30/20	TE A 1
Vergara, Ashley	FC	Work Study Student - Clerical assistance for Admissions and Records	07/01/19	06/30/20	TE A 2

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

SUBJECT: Volunteers

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

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

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

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

Irma Ramos

Recommended by

Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
June 25, 2019

Name	Site	Program	Begin	End
Altamirano, Celine	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Barron, Elizabeth	NOCE	DSS- Personal Care Attendant	07/08/2019	06/30/2020
Barrow, Jessica	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Bayz, Kalthoum	CC	Math and Science Division	06/10/2019	07/03/2019
Blanco, Pressila	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Buggs, Chloe	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Carbajal, Tanya	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Castillo, Victoria	NOCE	DSS- Personal Care Attendant	09/09/2019	06/26/2020
Chavarria, Raul	CC	Physical Ed. Athletic Training Team	07/22/2019	06/30/2020
Ewing, Savanah	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Gabb, Sabrina	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Garcia, Kianna	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Gomar, Cassandra	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Lai, Jeffery	CC	Physical Ed. Kinesiology & Athletics Div.	07/01/2019	06/30/2020
Llamas, Allie	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Martinez, Paul	NOCE	DSS- Personal Care Attendant	09/09/2019	06/26/2020
Negro, Roni	CC	Physical Ed. Kinesiology & Athletics Div.	07/01/2019	06/30/2020
Nelson, Alison	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Nguyen, Katie	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Nobe, Andrew	CC	Physical Ed. Kinesiology & Athletics Div.	07/01/2019	06/30/2020
Pierce, Taylor	CC	Physical Ed. Softball Summer Program	07/01/2019	06/30/2020
Reyes, Esperanze	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2020
Sakamoto, Emily	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Shen, Shulin	NOCE	ESL Department – SHINE Program	07/01/2019	08/02/2019
Snodgrass, Joshua	CC	Physical Ed. Kinesiology & Athletics Div.	07/01/2019	06/30/2020
Sutherland, Clinton	FC	Internship-Counseling & Student Dev	08/26/2019	12/12/2019
Teabout, Arielle	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Tran, Jacklynn	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Weber, Sara	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Welch, Sarah	CC	Physical Ed. Women's Basketball Camp	07/15/2019	07/19/2019
Willey, Mike	CC	Physical Ed. Softball Summer Program	07/01/2019	06/30/2020

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 25, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	CSEA Merit System Petition Voting Process	Enclosure(s)	<u> X </u>

BACKGROUND: The North Orange County Community College District is holding an election in the summer of 2019 to determine whether or not classified personnel (including managers and confidential employees) desire the implementation of a Merit System at the District. California Assembly Bill 999, known as the "Merit System," was established and enacted into law in 1935, to provide statutory protection to classified employees through the Education Code against politically or personally motivated employment, promotion, discipline, or dismissal actions.

At the April 9, 2019 Board of Trustees meeting, members of CSEA filed a petition asking to hold an election for the establishment of a merit system for NOCCCD. Under Education Code Section 88051, the Governing Board is required to undertake a number of activities to be completed within 120 days of the date the petition was submitted. One of the activities is to conduct an election by secret ballot of classified personnel to determine whether or not they desire to make the merit system applicable to the District.

At its June 11, 2019 meeting, trustees heard presentations from the District's legal representative and CSEA in order to help shape the voting process. The proposed process reflects the information shared at that Board meeting, and in a subsequent meeting with Chancellor Marshall, Vice Chancellor Irma Ramos, and CSEA representatives.

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: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt the voting process for the proposed establishment of a Merit System.

NOCCCD Merit System Election Procedures

Pursuant to the provisions of Education Code section 88051, and upon receipt of a petition signed by at least fifteen percent (15%) of the members of the classified service, the North Orange County Community College District has called for an election to determine whether a merit system will be applicable in the District.

Pursuant to Education Code section 88051(b), the Board of Trustees shall do all of the following:

- (1) Obtain the services of competent and qualified persons to present the pros and cons of the issue. Notwithstanding this paragraph, the classified employees who submitted the petition may select the person or persons to present the proponent position on the issue.
- (2) Provide adequate and ample opportunity for all of its classified personnel to attend one or more meetings at which the issue is presented.
- (3) Having complied with paragraphs (1) and (2), conduct an election by secret ballot of its classified personnel to determine whether or not they desire to make the merit system applicable to the district.

The pool of eligible voters in this election shall be “classified employees,” which Education Code section 88051(a) defines as all personnel who are part of the classified service as defined in Education Code section 88003, specifically persons employed in positions “that are not academic positions.”

Identification Procedures:

Education Code section 88051(b)(3) states in relevant part:

Although the ballot shall not require the employees’ signatures or other personal identifying requirements, the governing board shall devise an identification system to ensure against fraud in the balloting process.

Note: Employees will vote at their primary work location.

- Human Resources shall prepare a list of all classified employees of the District **by work site**. The list shall include a line next to each employee’s name for the employee to sign his or her name:

Example: Jane Doe _____
 John Doe _____

Decision about Identification Needed

Note: CSEA has no concerns about presenting a form of photo identification. In the letter to all employees, they will be given the option of reaching out to CSEA or Human Resources with any questions about the photo identification.

- When an employee arrives to vote **at his or her work location**, he or she shall provide photo identification to the person monitoring the polling station. An employee shall not be allowed to vote if he or she does not present photo identification even if the polling station monitor knows the person. The polling station monitor shall verify the employee's identity and shall review the photo identification to ensure the person's name appears on the **site** list of District classified employees. Upon verification of the employee's identification and eligibility to vote, the employee shall sign his or her name next to his or her name on the list. The employee shall then be given a ballot. The polling station monitor shall check to ensure the employee has not already signed the list. If a signature appears next to an employee's name, the employee shall not be given a ballot.

Decision about Authenticating Ballots

- After the employee votes, the polling station monitor shall place his or her initials on the back of the employee's ballot and the employee shall place his or her ballot in the sealed ballot box.

Options:

- **Ballots will be printed on specialty paper with a unique printed mark designating it as an official ballot. The polling station monitor will verify the unique mark instead of placing his or her initials on the back of the ballot.**
- **Voter will fold the ballot in half before placing it in the box**
- **Note: We do not recommend placing the ballot in an envelope. This will increase the amount of time to tabulate the votes.**

Voting Procedures:

1. An election to determine whether the merit system for classified employees shall be applicable in the North Orange County Community College District shall be held on **July 18, 2019**. Voting hours shall be from **8:00 a.m. to 10:00 a.m., 1:00 p.m. to 4:00 p.m., and 7:00 p.m. to 9:00 p.m.** Polls shall close promptly at **9:00 p.m.** and no voting shall take place thereafter except for those persons in line to vote at **9:00 p.m.**
2. The polling station(s) shall be established at **the Anaheim Campus, Cypress College, and Fullerton College.**

3. The Chancellor or her designees shall oversee the voting process. Non-voting employees (**academic management and students**) shall serve as polling station monitors. A polling station monitor shall be stationed at the polling station at all times during voting hours on the day of the election. **Note: Polling locations will be staffed with at least one manager and two students. Academic managers will not be assigned to their work site.**
4. In the voting room, the private polling stations shall contain barriers providing privacy on three sides so the voter is able to access the polling station from the front. Only one classified employee shall have access to a private polling station at a time.
5. The District shall prepare ballots **on specialty paper with a unique mark identifying it as an official ballot**. As required by Education Code section 88051(b)(3), the ballot given to eligible voters shall read:

Shall the merit (civil service) system for classified employees be applicable in the North Orange County Community College District?

Yes

No

6. Upon verification of the employee's identification and status as a classified employee of the District, the employee shall be given a ballot. When the employee is done voting, he or she should fold the ballot in half and **must have the polling station monitor initial or sign the back of the ballot**. Thereafter, the employee shall deposit his or her ballot in the sealed ballot box.
7. No employee shall be allowed to leave the room where the ballot box and private polling stations are located while in possession of a ballot. If an employee leaves the room where the ballot box and private polling stations are located while in possession of a ballot, the polling station monitor shall strike that employee's name from the list, and the employee's ballot shall not be allowed to be placed in the ballot box. The decision regarding whether these procedures have been violated is left to the discretion of the highest ranking polling station monitor who observes the alleged violation.
8. An employee may request a new ballot because of an error he or she made on the initial ballot. The monitor shall take the used ballot, draw an "X" and the word "VOID" over the entire face of it, initial the back and write that a new ballot was given to the employee. The void ballot shall be placed in the envelope for void ballots.

9. The ballot box shall be constructed from cardboard/corrugated ballot boxes sealed with red colored tape so the box cannot be opened without removing or disturbing the tape. A deposit point wide enough to insert a ballot shall be cut in the top of the ballot box. The ballot box shall be clearly marked on the sides and the top of the box with the District name. The deposit point of the empty ballot box shall be sealed with red colored tape before the election. When polls open at **8:00 a.m.**, the polling station monitor shall remove the red colored tape and allow access to the deposit point. **Polling locations will be locked and secured during nonvoting hours.**
10. When the voting closes at **9:00 p.m.**, employees currently in line waiting to vote shall be allowed to complete their votes. When the polling stations close, the polling station monitors shall place the list of names that includes the signatures of the voters inside the ballot box and immediately seal the deposit point of the ballot boxes by placing blue colored tape over the entire opening of the deposit point. A polling station monitor shall remain with the ballot box until it is delivered to the **Anaheim Campus and stored in the locking file cabinets in the first floor storage room.**
11. A polling station monitor shall remain in the voting room with the ballot box, signature sheet, blank ballots, and void ballots at all times.

Employee Rights:

1. Participation in the election is the choice of the employee and there shall be no pressure by any person on an employee to vote or not to vote.
2. No person during the time that the polls are open shall, within 100 feet of the polling place, solicit a vote or speak to a voter on the subject of marking his or her ballot or distribute any election propaganda for or against the merit system.
3. No employee shall be subject to any form of coercion or pressure to participate in the election or to vote in a particular manner.
4. Any concerns about violation of these rules shall be presented to the Chancellor.

Process for “Canvassing” the Votes and Counting the Votes:

1. Three pre-designated members by the Board of Trustees shall serve as the Tabulation Committee. The process for canvassing and counting the votes shall occur **beginning at 10:00 a.m. on July 19, 2019.**

Decision on Tabulating Committee Members

Options:

- League of Women Voters Representative
 - CSEA Representative from outside our local chapter
 - DMA Representative
 - One or two additional Trustees
2. The District Administration shall prepare a “Tally Sheet” for the Tabulating Committee to record the vote totals. There will also be a means of recording the votes on a screen or larger sheets for public convenience but these totals are not official. The Tally Sheet maintained by the Tabulating Committee shall be the official record. The Board shall designate a Board Member to record the vote totals on the official Tally Sheet.

Note: Rooms 105-107 at the Anaheim Campus will be used.

3. The Tabulation Committee shall inspect the sealed ballot box to ensure the sealed box does not show signs of tampering. Once the Tabulation Committee agrees that the box has not been tampered with, it shall open the box.
4. The ballot box shall be accompanied by the signed list of employees **by location**. As noted above, if an employee voted, he or she should have signed his or her name next to his or her name on the list. **Additionally, ballots should be marked with the initials or signature of the polling station monitor responsible for monitoring the polling place at the time the ballot is cast.**
5. The Tabulation Committee shall review each ballot to determine **whether it was initialed by the polling station monitor. Ballots not bearing the initials or signature of the polling station monitor shall not be counted and shall not be considered a vote cast.**
6. The Tabulation Committee shall count the number of ballots showing a vote of “Yes” or “No” in the box and compare that number to the number of signatures on the list accompanying the box. The envelopes of unused and void ballots shall be set aside.
7. The Tabulation Committee shall review each ballot to ensure it clearly states the voter’s intent. Specifically, because the ballot includes only two options, (1) Yes or (2) No, the Committee shall examine ballots to ensure only one of the two options has been selected. If a ballot shows a voter has marked both “Yes” and “No” the ballot shall not be counted. If there is a dispute as to whether a ballot shows a “Yes” vote or a “No” vote, the dispute shall be resolved by a majority vote of the Tabulation Committee. The Tabulation Committee has the discretion to determine the intent of the voter. If two of three members agree (i.e. a majority) as to the intent of the voter, the vote shall be counted.

8. The Tabulation Committee shall count the votes one at a time. When counting the votes, the Tabulation Committee shall record the number of “Yes” votes and the number of “No” votes only on the document provided by the District.
9. After counting the votes and recording them on the document provided by the District, all three members shall sign the document certifying the results. If at least two of the three Tabulation Committee members sign a document certifying the results, the results are deemed certified.
10. If a voter chooses not to vote, or if his or her intent is not determinable by the Tabulation Committee as described above, his or her nonvote will not be considered as either a “Yes” or a “No” vote and will not count as a vote cast. Results of the election will be based exclusively on those votes indicating “Yes” or “No” placed in a ballot box during voting hours on the day of the election.
11. In order for the merit system to be established, a simple majority (50% plus 1) of the classified employees casting ballots must vote in favor the merit system.
12. After recording the votes, the Tabulation Committee shall calculate the total number of “Yes” votes and “No” votes, and record that information on the document provided by the District. After counting the votes and recording them on the document provided by the District, all three members shall sign the document certifying District-wide results. If at least two of the three Committee members sign a document certifying the District-wide results, the results are deemed certified.
13. The Board of Trustees will then take action to accept the results and inform the public of those results.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	June 25, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Extending the 45-Day Public Review Period for the Fullerton College Sherbeck Field Environmental Impact Report (EIR)	Enclosure(s)	<u> </u>

BACKGROUND: On June 13, 2017, the Board authorized an agreement with Dudek to prepare the project specific, Sherbeck Field Environmental Impact Report (EIR). On October 9, 2018 the agreement was amended to extend the contract to December 31, 2019. The Draft EIR now released, is subject to a minimum 45-day public review period that is scheduled to end at 5:00 pm on Friday, June 28, 2019.

Trustee Stephen T. Blount has requested that the Board consider extending the close of the Sherbeck Field EIR 45-day public review period from Friday, June 28, 2019 until Monday, July 1, 2019 or Monday, July 8, 2019 in light of District offices being closed on Fridays during the summer and the Independence Day holiday. While District offices are closed on Fridays due to the four-day, ten-hour summer workweek, District Facilities staff will be onsite and will accept public comments in Building A until 5:00 p.m. on Friday, June 28, 2019. Additionally, any correspondence mailed prior to June 28, 2019 will be included and addressed in the final EIR, under the "Response to Comments" section of the report.

If the review period were extended, a notification would need to be mailed to all interested parties notifying them of the extension. The cost of mailing 3,601 notifications is estimated at \$1,800.

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 submitted in accordance with Board Policy 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: Approximately \$1,800 for the cost of the notification mailing to all interested parties.

RECOMMENDATION: It is recommended that the Board consider extending the close of the Sherbeck Field Environmental Impact Report 45-day public review period from June 28, 2019 until Monday, July 1, 2019 or Monday, July 8, 2019.

Cheryl Marshall
Recommended by

Approved for Submittal

6.b
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: June 25, 2019

SUBJECT: Future Board Agenda Items

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

BACKGROUND: During the June annual 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.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: June 25, 2019
SUBJECT: Study Session: Technology and Campus
Online Education Efforts

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

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, there was strong interest in providing more opportunities for in-depth discussions on specific topics before action items are placed on the agenda. In addition, the Board wants to provide evidence of its growth to Accrediting Commission for Community and Junior Colleges (ACCJC). At the July 24, 2018 Board meeting, there was general consensus to move to a format where the first meeting of the month would be a business meeting, followed by a second discussion/study session meeting later in the month, in order to allow for effective meetings with meaningful dialogue and provide educational opportunities.

This item is presented to allow for discussion on technology and campus online education efforts.

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.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board conduct a study session to discuss technology and campus online education efforts.