

District Academic Standards

Meeting Minutes

Thursday, September 7, 2023; 3:00-5:00pm

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlreGJzRGoxa1k5YVJlT0dQQT09>

Riverside City College CAK 202Q	Moreno Valley College SAS 303	Norco College OC 116	District Office CAADO 209
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Committee Members	Guests
<input checked="" type="checkbox"/> Ann Pfeifle (DCC Chair, HIS, MOV)	<input checked="" type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input checked="" type="checkbox"/> Susan Mills (DCC Co-Chair, VC Ed Services)	<input checked="" type="checkbox"/> Sabina Fernandez (CPRO, MOV)
<input checked="" type="checkbox"/> Brian Johnson (MAT, NOR)	<input checked="" type="checkbox"/> Casandra Greene (CPRO, RIV)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RIV)	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
<input checked="" type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)	
<input checked="" type="checkbox"/> Nick Franco (AO, NOR)	
<input type="checkbox"/> Jeanne Howard (AO, MVC)	
<input type="checkbox"/> Clara Lowden (KIN, RIV)	
<input type="checkbox"/> Norma Martinez (SPA, MOV)	
<input type="checkbox"/> Lisa Martin (GUI, NOR)	
Additional Guests: Kevin Stewart, Thea Quigley, Shari Yates, Keith Dobyons, Deanna Murrell, Nick Sinigaglia, Cynthia Outlaw	

Call to Order: 3:02pm by Ann Pfeifle

Agenda and Minutes

1. Approval of Agenda
 Motion: K. Douglass; Second: B. Johnson
 Addition of Discussion Item: Work Experience Courses
 Approved, Unanimous

2. Approval of Minutes – June 1, 2023
 Motion: K. Douglass; Second: B. Johnson
 Approved, Unanimous

Discussion Items

1. Ethnic Studies Title 5 Changes
 - a. The Articulation Officers have drafted an update to the RCCD GE pattern that reflects the Title 5 updates, includes an Ethnic Studies area, and is structured similar to CSUGE and IGETC.
 - b. The committee agreed the next step is to forward the draft to Senates for approval. After which, it can be taken to the college committees as an information item. The goal is not to process course inclusions or exclusions into the GE pattern at this time, but rather to approve the overall structure of the pattern.

- c. Ann Pfeifle – Will there be a re-examination of the ETS courses that are already approved? Could some be denied? What is the timeline?
 - i. Nick Franco – We have submitted ETS 1, 3, 7, and 8. There will be time to update and resubmit and we have already notified the ETS faculty.
2. Cal-GETC Update
 - a. Nick Franco – Cal-GETC goes into effect for 25-26. This will change the GE patterns we offer and how programs are coded. Please be mindful that this will be a huge lift on our curriculum specialists.
 - b. Ann Pfeifle – We may also have new systems in place for the catalog and the student information system, so time needs to be allotted for the classified members to do that work.
3. AOE Modification Process
 - a. Ann Pfeifle – This topic was discussed at Tech Review, and it appears that the chairs have established a process moving forward.
 - b. Kelly Douglass – Brian Johnson recommended a first and second read process at the college curriculum level, which allows for an annual review of the General Education pattern and AOE. The ADTs can have interdisciplinary councils that can assist in reviewing.
 - c. This topic can return to DCC and no longer needs to be a standards item.
4. Administrative Procedure – Independent Study
 - a. The committee established that the Independent Study AP was reviewed and approved by the three senates. Ann Pfeifle offered to report at the District Senate.
 - b. Kelly Douglass – Does the faculty association need to review and approve due to the compensation implications?
 - i. Keith Dobyns – If the three senates have approved, AP can be forwarded to Keith for a final review. The AP is sent to the Board just as an information item. The AP should also be sent to Tammy Few so the faculty association can be notified. They can then decide if there is a need to meet to bargain.
5. Work Experience Updates
 - a. Bryan Medina – The Curriculum Institute held an information session on the Title 5 updates for Work Experience courses. The State Chancellor’s Office has also released a guidance memo that states that the district needs to conform to the updated policies by February 22.
 - b. Some questions include:
 - i. How does the hours required per credit unit impact courses? Which BP/APs need to be updated to reflect this?
 - ii. Course repeatability was not made clear at the institute. Can students repeat the course to earn the maximum amount of credit possible, or not?
 - iii. What do the regulations mean by 14 units per enrollment period?

- iv. What are the actual requirements for the BP/AP? What specifically needs to be included? Page 7 of the memo appears to indicate what must be addressed.
- v. The memo states work experience should be integrated as a part of the educational pathway. Does this mean the class needs to explicitly be a part of the student's degree or pathway?
- vi. How do these changes define what is and what is not work experience? In the past we've had cooperative work experience, general work experience, and occupational work experience. Page 6 of the memo states work experience should provide economically disadvantaged students the opportunity to earn a wage.
- vii. Page 7 discusses the employer agreement. How does an intermediary play a role? Do students have an agreement with the District, the employer, or an intermediary?
- viii. The changes discuss students who are self-employed. Does the student pay themselves?
- ix. The Faculty Association CBA also has language regarding work experience and compensation. Will that also need to be reviewed?
- c. The committee discussed the process for updating courses.
 - i. Ann Pfeifle - The deadline for the catalog is in the next three weeks, meaning the courses that are used most frequently need to be prioritized for updates.
 - ii. Kelly Douglass - It also appears that any work experience course now must be discipline specific and can no longer be general. What other changes need to be made to the courses?
 - iii. Bryan Medina – Do courses need to be updated and implemented by February 22? Or can the courses be implemented in the next catalog?
 - iv. Shari Yates – Recommends providing an updated COR as a template for use by the faculty.
- d. Keith Dobyns – Generally, the focus should be on updating and implementing the policies and procedures with a good faith effort. If a reviewing body determines there has not been a good faith effort, they could issue warnings.
- e. Casandra Greene – Will pull a list of courses in use and their status for deletion next week.
- f. Kelly Douglass – Perhaps the chairs can reach out to disciplines specific to their college to encourage course deletion. Responsibilities for anything district wide can be split across the three chairs.
- g. The committee agreed to meet as a smaller group to begin drafting the policies and procedures. Volunteers included Ellen Brown-Drinkwater, Casandra Greene, Ann Pfeifle, Shari Yates, Thea Quigley, Kevin Stewart, Susan Mills. It was recommended that Ashley Etchison also be invited.

6. Public Comment for all items on or not otherwise on the agenda.

Adjournment: 4:32pm by Ann Pfeifle



- TO:** Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate for the California Community Colleges
Regional Consortia Chairs
CTE Deans
- FROM:** Sandra Sanchez, Interim Vice Chancellor
Workforce and Economic Development Division
- CC:** Dr. Aisha Lowe, Executive Vice Chancellor, Equitable Student Learning, Experience & Impact
Dr. Lizette Navarette, Executive Vice Chancellor, Institutional Supports and Success
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support
- RE:** Implementation Guidance for Work Experience Education Regulations Revisions

The purpose of this memo is to provide guidance on the implementation of the Board of Governors' regulatory changes governing work experience education, which became effective on August 26, 2023. These revisions were proposed by the Chancellor's Office in partnership with the California Community Colleges Curriculum Committee (5C) to align work experience education to modern practice, and to expand work experience opportunities for students beyond Career Technical Education (CTE) programs. It is the Board's intention that the work experience education regulations will advance diversity, equity, inclusion, and accessibility within the system by integrating high-quality work experience opportunities as a part of the learning process for an expanded range of instructional programs. In addition, the updated regulations allow for student educational and occupational goals, including developing career awareness, learning industry culture, and developing professional networks in career fields.

Under the California Education Code, community college districts may "carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established." (Ed. Code, § 70902, subd. (a)(1) [establishing the "permissive" Education Code].) Accordingly, the work experience

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education regulations should be understood as providing direction to community college districts, but not as restricting district activities in work experience education except to the extent stated in the regulations.

The work experience regulations were filed with the California Secretary of State on **July 27, 2023**, and became effective thirty days later, on **August 26, 2023**. Under the Board of Governors' regulations, districts have one hundred and eighty (180) days from the effective date, or until **February 22, 2024**, to conform their policies and procedures to the regulatory requirements. (See 5 Cal. Code Regs. § 52010.)

Summary of Regulatory Changes

The work experience regulations replace the former “cooperative work experience” regulations that were first promulgated decades ago. The new regulations are organized into 5 principle sections: “Purpose and Definition of Work Experience Education” ([section 55250](#)), “District Responsibilities” ([section 55251](#)), “Work Experience Education Documentation” ([section 55252](#)), “College Credit, Attendance Accounting, Course Repetition” ([section 55253](#)), and “Records” ([section 55254](#)). These are summarized below. Less extensive, conforming changes were also made to other sections of title 5. A copy of the Board's full regulatory action is appended below.

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Section	Summary
“Purpose and Definition of Work Experience Education” (section 55250)	<ul style="list-style-type: none">• Work experience education is broadly defined.• Work experience education may involve credit or noncredit classes and should be integrated as part of a student's educational pathway, allowing students to achieve both educational and occupational goals.• Work experience education should develop career awareness, knowledge of industry culture, competencies and norms, and develop professional networks.• Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.
“District Responsibilities” (section 55251)	<ul style="list-style-type: none">• Districts are required to adopt local policies to implement work experience education that address specified topics, but districts have broad discretion regarding how those topics are addressed to meet student educational objectives.
“Work Experience Education Documentation” (section 55252),	<ul style="list-style-type: none">• Documentation requirements are consolidated into a single section of the regulations.• Work experience education documentation will reflect the respective commitments of districts, employers, and students.
“College Credit, Attendance Accounting, Course Repetition” (section 55253)	<ul style="list-style-type: none">• Regulatory requirements governing work experience credit, attendance accounting, and course repetition are consolidated in this section.
“Records” (section 55254)	<ul style="list-style-type: none">• This section defines the work experience education student records districts are required to retain.

Appendix A: Work Experience Education Regulations

Effective August 26, 2023.

§ 55002.5. Credit Hours Definition.

- (a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside or outside-of-class.
- (b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.
- (c) Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55253.
- (d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.
- (e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of title 34, Code of Federal Regulations, part 600.2.
- (f) Credit hours for all courses may be awarded in increments of one unit or less.
- (g) District governing boards shall establish a policy defining the standards for credit hour calculations. District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

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

§ 55040. District Policies for Course Repetition.

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.
- (b) The policies and procedures adopted pursuant to subdivision (a) may:
 - (1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041;

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- (2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042;
 - (3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043;
 - (4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044;
 - (5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition;
 - (6) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9;
 - (7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy or procedure may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated;
 - (8) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies or procedures requiring students to certify or document that course repetition is legally mandated; and
 - (9) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies or procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.
- (c) The policies or procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies

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even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

- (d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.
- (e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

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

§ 55250. Purpose and Definition of Work Experience Education.

- (a) The purpose of work experience education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.
- (b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility. Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

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

§ 55251. District Responsibilities.

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- (a) Districts shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:
 - (1) the respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;
 - (2) the types of work experience education offered by the district;
 - (3) how the district will:
 - (A) provide guidance services for students during enrollment in work experience education;
 - (B) assign sufficient instructional or other personnel to direct the program and provide other required district services;
 - (C) assess student progress in work experience education through written, measurable learning objectives and outcomes;
 - (D) ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term;
 - (E) assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;
 - (F) analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment (disaggregations including, but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience);
 - (G) ensure adequate clerical and instructional services are available to facilitate the program; and
 - (H) ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.
- (b) Districts shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.
- (c) Districts may subsidize student work experience education provided by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

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- (d) District governing boards may authorize work experience education programs and opportunities outside district boundaries.
- (e) Districts shall provide sufficient administrative support, including classified and instructional personnel, for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

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

§ 55252. Work Experience Education Documentation.

- (a) Districts shall enter a work experience employer agreement with each participating employer prior to any student beginning their work experience. Such agreements shall document the following:
 - (1) the respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;
 - (2) arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;
 - (3) the employer's acknowledgement of the purposes of this article, and the district's work experience education policies or procedures, and agreement to support their purposes;
 - (4) the employer's intent to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;
 - (5) the employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;
 - (6) that work-experience education involving apprenticeable occupations with division 3, chapter 4 of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council;
 - (7) the employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

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- (8) that work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and
 - (9) any other matters deemed appropriate by the district.
- (b) The appropriate college representative, the employer, and the student shall sign a learning agreement. The learning agreement shall document the following:
- (1) the work experience education student's individual educational objectives aligned with the course outline of record;
 - (2) the hours of work and a clear explanation of the student's work experience job duties;
 - (3) the responsible supervisors at the college and the employment site;
 - (4) a commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives; and
 - (5) any other matters deemed appropriate by the district.
- (c) work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

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

§ 55253. College Credit, Attendance Accounting, Course Repetition.

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

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- (b) Work experience education courses apply the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.
- (c) A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040.

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

§ 55254. Records.

Districts shall retain as student records the following documents for each work experience education student:

- (a) learning agreements establishing hours that will be worked;
- (b) statements verifying hours worked;
- (c) records of consultation with the employer;
- (d) records of faculty consultation;
- (e) evaluation of student achievement of learning objectives by instructor;
- (f) the work permit for minor students; and
- (g) records of the final grade.

NOTE: Authority cited: Sections 70901 and 76220, Education Code. Reference: Sections 70901, 70902, 76210 and 78249, Education Code.

§ 58003.1. Full-time Equivalent Student; Computation of Units.

- (a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.
- (b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are

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specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

- (c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.
- (d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.
- (e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.
- (f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and work-experience education courses, the following alternative attendance accounting procedure shall be used:
 - (1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.
 - (2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and

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approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

- (A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,
 - (B) the weekly student contact hours as derived above in this section, by
 - (C) the primary term length multiplier of 17.5, and
 - (D) dividing by 525.
- (g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study, correspondence and work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

NOTE: Authority cited: Sections 66700, 70901, 78401 and 84500, Education Code.
Reference: Sections 70901 and 84500, Education Code.

§ 58009. Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience, and Certain Distance Education Courses.

- (a) For independent study, correspondence, work-experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.
- (b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact

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hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

- (c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).
- (d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

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

§ 58051. Method for Computing Full-Time Equivalent Student (FTES).

(a) [Blank]

(1) Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.

(2) [Blank]

(A) A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.

(B) The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.

(C) Each district conducting independent study courses shall ensure that the components of each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.

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- (3) A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.
- (b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), “immediate supervision” of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision.
- (c) For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.
- (d) Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.
- (e) Subdivision (d) shall apply only to the following:
 - (1) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.
 - (2) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.

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- (f) In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.
- (g) As a condition of claiming state apportionment, in addition to all other applicable apportionment eligibility requirements, for in-service training courses in the areas of police, fire, corrections, and other criminal justice occupations, community college districts conducting in-service training courses must adhere to all applicable conduct of course and student attendance tracking requirements prescribed by law and/or the state public safety agency responsible for adopting training standards in the in-service training course area in which the student is licensed, certified or employed. For purposes of claiming state apportionment, the units of full-time equivalent student shall be computed for courses consistent with the provisions of section 58003.1(a).

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 84500, Education Code.

Resources

- [California Code of Regulations \(CCR\) Title 5 - Education, Division 6 – California Community Colleges, Chapter 6 - Curriculum and Instruction, Subchapter 3 - Alternative Instructional Methodologies, Article 4 - Work Experience Education](#)
- [July 2022 BOG Meeting Agenda Item Materials \(Final Reading, Title 5, Work Experience Revision\)](#)
 - [Proposed Work Experience Education Responses to Public Comments \(pdf\)](#)
 - [Work Experience Education Regulatory Text \(pdf\)](#)
 - [Proposed Work Experience Education Response to 15 Day Public Comments \(pdf\)](#)
- CCC Work Experience Educators Community in the [Vision Resource Center](#). Log-in, access the “Communities” menu, select “All Communities” and look for “CCC | Work Experience Educators.” Join this community and select the “Title V Regulations” topic.

AP 2103 WORK EXPERIENCE

Reference:

Title 5 Sections 55250 et seq.

A plan is developed and submitted to the State Chancellor's Office, which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work;
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
- Guidance services;
- A sufficient number of qualified academic personnel to direct the program;
- Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
- Adequate clerical and instructional services are provided

In addition, procedures address the maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued.

Supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

Office of Primary Responsibility: Vice President, Career-Technical Education and
Deans of Career-Technical Programs

RCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Cooperative Work Experience Education Handbook

(Revised July, 2015)

For questions regarding Cooperative Work Experience, please contact the
Career and Technical Education Office at Moreno Valley College (951) 571-6292

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. This holds true for all students who are interested in participating in education programs, including career and technical education programs, and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student with regard to ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law, is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX Officer/Section 504/ADA Coordinator, who is Ms. Georgina Villasenor, 450 E. Alessandro Blvd., Riverside, CA 92508. Telephone Number: (951) 222-8039.

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Preface

This handbook has been prepared especially for the student. It includes information of interest and value to the student throughout their work experience education. This experience should be very valuable to both the student and the employer.

Students should study this booklet very carefully. It delineates their responsibilities as a participating student. It is important that the student understand their responsibility for having the forms filled out, signed and turned in according to the schedule in this handbook. Other responsibilities are also listed herein or will be explained by the instructor/coordinator.

Supervisors may also find this handbook interesting and useful in understanding the demands made upon all concerned. It will explain how the Cooperative Work Experience Education program operates.

For more information about the work experience education program at Riverside Community College District, please contact Career and Technical Education at 951-571-6292.

What is Cooperative Work Experience Education?

Cooperative Work Experience Education is a method of instruction that uses the cooperative efforts of school and community to help students develop an occupational understanding by actually working on a job and coordinating that work with the student's school program. It is an educational program that recognizes the learning that takes place on the job and awards college credit for the knowledge and skills gained. The on-the-job experience can be either paid or unpaid (volunteer) work.

The program consists of a one-hour weekly lecture and five to twenty hours per week on the job. The number of college units (credits) a student receives is determined based on the number of hours the student works during the semester. Each 75 hours (paid) or 60 hours (non-paid/volunteer) per semester equals one unit of college credit. Not more than 20 hours per week can be used to convert the hours worked to units earned. If a student's job is related to their school major, they may be qualified to enroll in occupational work experience and may receive up to four units per semester, depending on the number of hours worked, for a maximum of 16 units. If a student's job is not related to their school major, they may be qualified to enroll in general work experience and may receive up to three units per semester, depending on the number of hours worked, for a maximum of six units. In some circumstances, credit is granted for voluntary work. Please refer to the Qualifications for Enrollment (page 7) for additional information.

Advantages to the Student

Enrollment in the program allows the student to receive college credit for on-the-job experiences. The program enhances classroom instruction by providing a realistic medium for application of that instruction. An additional advantage is that it provides a relatively impartial advisor (the instructor), to help students work through and solve job-related problems.

Value to an Employer

- Improves employer/employee communication through objective evaluation.
- Increases employee motivation.
- Results in improved employee job skills and productivity.
- Provides increased opportunities for employee evaluation.
- Assists with the development of employer/employee goals through learning objectives.

Types of Cooperative Work Experience Education

There are two types of work experience programs:

General Work Experience Education: The purpose of this program is supervised employment of students with the intent of assisting them in acquiring desirable work habits and career awareness, through paid or non-paid (volunteer) work. The job held by the student need not be related to his/her occupational goal or college program. It should be noted, however, that general work experience is NOT a payable class under VA benefits.

Occupational Work Experience Education: The purpose of this program is the extension of occupational learning opportunities and career awareness through paid or non-paid (volunteer) work, in the occupation for which the student's college program or major is designed. VA benefits will only pay for occupational work experience classes that fall under a student's approved certificate or degree pattern. Occupational work experience education is offered in the following major areas:

ACC	Accounting	EDU	Education
ADJ	Administration of Justice	ELE	Electronics
ADM	Applied Digital Media	ENE	Engineering
AIR	Air Conditioning & Refrigeration	FIT	Fire Technology
ARE	Architecture	FTV	Film, Television & Video
ART	Art	HMS	Human Services
AUB	Automotive Body	JOU	Journalism
AUT	Automotive Technology	KIN	Kinesiology (KIN)
BIT	Biotechnology	MAC	Machine Shop Technology
BUS	Business Administration	MAG	Management
CAT	Computer Applications & Office Technologies	MAN	Manufacturing
CIS	Computer Information Systems	MDA	Medical Assisting
CMI	Community Interpretation	MKT	Marketing
CON	Construction Technology	MUS	Music
COS	Cosmetology	NRN	Nursing
CUL	Culinary Arts	PAL	Paralegal Studies
DEH	Dental Hygiene	PHO	Photography
DEN	Dental Technology	RLE	Real Estate
EAR	Early Childhood Education	THE	Theater
		WEL	Welding

College Units/Credit

Occupational Work Experience Education: A student can earn up to four (4) units per semester for a maximum of 16 units during their enrollment at RCCD.

General Work Experience Education: A student can earn up to three (3) units per semester for a maximum of six (6) units during their enrollment at RCCD.

The following formula will be used to determine the maximum number of units a student can be enrolled in during a semester:

Semester Hours Worked		Maximum # of Units
Paid Employment	Non-Paid (Volunteer)	
75	60	1
150	120	2
225	180	3
300	240	4

Note: A student may not enroll in both general and occupational work experience concurrently and may not earn more than a cumulative total of 16 units in work experience during their enrollment at any community college.

Qualifications for Enrollment

To qualify for enrollment in cooperative work experience, a student must:

1. Pursue a planned program of work experience that, in the opinion of the coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment or volunteer service.
2. Have the approval of the work experience education instructor.
3. Have employment (either paid or volunteer) that will contribute to their occupational or educational goals.

If a student does not have a job, they should speak to their instructor or one of the Job Placement Specialists, Employment Placement Technicians or Student Employment at one of Riverside Community College District's three colleges. However, students must have a job before the third week of class in order to remain enrolled in class.

Moreno Valley College - Student Employment

<http://www.mvc.edu/services/se/>

Norco College - Job Placement

<http://www.norcocollege.edu/services/career/Pages/index.aspx>

Riverside City College - Job Placement

<http://rcc.edu/services/jobplacementcenter/Pages/jobplacementcenter.aspx>

Employers

If a supervisor is not familiar with the work experience program, the student should discuss it with him/her before enrolling. Not only must a student qualify, but their job must also qualify. An employer must:

- Be in agreement with the educational objective of providing cooperative work experience for students.
- Know the intent and purpose of the program.
- Offer a reasonable probability of continuous work through the end of the semester.
- Have adequate equipment and facilities to provide an appropriate learning opportunity.
- Provide adequate supervision and ensure a planned work program so that students receive maximum educational benefit.
- Comply with all appropriate federal and state employment regulations.
- Cooperate with the instructor/coordinator in fulfilling the intent and purpose of the program.
- Certify the hours worked at the end of each month/semester.

Student Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Identify equipment, materials, processes, practices and supplies that are characteristic of the occupational workplace.
2. Describe steps in the career planning cycle.
3. Utilize a variety of resources to research career working conditions, educational requirements and occupational outlook.
4. Develop effective resumes and career correspondence.
5. Demonstrate desirable attitudes and work habits that are consistent with occupational success.

Requirements for Successful Completion of Work Experience

Students will be evaluated for progress in and/or mastery of learning outcomes which may include, but are not limited to, the following:

1. Completion and submission of state-required Forms A, B, C, and D in a timely manner with appropriate signatures from employer, instructor, and student.

Form A – Application for Enrollment

Form B – Learning Objectives and Employer Acknowledgement

Written reports that will enable students to evaluate their on-the-job performance throughout the semester based on their designated objectives.

Form D – Conference and Evaluation

Form D – Verification of Hours

On-the-job attendance that documents students' completion of the required number of on-the-job hours to the satisfaction of the employer.

2. **Class Assignments and Final Exam**
Completion of practical assignments and exercises that demonstrate the students' ability to develop effective career correspondence; these will include the resume, cover letter and follow-up communication, and may include other assignment options that students may choose based on their individual needs.

Explanation of Forms

FORM A - Application for Enrollment

The Application for Enrollment form assists the instructor in placing the student in the appropriate section of work experience. All students are moved from their enrolling class section into either general or occupational Work Experience. This placement does not affect the class meeting time or instructor but is the official class that will appear on the student's record. Four key questions help the instructor determine the proper placement. They are:

1. Will the student be taking general work experience or occupational work experience this semester? This is based on the type of job the student will be doing and/or the educational major the student is pursuing. Types of occupational work experience (majors) can be found on page 6 of this handbook.
2. Is the student a veteran? VA benefits are not paid to students for enrollment in general work experience, therefore, veteran students should **BE SURE** to indicate a specific major area (see above). For further clarification of the VA benefit, please refer to page 6 of this handbook, "Types of Cooperative Work Experience Education."
3. How many units of work experience will the student be taking this semester? Students may take between one (1) to four (4) units of occupational work experience or between one (1) to three (3) units of general work experience, based upon the number of hours the student is working.
4. How many semesters of work experience has the student already completed? A student can earn up to four (4) units per semester for a maximum of 16 units during their enrollment at RCCD.

FORM B - Learning Objectives and Employer Acknowledgement

Learning objectives are goals to be accomplished during the semester in which the student is enrolled in work experience. At the beginning of the semester, students will learn how to plan and design the objectives that will be agreed upon by the student, employer/supervisor, and instructor. Objectives are very specific, measurable, have defined goals and a completion date. They include the following elements: the achievement or skill to be learned, how it will be measured, the manner in which it will be accomplished, and when it will be completed. A large part of the grade depends on the achievement of the objectives.

The learning objective must also be considered "college level". College level courses: 1) place an emphasis on understanding and applying principles which enable students to adapt to new situations; 2) require students to apply critical thinking skills in recognizing concepts, perceiving relationships, presenting contrasting viewpoints, and critiquing subject matter; 3) expect students to work independently in completing complex assignments that require planning, organizing and implementation strategies; 4) require students to demonstrate predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

The achievement of learning objectives is evidence of the student's attainment of new or improved knowledge, skills and abilities. Observation and feedback will play a critical role in helping students successfully achieve their learning objectives. In many cases, the best way for a student to learn or improve upon a work-based skill or function is by first observing another, experienced worker perform the skill, then by practicing the skill under direct supervision, with immediate feedback, and then by practicing repeatedly, under observation, until deemed ready to perform the skill independently. Even after the student has shown the ability to perform the skill without direct supervision, it is recommended that the student have opportunities to periodically discuss with the supervisor any successes or concerns he or she has in performing the skill or function.

Categories of Learning Objectives

- Routine Duties: Is there room for improvement in routine or daily tasks?
- Problem Solving: Is there a problem to be solved that will exhibit measurable results?
- Creative Goals: Can new policies or procedures be developed that will result in saving time, materials, or costs?
- Personal Goals: Can improvements be made in relations with co-workers or supervisors?

Sample objectives can be found in Appendix B.

Writing the Objectives

1. Start off with an **action verb**. Sample action verbs can be found in Appendix A. Determine if the verb selected best describes the type of behavior that the student needs to display after having achieved the objective.

Examples are: write, operate, revise, apply, assemble, select, develop, report, install, increase, etc. Be careful of words like: understand, learn, know, or appreciate. It is very difficult to measure how well a student achieves these things.

2. Determine under what **conditions** must the task be performed?

Conditions with Examples		
What is given? <ul style="list-style-type: none"> • by checking a chart • by looking at photo • by referring to the manual 	Or what is not given? <ul style="list-style-type: none"> • without reference to the manual • with no supervision 	What are the variables? <ul style="list-style-type: none"> • no matter how upset the customer becomes
Combination <ul style="list-style-type: none"> • when driving (what is given) in the city (variable) 		

3. Add the **standards** that a student will strive to achieve. The standards describe how well a student will be able to perform the stated objectives in order to be acceptable. They should usually specify the minimum acceptable skill level or accomplishment.

Examples are: improve by 95%, not more than once each day, within twenty minutes, etc. Statements such as "to acceptable industrial standards" are only acceptable if those standards are generally known throughout the specified industry and/or are recorded in an accessible text or location.

Standards with Examples (Standards are measurable criteria)		
How often? <ul style="list-style-type: none"> • at least once per hour • at the start of every cycle • Before starting the task or after completing it 	How many? <ul style="list-style-type: none"> • identify at least 16 items • produce 4 items 	
How well? <ul style="list-style-type: none"> • exactly 7% • no more than 1 error • accurate to three decimal points • within 15 minutes (never use a time standard unless it is required by the job) 	How much? <ul style="list-style-type: none"> • 100 meters long • 1/2 block before turning 	How will we know it is OK? <ul style="list-style-type: none"> • until the left hand is touching • by speaking only after the customer has spoken
Combination <ul style="list-style-type: none"> • produce at least 15 per hour (how many and how often) • until the ditch is 300 feet long with tapering slopes (how much and we know it is OK) 		

Another way to approach writing learning objectives is following the SMART guidelines. **SMART** work objectives are:

Specific
Measurable
Achievable
Realistic
Timely

Specific: Is it clear and well defined? Is it clear to anyone that has a basic knowledge of the work area?

Measurable: Is the objective obtainable and how far away completion? How will the student and the supervisor know when the objective has been achieved?

Achievable: Is there agreement between the student and the supervisor what the objective should be? Is there a realistic path to achievement?

Realistic: Is the objective within the availability of resources, knowledge and time?

Timely: Is there enough time to achieve the objective, is there a time limit?

FORM C – Conference and Evaluation Form

Employer Evaluation

The supervisor's evaluation of the student is a significant part of the student's final grade. Employers will be asked for feedback in order for the instructor to complete the student's evaluation. The employer's evaluation contributes significantly to the overall grade the student will receive. This evaluation includes the employer's assessment of the student's success in achieving each of the student's two objectives that were agreed upon at the beginning of the semester.

Instructor Site Visit and Employer Conference

As part of the total work experience program, the instructor/coordinator is required to consult with a student's supervisor on the job at least once during the semester. This helps to more accurately evaluate the student and assist in solving job related problems. In addition, the instructor/coordinator is charged with the responsibility of assuring that the workstation qualifies for participation in the program.

There is no reason for a student to be concerned about this visit. The instructor/coordinator will be very tactful. He will do nothing to damage a student's image with their supervisor, in fact, the exact opposite usually occurs. If there is some aspect of this visit that disturbs a student, they should discuss it with the instructor/coordinator before the visit.

In rare instances, the instructor cannot visit the actual job site. One possible deterrent is industrial or military security. Another possible deterrent would be if the student's job site is located more than 100 miles from Riverside Community College District. If a student believes their job fits this category, the student should discuss it with the instructor. He/she may be able to make other arrangements with the supervisor that will still allow them to qualify for work experience.

One way a student can help the instructor is by drawing a map and giving them instructions on how to find the job site. Another way to help is to discuss this requirement with the supervisor ahead of time. The supervisor may have some specific ideas about the visit that can be relayed to the instructor.

Student Conference

At least once each semester the instructor is required to have a personal conference with the student. This is in addition to any classroom lectures or conferences the student may have about their related schoolwork. The purpose of this personal conference is to discuss the work experience program and the student's participation in it, progress toward achieving work experience objectives, and the employer evaluation. Students should be prepared to ask questions or discuss anything they feel may help them to be successful in their work experience class. This may include discussing any job related problems that the student may be having.

FORM D - Verification of Hours Worked

Credit for work experience is based on a certain number of hours worked. The Verification of Hours Worked form verifies the actual number of hours worked each month to justify unit credit.

Students complete the Verification of Hours Worked during the first week of each month to show the hours worked the previous month. If work begins at 8:00 a.m. and finishes at 5:00 p.m., students will compute the total number of hours worked that day. DO NOT include lunch or dinner breaks as hours worked. Holidays, sick days, and vacation days ARE NOT to be included as hours worked. DO NOT list hours worked as "9 to 5" or "12 to 5", just list the amount of hours worked each day. It is required that the number of hours worked each month be totaled and placed in the space provided.

Up to 20 hours per week can be used to calculate the student's total number of hours necessary to satisfy the hours worked per unit.

At the end of each month, the student AND THEIR SUPERVISOR must verify the hours worked. BOTH MUST SIGN the Time Sheet. The employer will also indicate the student's progress toward achieving their learning objectives. Students will give the signed time sheet to their instructor.

Appendix A – Action Verbs

Creative	Clerical & Research	Human Resources	Management & Leadership
Author	Arrange	Advise	Administer
Conceive	Automate	Assess	Analyze
Create	Budget	Assist	Assign
Design	Catalog	Clarify	Attain
Develop	Categorize	Coach	Authorize
Devise	Calculate	Collaborate	Chair
Direct	Classify	Consult	Consolidate
Enhance	Collect	Counsel	Contract
Establish	Compare	Diagnose	Control
Formulate	Compile	Educate	Coordinate
Illustrate	Complete	Employ	Delegate
Improve	Compute	Group	Develop
Initiate	Critique	Guide	Direct
Introduce	Decrease	Handle	Evaluate
Invent	Diagnose	Hire	Enact
Launch	Dispatch	Integrate	Establish
Market	Distributed	Mediate	Exceed
Originate	Evaluate	Monitor	Execute
Plan	Examine	Motivate	Expand
Prepare	Execute	Negotiate	Guide
Produce	Generate	Recruit	Head
Propose	Identify	Represent	Implement
Set up	Inspect	Select	Improve
Structure	Interview	Sponsor	Incorporate
Wrote	Investigate	Strengthen	Increase
	Monitor	Train	Initiate
	Operate		Institute
	Organize		Investigate
	Prepare		
	Process		
	Purchase		
	Record		
	Retrieve		
	Review		
	Separate		
	Schedule		
	Screen		
	Summarize		
	Survey		
	Systematize		
	Tabulate		
	Validate		
	Verify		

Technical	Communications	Financial	Teaching	Critical Thinking
Assemble	Address	Allocate	Advise	Analyze
Build	Arbitrate	Analyze	Clarify	Appraise
Calculate	Arrange	Appraise	Coach	Arrange
Change	Articulate	Audit	Communicate	Assemble
Complete	Author	Balance	Encourage	Assess
Compute	Convince	Budget	Evaluate	Calculate
Convert	Correspond	Calculate	Explain	Categorize
Construct	Define	Compute	Guide	Choose
Design	Develop	Forecast	Influence	Collect
Engineer	Direct	Increase	Inform	Compare
Operate	Draft	List	Instruct	Compose
Overhaul	Edit	Manage	Interpret	Construct
Modify	Enlist	Market	Persuade	Create
Program	Formulate	Plan	Rewrite	Design
Remodel	Influence	Project	Stimulate	Diagram
Repair	Interpret	Research	Train	Estimate
Restructure	Interview	Tabulate		Evaluate
Solve	Lecture	Transfer		Examine
Upgrade	Moderate	Update		Formulate
	Negotiate			Inspect
	Participate			Measure
	Persuade			Organize
	Present			Plan
	Preside			Prepare
	Promote			Rate
	Publicize			Revise
	Recruit			Select
	Represent			Setup
	Sell			Score
	Speak			Solve
	Translate			Test
	Write			

Appendix B - Sample Objectives

Accounting: Research state sales tax audits by using Lese Plus, reviewing files and the instruction provided by my supervisor. Information will be entered on a spreadsheet with printouts and given to my supervisor to evaluate by May 16, 201X.

Architecture: Learn to produce accurate hardcopies of construction documents to designated scales using a plotter/printer. I will also learn how to examine and accurately interpret design or engineering sketches and drawings, apply terminology and process used to complete a real world project from start to finish, and work effectively and cooperatively with all other project disciplines involved in the project. The results will be measured by submission of all documents, sketches and drawings to my supervisor.

Automotive Technology: Learn to perform minor automotive repairs under supervision, in accordance with ASE guidelines, the manufacturer's service manuals, or employers standard repair procedures, as applicable. This will be learned by observation, studying manuals, training by certified automotive technicians, and personally working on automobiles under the supervision of certified mechanics. My work will be evaluated by the service manager.

Banking/Finance: ❶ Increase equity loan applicants by setting up a display in lobby of bank for one month. My supervisor will evaluate through examination of percentage of increase in applications. ❷ Research state sales tax audits by using Lese Plus, reviewing files and instruction provided by my supervisor. Information will be entered on a spread sheet with printouts and my supervisor will evaluate results.

Computer/Website: Redesign company website to increase customer visits and sale of products. To be evaluated by supervisor through increased sales.

Customer Satisfaction: Design a customer service satisfaction survey by developing four questions to measure level of service. My supervisor will evaluate through examination of results.

Drafting: ❶ Complete and submit a final drawing package for remodel that will be designed with my client's needs and code restraints in mind by December 6th. My supervisor will evaluate my project through the plan-check corrections he receives. ❷ Complete a design submittal package consisting of a plot plan, fuel modification plan and related design drawings. Project will be completed by MM/DD and will be evaluated by my supervisor prior to submittal for completion and approval for current county codes.

Early Childhood Education: ❶ Research five places to visit on a field trip and document directions, times, and cost in a document. My supervisor will evaluate feasibility of trips through examination of document. ❷ Develop a maintenance plan for the children's nature habitat/study area by listing the tasks of the required maintenance (weeding, watering, etc...) and making a schedule for employees to follow. My supervisor will review the plan and evaluate the improvement of the habitat. ❸ Learn to design and plan a lesson for young children by reading new lesson planning books, consulting with my supervisor, writing lesson plans and using lesson plans I've constructed in class. Results will be measured by submitting a written lesson plan to my supervisor for examination.

Employee Satisfaction: Create and circulate employee satisfaction survey by developing a questionnaire for employees and documenting results. To be evaluated by my supervisor through examination of responses for feedback.

Film & Video: ❶ Demonstrate the ability to operate a camera in a studio and on location productions. This will be accomplished by training from camera operators, observation, and practical work. My supervisor will evaluate my work by having me explain the operation of the camera and viewing a production I filmed. ❷ Create a pitch for a new television show by collaborating with other interns and writing a proposal to be presented to executives. My supervisor will evaluate based on quality of pitch to executives and if show is accepted for possible production development. ❸ Organize two successful stories for television station by scheduling interviews, coordinating camera crews, and writing interview questions. My supervisor will evaluate success based on television rating system.

Fundraising: Create and publish a cookbook to be sold to the community to raise money for the organization. Amount of cash raised will measure projects success.

Health and Fitness: Produce a Power Point presentation related to the health and fitness industry by researching topic on the Internet and interviewing fitness instructors. My supervisor will evaluate the quality and usability of the presentation.

Machining: Re-calibrate machine to project specifications to develop new product. My supervisor will evaluate the final product.

Marketing/Sales: Increase personal sales by 10% over last year's total by developing a written plan to include sales suggestions, producing a better sales presentation, and learning more about the products sold. Sales will be measured and compared against last year's figures by my supervisor.

Photography: Properly photograph evidence at a crime scene for court cases. I will read and use the procedures from department manuals and have on site instruction from my supervisor. The procedures will be learned by the end of the semester and at least two photographs will have been accepted in court as evidence.

Retail: Display clothing in four locations of the store to determine which yields greater sales. Will measure results in dollars of sales for the clothing involved. My manager will verify the results.

Tutoring: ❶ Expand math skills of two tutors by cross training in Geometry. A test will be given before and after training to measure percent of increased skills. ❷ Prepare students in Intermediate Algebra to move on to the next level math course by teaching them the skills needed and testing students to measure their progress. My supervisor will evaluate by the number of students able to pass and move to next course.

Application for Enrollment

Student Information

Student ID No.: _____ Date: _____

Full Name: _____
Last First M.I.Address: _____
Street Address Apartment/Unit #

City State ZIP Code

Phone: () _____ E-mail Address: _____

Employment

Company: _____ Phone: () _____

Supervisor: _____ E-Mail: _____

Address: _____
Street Address

City State ZIP Code

Job Title: _____ Hours Worked Per Week: _____ PAID VOLUNTEER

Responsibilities: _____

Student Certification and Signature

I certify that I will not enroll in more than one cooperative work experience education class in the same semester. I am aware that I cannot earn more than a total of 6 units of general work experience or 16 units of occupational work experience education at any of Riverside Community College District's three colleges or any other California Community Colleges.

Student Signature: _____ Date: _____

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. This holds true for all students who are interested in participating in education programs, including career and technical education programs, and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student with regard to ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law, is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX Officer/Section 504/ADA Coordinator, who is Ms. Chani Beeman, 450 E. Alessandro Blvd., Riverside, CA 92508. Telephone Number: (951) 222-8039.

Occupation and Units Determination

Major Code (see below) _____

How many semesters of cooperative work experience have you already completed? None 1 2 3

How many units of work experience you will be taking? _____

Below is a list of majors for which work experience is available. If you are not majoring in one of these subject areas, check general work experience. Write the three (3) letter major code in the space provided above.

- | CODE | MAJOR |
|------|---|
| ACC | Accounting |
| ADJ | Administration of Justice |
| ADM | Applied Digital Media |
| AIR | Air Conditioning & Refrigeration |
| ARE | Architecture |
| ART | Art |
| AUB | Automotive Body |
| AUT | Automotive Technology |
| BIT | Biotechnology |
| BUS | Business Administration |
| CAT | Computer Applications & Office Technologies |
| CIS | Computer Information Systems |
| CMI | Community Interpretation |
| CON | Construction Technology |
| COS | Cosmetology |
| CUL | Culinary Arts |
| DEH | Dental Hygiene |
| DEN | Dental Technology |
| EAR | Early Childhood Education |
| EDU | Education |
| ELE | Electronics |
| ENE | Engineering |
| FIT | Fire Technology |
| FTV | Film, Television & Video |
| HMS | Human Services |
| JOU | Journalism |
| KIN | Kinesiology (KIN) |
| MAC | Machine Shop Technology |
| MAG | Management |
| MAN | Manufacturing |
| MDA | Medical Assisting |
| MKT | Marketing |
| MUS | Music |
| NRN | Nursing |
| PAL | Paralegal Studies |
| PHO | Photography |
| RLE | Real Estate |
| THE | Theater |
| WEL | Welding |

What courses are you currently enrolled in (this semester)?

COURSE	UNITS

Paid Employment	
HOURS	UNITS
75	1
150	2
225	3
300	4
Non-Paid (Volunteer)	
HOURS	UNITS
60	1
120	2
180	3
240	4

What courses have you already completed toward your major?

COURSE	UNITS

Note to Veterans Students:
 General Work Experience is not a payable class under VA benefits.

WGX General Work Experience

Instructor Signature: _____ Date: _____

Information for the Employer

What is Work Experience?

Cooperative Work Experience Education is a method of instruction that uses the cooperative efforts of school and community to help students develop an occupational understanding by actually working on a job and coordinating that work with the student's school program. It is an educational program that recognizes the learning that takes place on the job and awards college credit for the knowledge and skills gained. The on-the-job experience can be either paid or unpaid (volunteer) work. The program consists of a one-hour weekly lecture and five to twenty hours per week on the job. The number of college units (credits) a student receives is determined based on the number of hours the student works during the semester. Each 75 hours (paid) or 60 hours (non-paid/volunteer) per semester equals one unit of college credit. Not more than 20 hours per week can be used to convert the hours worked to units earned.

Value to an Employer

- Improves employer/employee communication through objective evaluation.
- Increases employee motivation.
- Results in improved employee job skills and productivity.
- Provides increased opportunities for employee evaluation.
- Assists with the development of employer/employee goals through learning objectives.

Students earn college credit by 1) developing and achieving **two** specific learning objectives related to their jobs, and 2) working and documenting a specific number of hours over the course of the semester.

Monthly Time Sheet / Verification of Hours

Students will complete and submit a monthly timesheet that records the number of hours worked during the previous month. The employer must verify these hours by signing the timesheet.

Site Visit

The work experience instructor will schedule a site visit at a time convenient for the supervisor, sometime after the mid-point in the semester. This will be an opportunity for the instructor to assess the student's progress, address any concerns raised by the supervisor and/or student, and review CWE policies and procedures, if necessary. It will also be an opportunity for the employer to provide the college with input regarding the educational preparation of the future workforce.

Learning Objectives

Learning objectives are developed in cooperation with work site supervisors and with the support of college faculty. The achievement of these objectives is evidence of the student's attainment of new or improved knowledge, skills and abilities. Objectives must be new or expanded job skills or knowledge, not routine tasks already mastered by the student.

The learning experience must also be considered "college level". College level courses:

- Place an emphasis on understanding and applying principles which enable students to adapt to new situations;
- Require students to apply critical thinking skills in recognizing concepts, perceiving relationships, presenting contrasting viewpoints, and critiquing subject matter;
- Expect students to work independently in completing complex assignments that require planning, organizing and implementation strategies;
- Require students to demonstrate predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

On-going Supervision/Evaluation

Observation and feedback are key to student success. In many cases, the best way for a student to learn or improve upon a work-based skill or function is by first observing another, experienced worker perform the skill, then by practicing the skill under direct supervision, with immediate feedback, and then by practicing repeatedly, under observation, until deemed ready to perform the skill independently. Even after the student has shown the ability to perform the skill without direct supervision, it is recommended that the student have opportunities to periodically discuss with the supervisor any successes or concerns he or she has in performing the skill or function.

The supervisor's evaluation of the student is a significant part of the student's grade. You will be asked for feedback in order for the instructor to complete the student's evaluation. Your evaluation contributes significantly to the overall grade the student will receive. This evaluation includes your assessment of the student's success in achieving each of the student's two objectives that were agreed upon at the beginning of the semester.

Employer Acknowledgement and Signature

I have reviewed the student/employees learning objectives and the information for employers above. I agree with the intent and purposes of the work experience program. At this time, there is reasonable probability of continuing work experience for this student so that the required hours on-the-job can be met. I also agreed to provide adequate supervision, facilities, equipment, and materials in order to achieve the agreed upon learning objectives.

By signing below, the employer assures compliance with state and federal guidelines and regulations regarding non-discrimination against any employee/student on the basis of race, religion, gender, disability, medical condition, marital status, age or sexual orientation in recruitment, hiring, placement of assigned tasks, hours of employment, levels of responsibility and pay. Harassment of any employee/student with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

Employer Signature: _____ Date: _____

Learning Objectives and Employer Acknowledgement

Student/Employee Name _____
Last First

Job Title _____ PAID VOLUNTEER

Average Hours Worked Per Week _____ Length of Time on This Job _____
 MONTHS YEARS

Company: _____

Supervisor: _____ Phone: () _____ OFFICE CELL

Title: _____ E-Mail: _____

Alternate Contact: _____ Phone: () _____ OFFICE CELL

Title: _____ E-Mail: _____

Student Learning Objectives

The college work experience program is designed to improve the student-employee's performance on the job. The student must demonstrate the acquisition of new or expanded knowledge or responsibilities that are to be achieved during the semester. Use the space below to write two (2) learning objectives:

- 1. I will ...
- 2. I will ...

Student Certification and Signature

I have reviewed the learning objectives above with my employer and with my instructor.

Student Signature: _____ Date: _____

Student Conference

The following was discussed with the student:

- Progress toward Objective #1
Progress toward objective #2
Employer Evaluation

Comments:

Four horizontal lines for writing comments.

Student Signature:

Line for student signature.

Date:

Line for date.

Instructor Final Evaluation & Certification

Required Documents Completed and Submitted:

- Form A – Application for Enrollment
Form B – Learning Objectives and Employer Acknowledgement
Form C – Conference and Evaluation
Form D – Verification of Hours
Final Exam
Other Assignments
Achieved
Not Achieved
Hours Complete

Final Grade: (circle one) A B C D F Incomplete Withdrawal

I certify that I completed the required in-person conference with the employer and the student.

An in-person conference with the employer was not held for the following reasons (exceptions are allowed in certain limited situations only, see handbook).

Instructor Signature:

Line for instructor signature.

Date:

Line for date.

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Conference and Evaluation

Student/Employee Name _____
Last First

Employer Evaluation

Company: _____ Date _____

Supervisory Name/Title: _____
Name Title

This is an evaluation of the student as a worker in the company and as a student in the Cooperative Work Experience Program. Your evaluation will help the college instructor assess the student's overall class performance. MARK AN "X" IN THE SELECTED CATEGORY

PROGRESS TOWARD OBJECTIVES

	Achieved	In Progress
Objective #1 _____	<input type="checkbox"/>	<input type="checkbox"/>
Objective #1 _____	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL WORK PERFORMANCE

	Excellent	Above Average	Satisfactory	Needs Improvement
<u>ATTENDANCE</u> <i>Standard: Attends as scheduled.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>PUNCTUALITY & DEPENDABILITY</u> <i>Standard: Meets deadlines and is prompt.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>HUMAN RELATIONS</u> <i>Standard: Is cooperative, courteous, and friendly to customers, associates, and supervisors. Accepts suggestions and controls his/her emotions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>ATTITUDE</u> <i>Standard: Is eager to improve. Progresses on own initiative; dependable, enthusiastic, sincere, has appropriate work habits. Uses good judgment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>WORKMANSHIP AND SKILL</u> <i>Standard: Strives for improvement; shows thoroughness, accuracy, and precision in detail. Has satisfactory performance and speed.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Verification of Hours - Weekly

Student/Employee Name _____
Last First

Company: _____ Phone: () _____

Supervisor: _____ PAID VOLUNTEER

Date (mm/dd)	Hours	Date (mm/dd)	Hours	Date (mm/dd)	Hours	Date (mm/dd)	Hours	Date (mm/dd)	Hours	Date (mm/dd)	Hours
WEEK #1		WEEK #2		WEEK #3		WEEK #4		WEEK #5		WEEK #6	
S		S		S		S		S		S	
M		M		M		M		M		M	
T		T		T		T		T		T	
W		W		W		W		W		W	
Th		Th		Th		Th		Th		Th	
F		F		F		F		F		F	
Sa		Sa		Sa		Sa		Sa		Sa	
Total >>		Total >>		Total >>		Total >>		Total >>		Total >>	
WEEK #7		WEEK #8		WEEK #9		WEEK #10		WEEK #11		WEEK #12	
S		S		S		S		S		S	
S		S		S		S		S		S	
M		M		M		M		M		M	
T		T		T		T		T		T	
W		W		W		W		W		W	
Th		Th		Th		Th		Th		Th	
F		F		F		F		F		F	
Sa		Sa		Sa		Sa		Sa		Sa	
Total >>		Total >>		Total >>		Total >>		Total >>		Total >>	
WEEK #13		WEEK #14		WEEK #15		WEEK #16					
S		S		S		S		S		S	
S		S		S		S		S		S	
M		M		M		M		M		M	
T		T		T		T		T		T	
W		W		W		W		W		W	
Th		Th		Th		Th		Th		Th	
F		F		F		F		F		F	
Sa		Sa		Sa		Sa		Sa		Sa	
Total >>		Total >>		Total >>		Total >>					

Instructor Use Only:
Enter the number of hours eligible toward WXC units. Do not count more than 20 hours per week. ▼▼

Student Certification and Signature

I certify that the hours shown above were worked during the month indicated. I understand that no more than 20 hours per week will count toward my total work experience hours for the semester.

Student Signature: _____ Date: _____

Employer Verification and Signature

I have verified that the hours shown are accurate for the student/employee during the month indicated. By signing below, the employer assures compliance with state and federal guidelines and regulations regarding non-discrimination against any employee/student on the basis of race, religion, gender, disability, medical condition, marital status, age or sexual orientation in recruitment, hiring, placement of assigned tasks, hours of employment, levels of responsibility and pay. Harassment of any employee/student with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

Employer Signature: _____ Date: _____

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



Important

June 24, 2010

Riverside Community College District
4800 Magnolia Avenue
Riverside, CA 92506-1293
Attn: Ron Vito, Vice President
Career Technical Programs

Re: CWEE DISTRICT PLAN

Dear Mr. Vito,

Recently, your community college district, Riverside Community College District College submitted a revised Cooperative Work Experience Education (CWEE) district plan to the Chancellor's Office, California Community Colleges for review and approval.

That district plan was reviewed at the Chancellor's Office in the context of title 5 regulations which govern the lawful conduct of CWEE programs in the community college.

I am pleased to inform you that your CWEE district plan has been approved.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jose Milian'.

Jose Milian, Vice Chancellor
Economic and Workforce Development Division

cc: Ron Selge, COCCC

Governance Committee

Ms. Figueroa, seconded by Ms. Green, moved that the Board of Trustees approve Board Policies 4225, 6340, 6600 and 7240. Motion carried. (5 ayes)

Revised and New Board Policies
– Second Reading

Facilities Committee

Ms. Green, seconded by Mr. Medina, moved that the Board of Trustees approve Amendment No. 1 with Logic Domain in an amount not to exceed \$9,375 annually for the next three years, totaling \$28,125 for ongoing support and maintenance for the Capital Project Management System, and authorize the Vice Chancellor, Administration and Finance, to sign the amendment. Motion carried. (5 ayes)

Capital Project Management
System with Logic Domain

Mr. Medina, seconded by Ms. Green, moved that the Board of Trustees approve an agreement with Broeske Architects & Associates, Inc., in an amount not to exceed \$16,000 for Riverside Community College District’s Alumni Carriage House Restoration project, and authorize the Vice Chancellor, Administration and Finance, to sign the agreement. Motion carried. (5 ayes)

Alumni Carriage House
Restoration

Ms. Green, seconded by Mr. Takano, moved that the Board of Trustees approve the project name change of the “Parking Structure and Surge Space” to the “Learning Gateway Building”; and approve Amendment No. 2 with LPA in an amount not to exceed \$44,500 for the project, and authorize the Vice Chancellor, Administration and Finance, to sign the amendment. Motion carried. (5 ayes)

Learning Gateway Building
(Formerly Parking Structure and
Surge Space)

Ms. Green, seconded by Ms. Figueroa, moved that the Board of Trustees approve Amendment No. 2 with Hill Partnership, Inc, in an amount not to exceed \$22,451.50, to extend site improvements for the Operations Center project located at the Norco College, and authorize the Vice Chancellor, Administration and Finance, to sign the amendment. Motion carried. (5 ayes)

Norco Operations Center Project

ACADEMIC SENATE REPORTS

Dr. Gibbs presented the report on behalf of Moreno Valley College.

Moreno Valley College

Dr. Crasnow presented the report on behalf of Norco College.

Norco College

Dr. Davin presented the report on behalf of Riverside City College.

Riverside City College

BARGAINING UNIT REPORTS

Dr. Haghighat, President, CTA, presented the report on behalf of the CTA.

CTA – California Teachers' Association

Mr. Segura, President, CSEA, presented the report on behalf of the CSEA.

CSEA – California Schools Employee Association

The Board adjourned to closed session at 8:30 p.m., pursuant to Government Code Section 54956.8, to confer with legal counsel regarding existing/pending litigation; overtime claim by CSEA for custodial employees.

CLOSED SESSION

The Board reconvened to open session at 9:05p.m., announcing that the Governing Board, by a vote of five (5) ayes, approved the settlement agreement with CSEA on custodial overtime claims and authorized the Chancellor and Vice Chancellor, Diversity and Human Resources, to sign the agreement. The Board adjourned the regular meeting of the Board of Trustees at 9:06 p.m.

OPEN SESSION/ADJOURNMENT

California Community College District
Cooperative Work Experience Education Plan

PART II
RESPONSES TO PLAN REQUIREMENTS

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

- (1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor (§55251)

Date plan approved by local board: 5/18/10 (Please also attach Board minutes or other documentation.)

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

- (2) Specific description of (§55251):
(a) District responsibilities (§55251):

Background: Title 5 criteria and requirements

District Services. (§55255).

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.

(3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The

California Community College District
Cooperative Work Experience Education Plan

responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

District will comply with these requirements.

(a) District responsibilities

Background: Title 5 criteria and requirements Records. (§55256).

(a) The district shall maintain records which shall include at least the following:

(1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.

(2) A record of the work permit issued, if applicable, signed by the designated issuing agent.

(3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

(4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives. (3) Consultation with students in person to discuss students' educational growth on the job.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

(1) Consultation(s) in person with the employer or designated representative.

(2) Personal consultation(s) with the student.

(3) Evaluation of the student's achievement of the on-the-job learning objectives.

California Community College District
Cooperative Work Experience Education Plan

(4) The final grade.

District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

(b) Student responsibilities (§55251):

Background: Title 5 criteria and requirements

Student Qualifications. (§55254).

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

(a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

(b) Have on-the-job learning experiences that contribute to their occupational or education goals.

(c) Have the approval of the academic personnel.

(d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:

- (1) Assist the student in identifying new or expanded on-the-job learning objectives.
- (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
- (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

(E) Attend Control Class (as required)

California Community College District
Cooperative Work Experience Education Plan

(c) Employer responsibilities (§55251)

Background: Title 5 criteria and requirements
Records. (§55256).

(a) The district shall maintain records which shall include at least the following:

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
- (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

- (1) Consultation(s) in person with the employer or designated representative.
- (2) Personal consultation(s) with the student.
- (3) Evaluation of the student's achievement of the on-the-job learning objectives.
- (4) The final grade.

Job Learning Stations. (§55257)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

District will comply with these requirements.

c) Employer responsibilities (§55251):

California Community College District
Cooperative Work Experience Education Plan

Background: Title 5 criteria and requirements

Consultation(s) in person with the employer. (§55255).

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations is attached.

District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

District will adhere to Title 5, California Code of Regulations, Section 55255(c).

d) Other cooperating agencies in the operation of the program, if any. (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

(3) Specific description of each type of CWEE (§55251):

California Community College District
Cooperative Work Experience Education Plan

Types of Cooperative Work Experience Education (§55252)

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.
 - (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal
 - Minor Students in Work Experience All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).
 - Work Experience Programs for Students with Developmental Disabilities. (§55250.4) The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed. The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.
 - Work Experience Education Involving Apprenticiable Occupations. (§55250.5) Work-experience education involving apprenticiable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.
- (4) A description of HOW the district will (§55251)
- (a) Provide guidance services (§55251):

California Community College District
Cooperative Work Experience Education Plan

Describe the specifics on how district will achieve this requirement.

Counseling, guidance and advisement services are provided for Work Experience students in a variety of ways. All full-time new students are required to meet with a college counselor and discuss their education plans and course of study. Since many career technical certificates recommend one semester of Work Experience, this is an integral part of the counseling session.

In addition to full-time counselors, each academic department at the college is lead by a department chair who is available for ongoing assistance to students in the coordination of their programs. Through the department chair, the student may be referred directly to a Work Experience instructor for their specific assistance and information they require.

- (b) Assign a sufficient number of qualified certificated personnel to direct the program (§55251):

Describe the specifics on how district will achieve this requirement.

All General and Occupational Work Experience instructors are assigned by their division or program dean. Assignments are made on the basis of experience, expertise and interest in the Work Experience program.

The number of work experience students assigned to an instructor is determined by the needs of the program and the appropriate units required for faculty load. The Riverside Community College District agreement with the Riverside City College, Moreno Valley College and Norco College CTA/NEA, specifies the maximum number of work experience students per teaching units which may be assigned.

- a. A contract assignment involving the instruction and supervision of work experience classes shall be calculated on the basis that each block of ten (10) students supervised shall equal 0.0666 FTE (10 students = 0.0666 FTE). A work experience instructor employed on an hourly or an overtime basis shall be paid solely on a per student basis as set forth in Appendix H.
- b. An instructor may receive no more than 0.2000 FTE for Work Experience Supervision as overload on part-time hourly pay. Exceptions to be determined by the district.
- c. Regular and contract faculty members may carry as a portion of their contract load whatever FTE is agreed to by the District.

California Community College District
Cooperative Work Experience Education Plan

(1) Initiate and maintain learning stations (§55251)

Background: Title 5 criteria and requirements (§55250)

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Work Experience Outside of District. (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

Wages and Workers' Compensation. (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Job Learning Stations. (§55257)

Job learning stations shall meet the following criteria:

(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.

(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.

(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.

(d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Job learning stations shall meet the following criteria:

California Community College District
Cooperative Work Experience Education Plan

A. Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.

B. Job learning stations offer reasonable probability of continuous work experience for students during the current work experience enrollment term.

C. Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.

D. Employers, as required by law, agree to comply with all appropriate federal and state employment regulations.

(2) Coordinate the program and supervise students (§55251)

Describe the specifics on how district will achieve this requirement.

The Associate Vice Chancellor of Career and Technical Education in conjunction with College CTE Deans, along with Work Experience faculty, will maintain and promote the program in the following manner:

A. Develop contacts with business, industry, and governmental agencies for potential training stations.

B. Maintain good public relations through the media and by speaking to civic, educational, governmental and service organizations.

C. Work closely with the college counseling/career center/placement staff.

D. Handle student instructor appeals related to Cooperative Work Experience Education.

E. Work with advisory committees.

F. Maintain liaison with high schools so they will be aware of the Cooperative Work Experience Program.

G. Evaluate the Cooperative Work Experience Program from the standpoint of staff preparation, training, performance, and morale; administrative and faculty support; effectiveness of the

California Community College District
Cooperative Work Experience Education Plan

instructor services; and adequacy of physical personnel facilities. (

H. If needed, instructors will be assisted in fulfilling the following responsibilities:

1. Solicit jobs that best suit the needs and qualifications of the students.
2. Serve as liaison between the college, students, and employers.
3. Assist students in developing meaningful and measurable learning objectives.
4. Supervise and coordinate the placement of students.
5. Consult with the employer on the job at least once each semester.
6. Submit written evaluations of each student's progress each semester.
7. Consult with each student in person.
8. Conduct group and individualized related instruction.
9. Disseminate occupational information to assist student's progress each semester.
10. Advise students regarding their educational, vocational, and other job related problems.
11. Make referrals to proper persons when students have special counseling problems.
12. Maintain department and personal records and reports.

Promote the Cooperative Work Experience Education Plan among administrators, faculty, students, employers, high school work experience instructors and guidance counselors, community organizations, and the public.

(3) Shared supervision with employer to include (at least once each term) (\$55251)

(c) Assure on-the-job experiences are documented with written/measurable (\$55251)

Describe the specifics on how district will achieve this requirement.

The District assures that students' on-the-job learning experiences are properly documented by requiring each Work Experience instructor to maintain the following records:

- a. The type and units of Cooperative Work Experience Education in which each student is enrolled, where employed, type of job held and the basis for determining whether the student is qualified for Occupational or General Work Experience Education.
- b. The firm or agency representative report of the student hours and a performance rating. Work hours may be verified by weekly or monthly time sheets, or by a summary statement at the end of the semester.
- c. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade signed by the instructor, employer or designated representative, and student.

California Community College District
Cooperative Work Experience Education Plan

d. Records must be maintained which are signed and dated by certificated personnel documenting:

1. Consultation(s), in person, with the employer or designated representative.
2. Personal consultation(s) with the student.
3. Evaluation of the student's achievement of the on-the-job learning objectives.
4. The final grade.

At the beginning of each semester, all Work Experience instructors meet with their respective division or program dean and review the requirements for adequate documentation. The District requires the student to purchase a Work Experience packet through the bookstore which includes objective forms which document and verify the formulation of acceptable learning objectives.

During the final two weeks of each semester, all Work Experience instructors submit all required forms and documentation, with appropriate signatures, to their division or program dean. The dean or his/her designee then examines all materials to assure they are complete and contain all required verifications.

(d) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement.

It is the policy of Riverside Community College District's Work Experience program that students receive direction and assistance in the formulation of their learning objectives early in the semester. Instruction is provided in class, as well as supplementary information contained in the Student Handbook for Cooperative Work Experience Education.

Once students have received instruction regarding measurable Work Experience learning objectives, the student discusses the matter with his/her supervisor, and produces a minimum of two learning objectives which the student intends to accomplish. The objectives must be growth oriented; and should be of value to the student and the employer. Additionally, they should increase the student's knowledge and make him/her a more valued employee. The objectives should be committed to writing and submitted to the instructor for review and any necessary corrections which will help make the objectives acceptable in form and content. When the objectives have been reviewed by the employer and approved by the instructor, they are then entered on the Learning Objectives form, signed by the student, and given to the instructor for signature and filing until needed for conferences. When the instructor visits the employer/supervisor, the Learning Objective form is taken, and the employer enters a grade in the appropriate space. The grade is to be based upon the value of the objectives to the student's growth as it relates to the job, and the degree to which the student has accomplished the objectives.

California Community College District
Cooperative Work Experience Education Plan

GRADE AND CREDIT

The description of the basis for Work Experience grades and credit is contained in each issue of the Riverside Community College District catalogs, and complies with the requirements of Section 55256.5, Title V. Specifically, the catalog states:

General Work Experience

Prerequisite: None.

Advisory: Students should have paid or voluntary employment.

This course is designed to coordinate the student's occupational on-the-job training with related instruction in work-related skills, including occupational and educational resources, career planning, resume development and interview techniques. Students may earn up to three (3) units each semester for two (2) semesters, for a maximum of 6 units of work experience. No more than 20 hours per week may be applied toward the work requirement; 60 hours of volunteer work or 75 hours of paid work in the semester are required for each unit. 18 hours lecture and 60 hours of volunteer work experience or 75 hours of paid work experience are required for each enrolled unit.

Occupational Work Experience Education

This course is designed to coordinate the student's occupational on-the-job training with related instruction in work-related skills, including occupational and educational resources, career planning, resume development and interview techniques. Students may earn up to four (4) units each semester for four (4) semesters, for a maximum of 16 units of work experience. No more than 20 hours per week may be applied toward the work requirement; 60 hours of volunteer work or 75 hours of paid work in the semester are required for each unit. WKX-200 is an enrolling course for General Work Experience and Occupational Work Experience courses. Students enrolling in WKX-200 are administratively moved to the appropriate general or occupational work experience course after the first class meeting. Determination of the appropriate work experience course is made by the instructor, with input from the student, based upon several factors, including the number of hours worked during the semester, occupational program requirements, and type of work in which the student is engaged. 18 hours lecture and 60 hours of volunteer work experience or 75 hours of paid work experience are required for each enrolled unit.

Upon the CWEE approval of the State Chancellor's Office, the catalog will state:

General Work Experience

Prerequisite: None.

Advisory: Students should have paid or voluntary employment.

This course is designed to coordinate the student's occupational on-the-job training with related instruction in work-related skills, including occupational and educational resources, career planning, resume development

California Community College District
Cooperative Work Experience Education Plan

and interview techniques. Students may earn up to three (3) units each semester, for a maximum of 6 units of work experience. No more than 20 hours per week may be applied toward the work requirement; 60 hours of volunteer work or 75 hours of paid work in the semester are required for each unit. 18 hours lecture and 60 hours of volunteer work experience or 75 hours of paid work experience are required for each enrolled unit.

Occupational Work Experience Education

This course is designed to coordinate the student's occupational on-the-job training with related instruction in work-related skills, including occupational and educational resources, career planning, resume development and interview techniques. Students may earn up to four (4) units each semester, for a maximum of 16 units of work experience. No more than 20 hours per week may be applied toward the work requirement; 60 hours of volunteer work or 75 hours of paid work in the semester are required for each unit. WKX-200 is an enrolling course for General Work Experience and Occupational Work Experience courses. Students enrolling in WKX-200 are administratively moved to the appropriate general or occupational work experience course after the first class meeting. Determination of the appropriate work experience course is made by the instructor, with input from the student, based upon several factors, including the number of hours worked during the semester, occupational program requirements, and type of work in which the student is engaged. 18 hours lecture and 60 hours of volunteer work experience or 75 hours of paid work experience are required for each enrolled unit.

- (e) Describe basis for awarding grade and credit (§55251)

Background: Title 5 criteria and requirements
Work Experience Credit. (§55255.5).

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:

- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

District will comply with these requirements.

California Community College District
Cooperative Work Experience Education Plan

- (f) Provide adequate clerical & instructional services (§55251)

Comments, if any.

The District Office of Career and Technical Programs provides sufficient clerical and support staff to meet the objectives of this District and this work experience plan.

All Work Experience students are entitled to full use of the instructional and student services provided to the students at Riverside Community College District.

- (b) If district changes the plan, will submit changes for approval (§55251)

Check to indicate compliance

Yes

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING
OF MAY 18, 2010

President Blumenthal called the regular meeting of the Board of Trustees to order at 6:06 p.m.

CALL TO ORDER

Trustees Present

Ms. Virginia Blumenthal
Ms. Mary Figueroa
Mrs. Janet Green
Mr. José Medina
Mr. Mark Takano
Mr. Stephen Bishop, Student Trustee

Staff Present

Dr. Gregory W. Gray, Chancellor
Ms. Melissa Kane, Vice Chancellor, Diversity and Human Services
Dr. Brenda Davis, President, Norco College
Dr. Ray Maghroori, Vice Chancellor, Academic Affairs
Dr. Jan Muto, President, Riverside City College
Ms. Chris Carlson, Chief of Staff
Mr. Jim Parsons, Associate Vice Chancellor, Public Affairs and Institutional Advancement
Mr. Aaron Brown, Associate Vice Chancellor, Finance
Dr. Sharon Crasnow, President, Academic Senate, District and Norco College
Dr. Richard Davin, President, Academic Senate, Riverside City College
Dr. Travis Gibbs, President, Academic Senate, Moreno Valley College
Dr. Dariush Haghighat, President, CTA
Mr. Gustavo Segura, President, CSEA

Associated Students Moreno Valley President Marilyn Zaragosa led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Ms. Figueroa, seconded by Ms. Green, moved that the Board of Trustees approve the minutes of the regular meeting of April 20, 2010. Motion carried. (5 ayes)

MINUTES OF THE REGULAR MEETING OF APRIL 20, 2010

Mr. Medina, seconded by Ms. Green, moved that the Board of Trustees approve the minutes of the Board of Trustees Planning and Operations, Teaching and Learning, Resources, Governance, and Facilities Committee Meetings of April 6, 2010. Motion carried. (5 ayes)

MINUTES OF THE BOARD OF TRUSTEES PLANNING AND OPERATIONS, GOVERNANCE, RESOURCES AND FACILITIES COMMITTEE MEETINGS OF APRIL 6, 2010

CHANCELLOR'S REPORTS

Presentations

Dr. Gray introduced Riverside County Supervisor Marion Ashley (2009 Riverside Community College District Alumnus of the Year) who was honored for his contributions to The John Coudres Memorial Health Sciences Endowed Scholarship which benefits local health science students attending Moreno Valley College.

Special Presentation –
“Presentation to Supervisor
Marion Ashley” – Chancellor
Gregory W. Gray

Dr. Gray introduced Ms. Vita Willett, Executive Director of Kaiser Foundation Health Plan/Hospital, who presented a check to the District totaling \$20,000 that will provide funding to underwrite dental services for the uninsured.

Special Presentation –
“Presentation by Kaiser
Permanente” – Chancellor
Gregory W. Gray

Dr. Gray presented Student Trustee Stephen Bishop with the spring 2010 scholarship award for the student trustee.

Special Presentation –
“Presentation of Spring 2010
Scholarship Award to Student
Trustee” – Chancellor Gregory
W. Gray

Dr. Perez introduced Ms. Ana Marie Amezcuita, a former student and current mentor of the Puente Program - a statewide counseling, mentoring and writing program for community college students at Moreno Valley College. Ms. Amezcuita introduced current and former students who reported on their personal experiences while in the program.

Special Presentation – “Puente
Program at Moreno Valley
College” – Dr. Monte Perez

Mr. Art Alcaraz, Director, Diversity and Human Resources, provided a presentation on the District's support of local middle schools and the YEMP program – a youth oriented project focused at the middle school level that provides speakers who emphasize the importance of education and the development of basic skills by means of the District's CTE Community Collaborative Grant.

Special Presentation –
“Riverside Community College
District Supporting Local
Middle Schools and the ‘Youth
Education Motivation Program’”

Mr. Medina, seconded by Ms. Green, moved that the Board of Trustees approve the resolution formalizing an administrative structure transitioning the District into a three accredited college district, commencing July 1, 2010, with the decentralization of Student Services to operate independently at each college. Administrative realignment of resources to accommodate three accredited colleges by the District will continue to develop and evolve based upon the resource allocation needs and opportunities.

Resolution No. 55-09/10 –
Resolution of the Board of
Trustees of RCCD Formalizing
an Administrative Structure
Transitioning RCCD into a
Three Accredited College
System

Ms. Green, seconded by Ms. Figueroa, moved that the Board approve the assessment of a mandatory transportation fee of \$5.50/full-time student (over 6 units) and \$5.00/part-time student (6 units or less) for Moreno Valley and Riverside City College students; and authorize the Vice Chancellor of Administration and Finance to sign a five-year contract with RTA to provide unlimited ridership on RTA busses and routes for all students who pay this fee.

Agreement with Riverside Transit Agency (RTA)

Ms. Figueroa, seconded by Ms. Green, moved that the Board of Trustees consider the Resolution declaring the District's position in the State budget crisis and the local impact to higher education.

Resolution No. 62-09/10 – State Budget Crisis and Local Impact to Higher Education

Mr. Stephen Bishop presented the report about recent and future student activities at Moreno Valley College, Norco College and Riverside City College, and introduced Mr. Alexis Amor, the newly elected student trustee.

STUDENT REPORT

Mr. George Escutia, Jr. gave remarks about the RTA Go-Pass Initiative Measure failure at Norco College and advised that an ad hoc committee has been created to solve transportation issues in Norco and Corona; Ms. Joanne Hua, Ms. Melissa Torres, Mr. Corey Wilson, Ms. Sandy Baldwin, Ms. Jonell Guzman, and Mr. Dwight Lomayesva requested the District reinstate the karate class at Riverside City College. Ms. Meghan Sheeran and Ms. Stephanie Go spoke regarding the District reorganization.

COMMENTS FROM THE PUBLIC

CONSENT ITEMS

Action

Ms. Green, seconded by Mr. Medina, moved that the Board of Trustees:

Approve the amended listed academic and classified appointments, and assignment and salary adjustments; (Appendix No. 64)

Academic and Classified Personnel

Approve/ratify the Purchase Orders and Purchase Order Additions totaling \$2,299,911 and District Warrant Claims totaling \$7,202,254 (Appendix No. 65)

Purchase Order and Warrant Report— All District Resources

Approve the budget transfers as presented; (Appendix No. 66)

Budget Adjustments

Approve adding the revenue and expenditures of \$400,000 to the budget, and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

Resolution to Amend Budget – Resolution No. 56-09/10 2010-2011 Summer Work Experience Program (SWEP)

Approve adding the revenue and expenditures of \$540,000 to the budget, and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

Resolution to Amend Budget – Resolution No. 57-09/10 2010-2011 Subsidized Time-Limited Employment Program (STEP)

Approve adding the revenue and expenditures of \$48,500 to the budget, and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

Resolution to Amend Budget – Resolution No. 58-09/10 2009-2010 Foundation for California Community Colleges/Career Ladders Project

Approve adding the revenue and expenditures of \$150,000 to the budget and authorize the Vice chancellor, Administration and Finance to sign the resolution;

Resolution to Amend Budget – Resolution No. 59-09/10 2009-2010 CTE Workforce Innovation Partnership

Approve adding the revenue and expenditures of \$68,619 to the budget, and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

Resolution to Amend Budget – Resolution No. 60-09/10 2009-2010 ARRA – Department of Rehabilitation – Workability Program

Approve adding the revenue and expenditures of \$49,461 to the budget, and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

Resolution to Amend Budget – Resolution No. 61-09/10 2009-2010 ARRA – Southern California Logistics Technology Collaborative

Award a bid for the Wheelock Interim Housing Interior Improvements Project, Riverside City College, in the total amount of \$248,230 to Dalke & Sons Construction, Inc., and authorize the Vice Chancellor, Administration and Finance, to sign the associated agreement;

Bid Award – Wheelock Interim Housing Interior Improvements Project, Riverside City College

Grant out-of-state travel requests; (Appendix No. 67)

Out-of-State Travel

Ratify the contracts totaling \$294,917; (Appendix No. 68)

Contracts and Agreements Report Less than \$78,500 – All District Resources

Approve the Addendum No. 1 to the Riverside Community College District Measure "C" Facilities Project Labor Agreement;

Addendum to Project Labor Agreement

Approve the grant agreement between Office of Statewide Health Planning and Development and Riverside Community College District for the period July 1, 2010 through June 30, 2012, in the amount of \$200,000.00; and authorize the Vice Chancellor, Administration and Finance, to sign the grant agreement;

Contract with Office of Statewide Health Planning and Development

Approve the grant agreement between Office of Statewide Health Planning and Development and Riverside Community College District for the period July 1, 2010 through June 30, 2012, in the amount of \$124,358; and authorize the Vice Chancellor, Administration and Finance, to sign the grant agreement;

Contract with Office of Statewide Health Planning and Development

Ratify the contract agreement for the timeframe of May 3, 2010 through October 31, 2010, in the amount of \$400,000, and authorize the Vice Chancellor, Administration and Finance, to sign the contract agreement;

Summer Work Experience Program Contract

Ratify the Subsidized Time-Limited Employment Program (STEP) contract agreement for the timeframe of May 1, 2010 through July 31, 2010, in the amount of \$540,000; and authorize the Vice Chancellor, Administration and Finance, to sign the contract agreement;

Subsidized Time-Limited Employment Program Contract

Declare the listed property to be surplus; find that the property does not exceed the total value of \$5,000; and authorize the property to be consigned to the Liquidation Company to be sold on behalf of the District; (Appendix No. 69)

Surplus Property

Accept the projects listed as complete; approve the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works) for Phase III, Industrial Technology Center; and authorize the Board President to sign the Notices; (Appendix No. 70)

Notices of Completion

Approve using the National Joint Powers Alliance and Foundation for California Community Colleges Agreements to purchase furniture and equipment from Steelcase, Inc., in the amount of \$280,000 and Haworth Inc., in the amount of \$200,000 for the Norco Student Success Center Building project using the current Measure C project budget;

Using National Joint Powers Alliance and Foundation for Community College Agreements for Purchasing

Motion carried. (5 ayes)

Information

In accordance with Board Policy 7350, the Chancellor has accepted the resignations of Mr. Daniel Castro, Athletic Field Caretaker, effective December 31, 2009, for disability retirement; and Mr. Vidal Vargas, Assistant to the Coordinator, Upward Bound Program, effective April 30, 2010, for retirement.

Separations

The Board received the summary of financial information for the period July 1, 2009 through March 31, 2010.

Monthly Financial Report

The Board received the quarterly financial status report for the quarter ended March 31, 2010.

CCFS-311Q – Quarterly Financial Status Report for the Quarter Ended March 31, 2010

BOARD COMMITTEE REPORTS

Teaching and Learning Committee

Mr. Medina, seconded by Ms. Figueroa, moved that the Board of Trustees approve the Cooperative Work Experience Education Plan for submittal to the CCCCCO, Division of Career and Technical Education. Motion carried. (5 ayes)

Cooperative Work Experience Education Plan

Resources Committee

Mr. Takano, seconded by Ms. Figueroa, moved that the Board of Trustees approve the Joint Use Agreement for the Evans Sports Complex. Motion carried. (5 ayes)

Joint Use Agreement – Evans Sports Complex

The Board received an informational report in compliance with Board Policy 3280 relative to grant applications submitted and grant awards received for fiscal year 2009-10.

Grants Office Report

Board of Governors of the California Community Colleges

Revisions to the Title 5 Regulations: Cooperative Work Experience Education

1. Section 55253 of article 4 of subchapter 3 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education ~~during one enrollment period up to a total of 16 semester or 24 quarter credit hours.~~

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

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

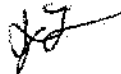
**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
[HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)



September 3, 2009

TO: Board of Governors
Jack Scott, Chancellor
Steven Bruckman, Executive Vice Chancellor of Operations and General Counsel
Dr. Morgan Lynn, Executive Vice Chancellor of Programs
Boards of Trustees
Presidents and Superintendents/Chief Executive Officers
Chairpersons, Senate Education Committee, Senate Budget and Fiscal Review
Committee, Senate Appropriations Committee, Assembly Budget Committee,
Assembly Appropriations Committee, Assembly Education Committee,
Assembly Committee on Higher Education
Director, Department of Finance
Chief Business Officers
Chief Instructional Officers
Academic Senate Presidents
Chief Human Resources Officers
Consultation Council
Chancellor's Cabinet
Community College Attorneys
Interested Parties

FROM: Jonathan Lee, Staff Counsel 

RE: Notice of Proposed Regulatory Action by the Board of Governors
Revisions to Title 5 Regulations: Cooperative Work Experience Education

Section 206 of the Procedures and Standing Orders of the Board of Governors of the California Community Colleges requires the Board to give 45 days written notice of proposed regulatory action. Accordingly, notice is hereby given that the Board of Governors of the California Community Colleges, at its meeting of September 14-15, 2009, will consider changes to regulations in title 5, division 6, of the California Code of Regulations described in the Informative Digest, as follows.

Informative Digest

This propose regulation amendments add the clause "during one enrollment period" to title 5, section 55253(a). Without the proposed change, potential students face a total enrollment cap instead of one that deals with one enrollment period. With the previous consolidation of "alternate" and "parallel" Cooperative Work Experience Education in previous chapter 6 regulation revision packages in 2007 and 2008, this modification is needed.

This modification is supported by the Statewide Academic Senate, which adopted a supporting resolution at its 2009 Spring Session Plenary. It was also endorsed by the Statewide Advisory

INSTRUCTIONS: Please DO NOT write your name on this Survey. Answer the questions below according to your own perspective, not those of others. Please do not think you will offend me; I want to better the class next time it is offered; your feedback will assist in this process. Thanks :-)

In this first area, on a scale of 1 - 10 (10 being the best and 1 being the worst) please grade the following aspects of the course.

1. Chapter 35, Gasoline and Other Fuels (first week's reading material) 1
2. Ford Escape Hybrid (first week's reading material) 9
3. Chapter 14, Transportation (second week's reading material) 9
4. Ford Flexible Fuel Taurus (second week's reading material) 9
5. Ford Propane Fueled Vehicles (second week's reading material) 4
6. Chapter 7, Thermal Energy (third week's) Reading Material 10

In this area of the survey, circle the choice that best describes your feelings of the course:

7. My presentation was: too technical about right too simple
8. The length of the class was: too short about right too long
9. The presentation of the material was: too "green" about right not "green" enough
10. Why did you take this course: environmentalist to get units other (please explain) _____

Lastly, on the back of this survey, please write at least a couple of sentences about your experience in the class, what you think might improve it next time, and any other points you would like to discuss. Thanks for taking the time to complete this survey :-)

Committee on Work-Based Learning and Placement, and endorsed by both the Northern California and Southern California Cooperative Work Experience Education Coordinators groups.

Further Information

Those who received the Board of Governors Agenda package for the September 14-15, 2009, meeting can find a further description of the proposal and the full text of the regulations in agenda item 5.5. The September 14-15, 2009, agenda may also be obtained online at:

<http://www.cccco.edu/SystemOffice/BoardofGovernors/BoardofGovernorsMeetingSchedule/tabid/515/Default.aspx> or <http://tinyurl.com/nw43bz>

You may also request a copy of the proposal from Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel using the contact information provided below.

Public Comments

Notice is also given that any person interested may present statements or arguments orally or in writing relevant to the proposed action at a hearing to be held at California Community Colleges Chancellor's Office, 1102 Q Street, Sacramento, California, on September 14-15, 2009. The Board meeting will commence at the hour of 9:30 a.m., or as soon thereafter as the business of the Agency will permit. The public hearing will commence when agenda item number 5.5 concerning changes to the Board of Governors' regulations is heard on September 14, 2009.

All Board of Governors' meetings are held in locations that are wheelchair accessible. Other disability-related accommodations such as materials in alternate media, sign language interpreters, or real time transcription will be provided to persons with disabilities upon request. Parking accessible for persons with disabilities is available near the facility. Persons requesting such accommodations should notify Njeri Griffin, 1102 Q Street, Sacramento, CA 95811-6549, ngriffin@cccoco.edu, (916) 445-8283, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

Comments in writing are requested no later than October 23, 2009, in order to be considered before the proposed regulatory action is taken. Based on comments received, the Chancellor may recommend changes in the proposed regulation revisions.

Cost to Local Community College Districts

The adoption of the proposed regulations will not impose increased costs or new costs to community college districts that are required to be reimbursed under section 17561 of the Government Code. Such determination will be made a formal part of the public hearing at the time and place described above. Furthermore, there are no direct costs or indirect costs, or savings to any state agency, no costs or savings in federal funding to the state and no discretionary costs to local agencies, nor is there any local mandate imposed.

Authority

In addition to the specific provisions of law cited above, the Board of Governors also relies upon its general authority under Education Code section 70901 to adopt the proposed regulatory changes.

Contact Person

Inquiries concerning these proposals or requests for copies of the proposed regulation changes may be addressed to Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel, by calling (916) 322-4005 or sbruckman@cccoco.edu and written comments may be sent to his attention at:

California Community Colleges
Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811-6549

Attn: Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel

JL/FR/fr

Vito, Ron

From: Selge, Ron [RSELGE@CCCCO.edu]
Sent: Thursday, June 24, 2010 3:29 PM
To: Erickson, Terri
Cc: Vito, Ron
Subject: RE: Work Experience Plan

Thanks... looks good. Approval letter will be forthcoming.

Unless you have additional questions, no response needed back to me.... less for my email inbox!

Ron Selge
Dean, Career Technical Education
Chancellor's Office, California Community Colleges
1102 Q Street
Sacramento, California 95811
Phone: (916) 322 1677
Email: Rselge@cccco.edu

From: Terri.Erickson@rcc.edu [mailto:Terri.Erickson@rcc.edu]
Sent: Thursday, June 24, 2010 2:35 PM
To: Selge, Ron
Cc: Ron.Vito@rcc.edu
Subject: Work Experience Plan

Attached is the CWEE plan for Riverside City College, including the Minutes from the May 18, 2010 Board of Trustees meeting approving the plan.

Terri Erickson

Administrative Assistant IV
Career & Technical Education
Riverside City College
(951) 222-8131, FAX (951) 222-8623
terri.erickson@rcc.edu

For meeting with Dr. Maghroori--

- ✓▪ Advisory
- ✓▪ Work Experience > →
- ✓▪ 2-year Rotations
- ✓▪ Title V Changes
- ✓▪ Datatel MIS Issues
- ✓▪ Program of Study
- ✓▪ Respective SB70s at your campus
- ✓▪ CTE Retreats *Input from all 2 colleges*
- ✓▪ CTE Program Level SLOs
- ✓▪ Program Development; Curriculum Dev; Substantial/Non-Substantial Changes
- ✓▪ Riverside Career Fair/Outreach Events
- ☐▪ Course Attributes
- ✓▪ Assignment of TOP, SAM, CIP codes
- ✓▪ CTE Fact Book
- ✓▪ Awarding of Certificates
- ✓▪ Board Policies – Articulation
- ✓▪ CTE Catalog
- ✓▪ Service Partnership Academics with your service area
- ✓▪ Apprenticeship at your location
- ✓▪ CTE Program Review
- ✓▪ Course Set-Up
- ✓▪ Assembly Bills/Senate Bills (i.e. 2448 - 1802)
- ✓▪ Elements of ACCJC (i.e. placement rates, employment, etc.)
- ✓▪ Certain Partnership Programs (i.e. IBEW with Norco, WAFC)

**Riverside Community College District
OCCUPATIONAL EDUCATION RETREAT
Marriott Hotel, Market Street
September 29, 2006
8:00 a.m. - 2:45 p.m.**

AGENDA

- | | | |
|------------------|--|---|
| 8:00-8:30 a.m. | Registration and Continental Breakfast | |
| 8:30-10:00 a.m. | Welcome
Occupational Education Update
Introductions and Department Chair Updates | Ron Vito
Ron Vito/Julie Pehkonen |
| 10:00-10:15 a.m. | BREAK | |
| 10:15-11:45 a.m. | Workshop—Part I
Marketing Tools, Strategies, Tips
& Perspectives | Kevin Fleming
Center for Business Excellence
San Bernardino CCD |
| 11:45-12:30 p.m. | Lunch and Workshop Activity | |
| 12:30-2:30 p.m. | Workshop—Part II
Marketing Tools, Strategies, Tips
& Perspectives | Kevin Fleming |
| 2:30-2:45 p.m. | Questions & Answers
Evaluation/Survey | |

**Riverside Community College District
CAREER AND TECHNICAL EDUCATION RETREAT
Marriott Hotel, Market Street
March 28, 2008
8:00 a.m. - 2:45 p.m.**

“Sowing the Seeds of Success”

AGENDA

8:00-8:30 a.m.	Registration and Continental Breakfast	
8:30-10:00 a.m.	Welcome and Introductions Crop Reports (Department Chair Updates) CTE Update/Fact Book Projects Update	Ron Vito Dept. Chairs Ron Vito Julie Pehkonen
10:00-10:20 a.m.	Chancellor's Update	Dr. Buysse
10:20-10:45 a.m.	Academic Affairs Update	Dr. Maghroori
10:45-11:00 a.m.	Work Experience Redesign Update	Sharon Gillins
11:00-11:15 a.m.	CTE Teacher Pipeline	Sharon Gillins
11:15-11:45 a.m.	Student Services	Monica Green
11:45-12:30 p.m.	LUNCH and Workshop Activity Early Childhood Education DVD	Debbie Whitaker-Meneses/ Emile Bradshaw/Leo Pan
12:30-2:00 p.m.	Addressing Gender Issues in CTE Programs	Chani Beeman/Jean Anderson
2:00-2:30 p.m.	Open Discussion	All
2:30-2:45 p.m.	Questions & Answers Evaluation/Survey	