

## District Academic Standards

### Meeting Minutes

**Thursday, October 5, 2023; 3:00-5:00pm**

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlreGJzRGoxa1k5YVJiT0dQQT09>

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 checked="" type="checkbox"/> Jeanne Howard (AO, MVC)	
<input checked="" type="checkbox"/> Clara Lowden (KIN, RIV)	
<input type="checkbox"/> Norma Martinez (SPA, MOV)	
<input checked="" type="checkbox"/> Lisa Martin (GUI, NOR)	
Additional Guests:	

**Call to Order:** 3:05PM by Ann Pfeifle

### **Agenda and Minutes**

1. Approval of Agenda  
Motion: K. Douglass; Second: N. Franco  
Approved, Unanimous
  
2. Approval of Minutes – September 7, 2023  
Motion: K. Douglass; Second: N. Franco  
Discussion:
  - a. Kelly Douglass - Discussion Item 1B: Is it accurate that committee took the GE pattern to the Senates?
  - b. Ann Pfeifle – Item was taken to District Academic Senate for discussion, but the GE pattern should be taken to the local senates for approval and then to the District Senate as next steps.
 Approved, Unanimous

### **Discussion Items**

1. Work Experience Updates
  - a. Ann Pfeifle – Had a meeting with a smaller group to begin discussion. Items that need to be updated include the handbook, plan, Board Policy, and Administrative Procedure. Ann Pfeifle has been working on the new BP and AP as the existing AP is no longer in

compliance. Ann has requested a report from Moreno Valley Institutional Research on all work experience courses offered across all three colleges in the past 5 years. One concern raised during the meeting was that colleges may still be offering 200 level courses without faculty being aware they are being scheduled.

- i. Kelly Douglass – Who would have been the instructor of record with minimum qualifications in that field?
      - ii. Ann Pfeifle – Unsure, and there may have been a miscommunication, but a new plan must be developed.
    - b. Kelly Douglass – Ellen Brown-Drinkwater has a sample AP that can be shared. Do all the documents need to be updated by February 22?
      - i. Ann Pfeifle – We must at least establish a plan by that date, but not necessarily that it is implemented.
      - ii. Kelly Douglass – The date to conform to new policies is February 22. It seems that the BPs, APs, Plan, and Handbook approved should be approved by then.
      - iii. Ann Pfeifle – Interpretation is that we need to have those things in motion.
    - c. Susan Mills – Regarding the data request, if the request is also forwarded to Lijuan Zhai and Susan Mills, we can speak with Raj. If there's a need for special projects, Susan Mills can spearhead as this is a District-wide project.
    - d. Ann Pfeifle – The AP indicates the Deans of CTE are the office of primary responsibility. Is this correct?
      - i. Kelly Douglass – Do deans write the policy, or do faculty write the policy and the deans execute it?
      - ii. Susan Mills – Typically, when we formed the workgroup to work on BPs and APs, the workgroup consisted of faculty, administrators, and Keith Dobyns. The BP/APs are written together as a group. Then, it may be more of the responsibility of the Deans in consort with the faculty to put together the handbook. Deans don't normally sit down and write Board Policy.
      - iii. Ann Pfeifle – In agreement. It appears the handbook may not be this group's responsibility and would be the Deans' responsibility.
    - e. Ann Pfeifle – Will work with the sample BP/AP Ellen has provided and will explore the courses in question with any data from the research group. Will send a Doodle Poll for the subgroup to schedule the next meeting.
2. AOE Program Review – Nick Sinigaglia
- a. At the previous Tech Review and DCC, there was discussion regarding the process for reviewing AOE's. Should the implementation be left to the colleges so that the AOE's may be different by college? Does the process need to be implemented at the District level so they are the same across the District?
  - b. The committee discussed the following:
    - i. There appears to be no requirement that the AOE's remain the same across the District, but the curriculum handbook does outline requirements for course inclusions and district-wide uniformity. The handbook would need to be updated if the process changes.

- ii. There's a need to determine how courses can be reduced in the AOE's to help prevent bloat.
  - iii. AOE's fill gaps for students wishing to transfer, especially to UC, with a terminal degree.
  - iv. The online registration system is shared across colleges, so students are able to use courses from different colleges to complete the AOE's. The RCCD GE and AOE's both being uniform district-wide creates continuity for students.
  - v. Communication across discipline faculty is important when modifications are being made to AOE's.
  - vi. When Standards previously reviewed data related to the AOE, the data indicated that the AOE's are the most efficient degrees and that the district awards more AOE's than any other degrees.
  - vii. It may not be the work of the Standards committee to perform program review or assessment of the AOE's, but it would be the work to recommend a process.
- c. Nick Sinigaglia – If the colleges have ultimate control over the AOE's, would this committee determine the process?
- i. Ann Pfeifle – It is clear from how curriculum is handled within the District that there should be a district-wide policy that the colleges then implement locally. While technically the AOE's could be modified on a college-by-college basis, the current convention is that they are uniform District-wide.
  - ii. The committee discussed that District Academic Standards is a recommending body. Any change to policy would need to be enacted by the Senates.
- d. Nick Sinigaglia – Many faculty assumed the AOE's were local degrees and local decisions could determine what the degrees look like. Some faculty wanted to convene discipline experts and draft a program review. At Moreno Valley, one idea was to assign an AOE to each of the schools and student engagement teams. The school would then be responsible for program review. The faculty liaison would be responsible for the process and any discipline expert would also be involved.
- e. Ann Pfeifle – For now, we would stay with the status quo unless there is an argument otherwise. If there's a discussion to be had about the name of an AOE or the courses in an AOE, it should go through that process.
- f. Nick Franco – Requested the following language be added to the AOE modification form:
- i. An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

Courses are not required to be in a specific discipline but should fit the AOE. The rationale should explain either how the course fits the AOE, is comparable to other courses in the AOE, or how the course outline aligns with at least one of the AOE program learning outcomes.

- g. Kelly Douglass – Can we format how the courses appear in the catalog so it lists all the

- courses available at the specific college?
- i. Bryan Medina – Yes. Bryan to mockup a draft.
  - h. Kelly Douglass and Nick Sinigaglia to draft a plan for AOE program review.
  - i. Ellen Brown-Drinkwater to reach out to RCC Assessment and Lisa Martin to reach out to Norco Assessment.
  - j. This item will be brought back for discussion in December.
3. General Education Updates – Bryan Medina
    - a. This item was previously discussed in the approval of the minutes.
  4. Open Forum
    - a. Kelly Douglass – What is the status of the Board Policy for independent study?
      - i. Susan Mills – It is currently being reviewed by district counsel and then will go to the faculty association for discussion.
  5. Public Comment for all items on or not otherwise on the agenda.
    - a. None.

**Adjournment:** 4:29PM

## AP 4103, ~~Cooperative~~ Work Experience Education

Draft – 9/28/2023

Legal [Ed Code, Section 78249 Work-Experience Education](#)  
[Title 5, Section 55002.5 Credit Hour Definition](#)  
[Title 5, Section 58003.1 Full-time Equivalent Student; Computation of Units](#)  
[Title 5, Section 55040 District Policies for Course Repetition](#)  
[Title 5, Section 55250 et seq. Work Experience Education](#)

**Summary:** Proposed revisions align with recent changes to Title 5 regarding Work Experience Education as follows:

- Changes "Cooperative Work Experience Education" to "Work Experience Education;"
- Authorize noncredit work experience education for the first time
- Remove the requirement for a District Plan
- Establish the respective responsibilities of students, faculty, and employers in work experience education programs
- Remove the distinction between "occupational" and "general" work experience
- Revise the credit hour calculation for work experience as follows:
  - condense calculation into one formula (54 hours = 1 unit of credit)
  - allow work experience to be integrated into a single course outline of record that may include lecture, lab, or activity hours in addition to work experience hours
- Clarify record-keeping requirements

**Legend:**

Underlined = Added language

~~Strikethrough~~ = Deleted language

Regular Orange font = local/permissible changes

**Bold Purple font** = legally required changes

Blue font = active link

~~A plan is developed and submitted to the California Community Colleges 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~~
- ~~• A statement that the District has officially adopted the plan, subject to approval by the Board of Trustees.~~

~~In addition, procedures should 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 must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.~~

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 involves student employment and/or internships selected, approved, and supervised by the District's colleges to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. 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 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.

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.

Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

### **College Responsibilities:**

- Each college will maintain a Work Experience Education Handbook that address all the following:
  - The respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education
  - The types of work experience education offered by the college
  - How the college will:
    - Provide guidance services for students during enrollment in work experience education
    - Assign sufficient instructional or other personnel to direct the program and provide other required services
    - Assess student progress in work experience education through written, measurable learning objectives and outcomes
    - Ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term
    - Assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable
- 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)

- Each college shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.
- Each college 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. The district may provide workers' compensation insurance for students employed in unpaid work experience education.
- The college must obtain approval from the Board of Trustees prior to establishing work experience education programs and opportunities outside district boundaries.
- Each college shall provide sufficient administrative support, including classified and instructional personnel, for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

#### **Work Experience Education Documentation:**

- **Training Agreement:** The college shall enter a work experience training agreement with each participating employer prior to any student beginning their work experience. Such agreements shall document all of the following:
  - The respective supervisory obligations of the college and the employer with respect to work experience students placed at the employer's site
  - 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
  - The employer's acknowledgement of the purposes of this article, and the district and college's work experience education policies or procedures, and agreement to support their purposes
  - 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
  - The employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives
  - That work-experience education involving apprenticeable occupations complies 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
  - 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

- 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
- Any other matters deemed appropriate by the district or college
- **Learning Objectives:** The appropriate college representative, the employer, and the student shall sign a learning objectives agreement. The learning objectives shall document the following:
  - The work experience education student's individual educational objectives aligned with the course outline of record
  - The hours of work and a clear explanation of the student's work experience job duties
  - The responsible supervisors at the college and the employment site
  - 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
  - Any other matters deemed appropriate by the district or college
- **Self-Employed Work Experience Students:** Work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the college. This individual shall assist the student to identify work experience learning objectives and sign the learning agreement described above in place of the employer, which may be modified as appropriate to the self-employment arrangement.

**College Credit, Attendance Accounting and Course Repetition:**

- **College Credit:** Units of credit for work experience education shall be calculated as follows:
  - **Work Experience Education Offered as a Credit Course:** One semester unit of credit will be awarded for every 54 hours of work experience or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure *[checking with Curriculum Co-Chairs to see if we need this language]*. Units of credit may be awarded in increments of .5 units.
  - **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 as work experience education offered as a credit course.
- **Attendance Accounting:** Work experience education courses apply the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.
- **Course Repetition:** A maximum of six semester credit hours *[Title 5 says 14 hours]* may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040.

**Student Records:** Each college shall retain as student records the following documents for each work experience education student:

- Learning agreements establishing hours that will be worked

- Statements verifying hours worked
- Records of consultation with the employer
- Records of faculty consultation
- Evaluation of student achievement of learning objectives by instructor
- The work permit for minor students
- Records of the final grade

COLLEGE HANDBOOKS WILL BE ATTACHED TO THE AP IN BOARDDOCS