

District Academic Standards

Meeting Agenda

Thursday, September 5, 2024; 3:00-5:00pm

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

Riverside City College CAK 224	Moreno Valley College SAS 101	Norco College OC 116	District Office CAADO 209
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Committee Members	Guests
<input checked="" type="checkbox"/> Brian Johnson (DCC Chair, MAT, NOR)	<input checked="" type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input checked="" type="checkbox"/> Eric Bishop (DCC Co-Chair, Int. VC Ed Svs)	<input type="checkbox"/> Sabina Fernandez (CPRO, MOV)
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MOV)	<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"/> Deanna Murrell (AO, MVC)	
<input checked="" type="checkbox"/> Clara Lowden (KIN, RIV)	
<input checked="" type="checkbox"/> Ann Pfeifle (HIS, MOV)	
<input type="checkbox"/> <i>Norco Representative</i>	
Additional Guests:	

Call to Order: 3:02pm

Agenda and Minutes

1. Approval of Agenda
Motion: K. Douglass; Second: E. Brown-Drinkwater
Approved, Unanimous

2. Approval of Minutes – May 2, 2024
Motion: A. Pfeifle; Second: N. Sinigaglia
Approved, Unanimous

Discussion Items

1. AP 2101 – Independent Study – Kelly Douglass
 - a. Based on feedback from the college curriculum committees and the academic senates, AP 2101 has been revised.
 - b. Nick Sinigaglia – The AP says any RCCD academic employee is eligible. Does this include associate faculty? The procedure specifies that any load is overload only, and associate faculty do not have overload. Recommending that it must be fulltime faculty.
 - i. Deanna Murrell – What about disciplines that do not have fulltime faculty? Can we specify a difference between fulltime and adjunct?
 - ii. Kelly Douglass – Are part time faculty ever allowed to have overload?
 - iii. Ann Pfeifle/Brian Johnson – It should specify fulltime faculty.

- c. Nick Sinigaglia – If any publications come out of this work, students should be properly cited.
 - i. Brian Johnson – That should be agreed upon within the learning contract and not something in the AP itself. It may depend on the nature of the student’s contribution to the project. The student may also not want to be named on a project.
 - d. Nick Sinigaglia – Some senators were concerned about the affordability of these classes. If they’re not accessible to some students because of prohibitively expensive materials, that could be an issue. In honors, it does state there should be no extra cost for the student.
 - i. Ann Pfeifle – The individual CORs should list if there is a specific material fee so that information is communicated to the student.
 - e. Nick Sinigaglia – Is there a concern between an instructor doing the same project with five students versus doing a different project with each student?
 - i. Kelly Douglass – This may not be an issue for us to resolve. The issue is the student getting the contact with the instructor, and the instructor is paid per student. Offering multiple sections may be a negotiation with the Dean. It is up to the professor to control their workload. This is overload and it is not required.
 - f. Brian Johnson – Edit: “Independent study courses may be taken only once within a discipline”
 - g. Ellen Brown-Drinkwater – Recommending adding language regarding seeing a counselor for information on transfer limitations.
 - h. Kelly Douglass – Please include on the curriculum agendas for September 10.
 - i. Motion to approve AP 2101 with edits detailed above: K. Douglass; Second: A. Pfeifle
 - i. Approved, Unanimous
2. Streamlined Language Version of the Already Approved ADT/AOE Plan – Kelly Douglass
- a. The revised ADT/AOE council process proposal clarifies language, attempts to remove redundancies, and groups together processes in a more logical way. Everything in the process itself is the same except for the yellow highlights in which I have added a timeline for us to discuss so we can take this forward as a complete and final proposal. There is also one highlight of a strikethrough that does remove some nuance that we had but that no longer seems necessary but is more than a clarity edit.
 - b. Kelly Douglass provided an overview of the history of the plan and the updates to simplify and streamline language.
 - c. Kelly Douglass – These are not sitting committees. They are ad hoc that are only formed when there is a proposal in hand.
 - d. Brian Johnson – Asked for clarity on the intent behind the proportionality of the council membership.
 - i. Based on the Standards minutes from March 7, 2024, the committee agreed membership on the council for ADTs should be proportional to the courses in the required core courses.
 - ii. Recommended an edit to clarify ADT council membership: “Voting members are

from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core."

- e. Kelly Douglass – Will remove the extraneous numbers in the appendix to make it clear how many members from each discipline are on each council.
 - f. Nick Sinigaglia – May need to clarify the degree of collaboration between the curriculum chairs and the council leads in the formation of the council membership.
 - g. The committee discussed the timeline for the process. All proposals should be collected in the fall term. The councils can then convene in the spring to review them. All proposals should then be forwarded to Tech Review by the subsequent fall curriculum submission deadline.
 - h. This plan should be taken to the next college committee meeting for a first read, followed by a vote at the subsequent meeting.
 - i. Motion to approve the plan with the above edits: B. Johnson; Second: K. Douglass
 - j. Approved, Unanimous (One Abstention: Nick Franco)
3. Work Experience BP/AP – Casandra Greene/Ann Pfeifle
- a. Casandra Greene, Ann Pfeifle, and Keith Dobyns collaborated to develop the updated Work Experience BP/AP. Keith Dobyns's recommendation was to pull the language from the guidance memo from the State Chancellor's Office for the AP, while no changes were needed for the BP. The AP makes it clear that the handbook needs to be developed, which should contain all of the processes and procedures as required by the AP.
 - b. Kelly Douglass – Are the CTE deans aware of the updates?
 - i. Casandra Greene – They have been involved in work experience discussions, but we need to be able to provide faculty with guidance on how to revise their courses. In order to do that, we need the updated AP.
 - c. Motion to approve the Work Experience AP/BP: K. Douglass; Second: C. Lowden
 - d. Discussion:
 - i. Kelly Douglass – What are the next steps after the BP/AP has been approved here?
 - 1. Eric Bishop – Will investigate next steps and report back. This may need to be reviewed by the Senates and DSPC.
 - ii. Kelly Douglass – How do we advise faculty on COR requirements?
 - 1. Casandra Greene – Courses must be updated to adhere to the new units and hours guidelines. If students want credit for a specific discipline's work experience, they must enroll into that specific discipline's work experience course.
 - iii. Ellen Brown-Drinkwater – Is the procedure clear enough in defining responsibilities?
 - 1. Casandra Greene – This can be rewritten, but Keith's advice was to take the wording from the guidance memo.
 - 2. Eric Bishop – Because APs can be revised at any time, it may be good to move this forward, and we can revise it once it has been adopted.
 - iv. Ellen Brown-Drinkwater – Does each college maintain a handbook?

1. Casandra Greene – The handbook is district-wide.
 - v. Casandra Greene – We need to determine the office of responsibility. It may be the VC of Education Services and Strategic Planning in consultation with the CTE Deans.
 1. Eric Bishop – This appears to bypass the academic affairs executives.
 2. Kelly Douglass – It may just be the Vice Chancellor of Educational Services and Strategic Planning.
 - e. Approved, Unanimous (One Abstention: Ellen Brown-Drinkwater)
4. Open Forum
- a. The committee discussed the recent AB 1111 Common Course Numbering Webinar:
 - i. There are separate honors and non-honors templates for the courses.
 - ii. It is a local decision whether to update all courses in an affected discipline to the new discipline code.
 - iii. There are outcomes/objectives that must be the same, but an institution can still have their own SLOs.
5. Public Comment for all items on or not otherwise on the agenda.
- a. None.

Adjournment: 5:07pm

Academic Affairs

AP 2101 INDEPENDENT STUDY

References:

- Title 5 Sections 55230 et seq.
- Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.

- Faculty direct contact hours:
 - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
 - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study?? [CCC Independent Study accounting method](#) (beginning p. 30)
 - FTES = (# Students x "WCH" x TLM) / 525
 - 1 student w/18 contact hours = 0.034 FTES

Commented [KD1]: Needs FA review before final Board approval

Commented [KD2]: Needs FA review before final Board approval; Legal for review as well (?) — to see if needed on BP? FA may want it there

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once within a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part. (Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

Commented [KD3]: Standards didn't finish discussion; can add in at DCC if approved by colleges (and get college input)

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

The Independent Study Learning Contract must include:

- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Agreement on terms addressing the credit/citations the student will receive in any publications incorporating the independent study work, if applicable to project.
- Faculty advisor requirements
 - Must be an RCCD full-time academic employee.
 - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
 - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
 - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
 - Student
 - Faculty advisor
 - Department chair
 - Division dean

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for transfer limitations and other details.

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

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

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

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

HISTORY

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

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

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

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

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

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

HISTORY

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

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

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

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

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

HISTORY

- 1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
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**Procedure for Creating Temporary Interdisciplinary Councils
to Act in Place of Disciplines in the Curriculum Process*
(ADT and AoE)**

***Share with Assessment/Program Review committees for faculty work on interdisciplinary degrees**

NOTE: This process does not alter the existing curriculum process; it is for interdisciplinary degrees that by definition are not owned by a single discipline. The as-needed council, as defined below for each degree type, will act in our regular degree change curriculum processes in any place where a single discipline has a role.

**Process for all changes to an interdisciplinary degree:
Interdisciplinary degree councils will be assembled each year according to the council make-up and timelines below for any degree change proposal received by Tech Review in the Fall of an academic year.**

- **For course additions and removals from interdisciplinary degrees:** Proposals should use an interdisciplinary exclusion/inclusion form that includes the following information:
 - Proposed course number and course name
 - The degree program name and description or outcomes with the parts that relate to your course highlighted
 - A list of the course SLOs and objectives, with those that address the program description or outcomes highlighted
 - A brief written explanation of how items in the COR relate to specific language in the program narrative or outcomes to illustrate to the council and curriculum committees how your course fits or no longer fits the degree

- **How to initiate a program modification to an interdisciplinary degree:**
 - When faculty in any discipline in the ADT want to initiate a program modification, they should submit an email request to tech review (techreview@rccd.edu) during the Fall of an academic year to assemble an interdisciplinary degree council to do the work in the Spring; the request should include a brief description of the reason for the council (statutory requirement of an ADT update; need for or result of degree program review; or other need beyond course exclusion/inclusion) . This allows the Tech Review chair to inform the college chairs of the need to assemble a council for the program modification work (which will also include any course inclusions/exclusions as noted above).
 - The assembled council, like a single discipline does with their degrees, in addition to reviewing course inclusions/exclusions, doing required degree updates and other program review work may propose changes to a program, (though this typically happens as a result of program review and/or assessment first) and make their own recommendations or proposals about additional course inclusions or removals, but only with careful consideration from all disciplines with a stake in the degree whether they have a vote on the council or not.

Timeline

- **All course inclusion/exclusion for interdisciplinary degree proposal forms and email requests to assemble a council for degree modification should be submitted in Fall semesters of the academic year.**
- **Curriculum chairs will work together to identify volunteers according to council membership defined below as received or in February to review and complete the work of reviewing all proposals to the degree and the program modification by the end of Spring semester of the academic year in which they were received.**
- **Final minutes and paperwork should be in curriculumet by the subsequent Fall semester deadline.**
- **The timeline can be adjusted with support and approval from Tech Review committee for degree compliance purposes if needed.**

Who are the councils and what do they do?

- Councils are assembled based on the disciplines in the degree. Specific make-up is below and depends on degree type.
- **Council lead:**
 - Curriculum committee chairs across the district will coordinate to request one current curriculum committee member to serve as the council lead for each degree council assembled. The lead for the degree must be someone from a discipline (or representing a department with that discipline in it) with a course in the degree though they don't have to be from among the voting members list.
 - The council lead, in consultation with their curriculum chair, will assemble a council according to definition below and will share with the curriculum chairs once assembled.
 - The council lead will seek representation for the purpose of review, consultation, and discussion from *each discipline* with a course in the degree; council members do not have to be on the curriculum committee; council lead will work with curriculum committee chair as needed to recruit council members. There should be clear written and multiple outreach efforts to disciplines with a course in the program to invite participation. Council discussion will happen with members who participate, so it is imperative to communicate the invitation and that the work will go on if it is declined and a discipline is not represented in discussion.
 - At the start of the Spring semester (February) the degree council lead should distribute all proposals to the council and schedule a zoom or in-person meeting to set the semester work schedule.
 - Once voting members vote on the proposals, the lead will provide a summary of the council votes (which can include any relevant points of discussion if they consider them important or can just be the tally) as a document to their college Curriculum Chairs to add as a document to accompany the modified degree proposal that goes to tech review, then the college committees, and then DCC and the final curriculum approval process.

- **Council authority based on degree type:**
 - For ADTs, which are college degrees, the final proposal or decision of the council, acting in place of a single discipline, will be made by a vote of participating voting members and *if approved* will move forward through the regular curriculum process.
 - For AOE's, which are district degrees, the final recommendation of the council, acting in place of a single discipline, will be made by a vote of participating voting members serving on the council and forwarded to the full college curriculum committee's *as a recommendation* and *if approved by a majority of the college curriculum committees* will move forward through the regular curriculum process.
- **Council member based on degree type:**

The council's voting membership depends on degree type and composition as described below and is based on the degree discipline make-up at the time of the council formation; councils are an annual service activity and not standing committees; they will be formed only when there are proposals for a specific degree and only for that year's proposals:

 - Interdisciplinary ADTS (college councils):
 - For already built ADTs: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
 - For new ADTs under construction: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
 - Interdisciplinary AOE's that have required core courses (district council):
 - Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core. Some councils may need to increase voting members proportionally to represent all three colleges and preserve the ratio of representation.
 - Interdisciplinary AOE's that have no required core courses (district council):
 - The Curriculum Rep council lead will request volunteers for a voting membership of six, with each voting member being from the disciplines with the most courses represented in the degree.
 - The council will also be equally represented with two reps from each college (this may require some orchestration from curriculum chairs to make sure the six council members cover the six most represented disciplines as well as the three colleges equally).
- **Additional note on degree leads and councils:** for any degrees with overlapping and similar discipline membership, there is no requirement for separate degree chairs and council members; for example, RCC has several Social Justice Studies ADTs many of which include most of the same disciplines with only slight variation. The assembled members could serve as council for all degrees with outlier disciplines participating in votes and discussion relevant to their degrees only.

Appendix of examples based on 2023-24 catalog:

- **Interdisciplinary ADTS**
 - RCC degrees and disciplines in Required Core on ADT and TMC:
 - Law, Public Policy, and Society (24-25 Revision)
 - 2 ENG faculty
 - 1 PHI faculty
 - 1 POL faculty
 - 1 ADJ faculty
 - 2 COM faculty
 - 1 HIS faculty
 - 1 faculty member from MAT, PSY or SOC (To represent Statistics)
 - Note that PAL is not in the ADT because it is not a transferable discipline; however, PAL is the lower division discipline most affiliated with the formation of the degree and should be an involved discipline in program and course review discussions.
 - 3 ADTs: Social Justice Studies: Asian American Studies; Social Justice Studies: Black Studies; Social Justice Studies: Native American and Indigenous Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - Social Justice Studies: Chicanx and Latinx Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - 1 HIS faculty
 - Social Justice Studies: Ethnic Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - 1 HIS faculty
 - Social Justice Studies: General
 - 1 ETS faculty
 - 3 SOC faculty
 - Social Justice Studies: LGBTQ Studies
 - 1 ETS faculty
 - 1 SOC faculty
 - 1 PHI faculty

- **Interdisciplinary District AOE**s that **HAVE** required core courses:
 - AOE AA in Admin and Info Systems, 9 unit core from
 - 1 ACC faculty
 - 2 BUS faculty
 - 1 CAT faculty
 - 2 CIS faculty
 - 2 ECO faculty
 - 1 POL faculty
 - AOE AA in American Studies, 6 unit core from
 - 1 ENG faculty
 - 2 ETS faculty
 - 4 HIS faculty
 - 1 MIL faculty
 - AOE AA in Kinesiology, Health and Wellness; 3 units each from (note that this council will be six members; two from disciplines as listed below from each of the colleges to ensure district representation)
 - 3 HES or BIO faculty (x-listed same course)
 - 3 KIN faculty
 - AOE AS in Math and Science, one course each from three major areas, which means one vote from one rep from each of three areas
 - 1 MAT faculty
 - 1 Phys. Sciences faculty (from one of these disciplines listed in order of course options available for this single course slot: CHE (4); GEO (3); PHY (3); GEG (2); AST (1); OCE (1); PHS (1))
 - 1 BIO faculty
- **Interdisciplinary District AOE**s that have no required core courses:
 - AOE AA in Communication, Media, and Languages:
 - 19 disciplines, some with one course and one with 26
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - ENG
 - ASL
 - JOU
 - COM
 - SPA
 - 1 faculty member from any of the four disciplines tied for discipline with the sixth most options: ARA, FST, FRE, or JPN

- AOE AA in Fine and Applied Arts
 - 10 disciplines, some with four courses and some with 20+
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - MUS
 - ART
 - DAN
 - THE
 - FTV
 - AHS

- AOE AA in Humanities, Philosophy and Arts
 - 26 disciplines, some with one course and some with 20+
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - ENG
 - AHS
 - HIS
 - ASL
 - HUM
 - PHI
 - (Doesn't include count of applicable studio courses and disciplines but these are only 3 units of applicability and courses are less than 3 units; to count distorts more towards Fine and Applied Arts)

- AOE AA in Social and Behavioral Sciences
 - 15 disciplines
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - POL
 - ADJ
 - HMS
 - ANT
 - ECE
 - SOC

BP 2103 WORK EXPERIENCE

References:

Title 5 Sections 55250 et seq.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures regarding work experience opportunities for students. Furthermore, the Chancellor shall ensure that the requirements of participation in the program are set forth in the Moreno Valley College, Norco College, and Riverside City College catalogs and published on the District website.

Also see BP/AP 3160 Student Employment

Date Adopted: April 18, 2023

Revised: N/A

AP 2103 WORK EXPERIENCE

Reference:

Title 5 Sections 55250 et seq.

55250. Purpose and Definition of Work Experience Education.

~~—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.~~

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~~(a) 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.~~

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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.

A plan is developed and submitted to the State Chancellor's Office; at RCCD, that plan is the Work Experience Handbook, which includes:

(a) The District shall adopt policies or procedures governing work experience education offered within the dDistrict. The policies or procedures must will 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:education;

(2) the types of work experience education offered by the dDistrict;

(3) how the dDistrict 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);

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(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) The District shall identify How the District will identify appropriate public or private employers to partner with in providing work experience education opportunities to students.

(c) How the District The District 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.

The How the District's governing board may authorize work experience education programs and opportunities outside district boundaries.

(d) How the 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. The systematic design of a program whereby students gain realistic learning experiences through work;

(e) 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, the Work Experience Handbook will 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 will maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

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Office of Primary Responsibility: ~~Vice President, Career-Technical Education and Deans of Career-Technical Programs~~ Vice Chancellor, Educational Services and Strategic Planning.

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Administrative Approval: December 8, 2008
Formerly: 4103

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