

**SBVC ACADEMIC SENATE
Minutes**

AD/SS 207 3:00 PM – DATE: 9.20.17

Topic	Discussion	Action
Call to Order		Called to order at 3:06 p.m.
Approval of Minutes from September 6, 2017		<p>Motion on Minutes of 9/6/17 1st: D. Smith 2nd: D. Burns-Peters</p> <p>Comments: J. Demsky commends the minute-taker (B. Tasaka) for the detail of the minutes. Approved: unanimously in voice vote Abstentions: none</p>
President's Verbal/Written Report	<p>*See attachment to these minutes for a copy of the president's written report. The president or other senators made additional comments about the following items:</p> <ul style="list-style-type: none"> • C. Huston: We had the most interesting Board Meeting. <ul style="list-style-type: none"> ○ There was an item on the agenda (item 11B10) considering the approval of new and revised management job descriptions and interim assignments due to the reorganization of EDTC. This was brought to my attention because it has not been vetted anywhere. If you remember, HR came to the Senate, they went to College Council and District Assembly. It had fewer implications- on the back of the president's report, you'll see p. 89 of the board book- this is the main reason that it is such a problematic item. There are several 10+1 encroachments and several other issues that are typically within the campus domain (not EDTC). C. Huston met with B. Baron and R. Gallope on previous Tuesday. [C. Huston] asked questions such as, "Why does this flowchart say that professional development is under you?" He said, "That means the [Professional Development Center]." [C. Huson] "Then it should say PDC because everyone knows what that is." It also looks like the fire department at Crafton Hills College now reports to EDTC. They also have CTE Curriculum 	

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<p style="text-align: center;">President's Verbal/Written Report</p>	<p>Technical Assistance. This item has been pulled. R. Gallope will be at our next Senate meeting as we start to work through this. The explanation that [C. Huston] received from R. Gallope and B. Baron is that this item was never intended to be in the Board Book; it was a working and planning document belonging to R. Gallope. The Board of Trustees looked at the job descriptions and told B. Baron that they could not see where the jobs belong. So B. Baron put this in the Board Book without discussing it with R. Gallope. This was pulled right away at the beginning of the meeting and it did not come up for discussion at all. The vetting process will start on both campuses with both Senates and District Assembly. We will have ample time to give feedback. C. Huston hopes that many of these items will no longer be on the flowchart and there will be better explanations of what these things mean when we see it again.</p> <ul style="list-style-type: none"> ▪ A. Avelar: Everything that has funding/dollars attached to it is here. That bothers her. ▪ J. Gilbert: One of the issues he heard from R. Gallope is that EDCT is mostly grant funded; we will hear this in District Assembly and in future Senate meetings. [EDCT] are looking to supporting the campus, but they cannot accomplish this through grants ▪ C. Huston: In my meeting I heard that if it takes too long to go through the collegial process and if EDCT can no longer afford to support the campuses then they will stop. The noncredit labs and courses are up and running on this campus. Vocational Education has had many more challenged. The students who were promised to us were not delivered. We probably need to put noncredit on our standing reports. That was part 1 of the Board meeting. ▪ R. Hamdy- I want to commend C. Huston & A. Avelar for noticing this because it is really troubling. Good job! 	

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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ C. Huston: We should also commend Crafton because they were very involved in the conversations. I only happened to have a meeting with B. Baron. ○ Something happened at the board meeting during the reports. Reports have been done the same way in Board meetings for she can remember, likely as long as J. Gilbert can remember [J. Gilbert agreed], and J. Stanskis before him. When it comes time for the reports, the Board Members report and they talk about conferences they attended and the events they attended on campuses, such as ribbon cutting ceremonies, graduations, or commencements. Then the presidents and Chancellor speak next; they ramp that up by including the accomplishments of the colleges, the work being done on the campuses, work being done, the trends and concerns happening in the environment and how they impact the campuses. Then the constituents report; we talk about board items that are disturbing, the work of the Senate, it is our opportunity to read any resolutions, and it is our time to reports on anything directed by the constituency (this is their charges from the Senate). President J. Williams interrupted C. Huston; he informed her that this section of the Board Meeting is only for events and activities. She is not to speak about board items and nothing else. Basically is was an instruction to “shut up and sit down.” They had some dialogue. His reasoning was if we talk about Board items during the presidents’ reports, they had no context for the conversation and could not follow it. Despite the fact that C. Huston leads into these conversations with the item number, the page number, and the full title of the item in the Board book in front of them, the Board lacks a frame of reference to understand any comments that the constituency groups are making in their reports. They want them to fill out a public comment slips form like the rest of the public instead. C. Huston then reported on the event called the “Academic Senate”. M. McConnell (the 	

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	<p>Crafton Senate president) said constituency groups are not the general public, they are the elected representatives of constituency groups, and this is the time when they have always reported. Eventually, M. McConnell was allowed to continued his report. Then they went on with the rest of the agenda. C. Huston took the opportunity to make a public comment about a non-agenda item to discuss how we as constituency groups can take the opportunity to communicate with each other at the Board meeting. She used the example of the Board item that was pulled prior to the start of the meeting. We can take a quieter route instead of involving union, etc., and creating a public circus at the Board Meeting. The Board's decision change how they run Board Meetings without informing us beforehand, and essentially publicly rebuking and humiliating the presidents for carrying out their reports. C. Huston was informed several times by those in the District that this was not the will of the Chancellor or the vice chancellors that this happen. Another Board Member stated that the Board Members were completely blindsided and did not know this would happen during the meeting. C. Huston would like to see a few extra faculty, classified senators, CTA representatives, and others in attendance at the next Board Meeting. They can put in multiple comment slips for every item on their agenda.</p> <ul style="list-style-type: none"> ○ They passed the guiding principles as written and approved the midterm report. ○ SBVC is hosting the first Inland Empire regional summit on serving formerly incarcerated college students. There were some resolutions in the State Academic Senate Spring Plenary that addressed serving formerly incarcerated college students. This is a move to work towards serving the students. ○ Applications for the third round of the Strong Workforce are ready to be accepted and the deadline is September 29, 2017. 	

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	<ul style="list-style-type: none"> ○ Amendment to agenda: add Resolution Fall 17-01 for a first reading. It has to do with collegial voice and collegial consultation. It was drafted with J. Gilbert, D. Allen, and M. McConnell. A motion is required to add this to the agenda. 	<p>Motion that add Resolution Fall 17-01 to the agenda. 1st: A. Avelar 2nd: M. Copeland</p> <p>Approved unanimously. No abstentions. C. Huston will state this at the next Board of Trustees meeting.</p>
<p>New Business</p>	<p>f. ZTC Degree (R. Pires): She is here to inform us and get a motion of support for our application for a Zero Textbook Cost (ZTC) grant. The grant is due next Thursday, September, 28, 2017. The OER ad hoc committee has been working since last summer. The first round of the application process went out in June 2017. They had a few meetings between July and August. They did not have a grant writer, so the meetings were informal. In mid-August they still did not have a grant writer, so the executive team contracted a grant-writer that they worked with previously. The grant is almost written. Dr. Smith still has a section to write. This is the same grant that R. Pires presented to the Senate last fall (mid-October); they were still waiting on AB798 funding and they decided to forego the process at the time. In order to qualify for the grant, this is only for California community colleges, the campus will have engaged in OER activities and planning already, or the college has already participated in one of the OER grants (we have AB798). This really narrows down the field of who is eligible for this funding opportunity; it is up to \$150,000, so it is a significant amount of money. During the summer, R. Pires was the OER coordinator for the AB798 grant, so she was required to send in an unofficial report in June and she will send in an official report this upcoming June. She showed a graph of where SBVC is in relation to other campuses; SBVC is doing really well. If you've been following along with her newsletters, we have really taken off from Spring to Summer to Fall. We are in a good position for our students. The implementation it is \$150,000 from January –</p>	

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	<p>December. We think that the best way to run this is with a cohort of students that we treat like a learning community of incoming freshmen students. We are thinking that each cohort should consist of about 40 students each semester. This is based on the number of OER courses. The packet (attached) only includes faculty who are reporting that they use ZTC sections. Other faculty approached her, such as some in the Biology department, already use ZTC books. They pick either a degree that is very popular or one that doesn't cost money. It just so happens that we have a lot of social science sections already that are participating in ZTC sections. [The chart shows] the classes that are ZTC and how that falls into the category of a pathway of a social science concentration. They need to look into the other classes (electives, math, and reading to name a few).</p> <ul style="list-style-type: none"> • The way they wrote up the grant is that we will have temporary, not institutionalized, coordinators who will develop the processes so we could institutionalize it down the road. <ul style="list-style-type: none"> ○ We want an OER counselor, OER coordinator, OER librarian, OER instructional designer, faculty stipends for professional development, and an OER manager in the new division [Student Equity and Success]. Once these processes are developed, it will be embedded in how we do business at Valley College. We are very close to getting our grant writer, so we can apply for other grant opportunities. We are waiting on our block grant (it has an OER component_ and that gives us OER funding for five years. We asked for google chrome books as part of the grant. Professional development will be part of the training. ○ R. Hamdy: Just a point of correction- this wouldn't fall under Student Equity and Success because it's instructional. It would fall under Academic Support. ○ R. Pires: We don't have a dean there now. <p>C. Huston: We are working on it.</p>	<p>Motion that the Academic Senate supports the ZTC Degree Grant application process to make zero cost textbook and degrees available to the students.</p> <p>1st: J. Notarangelo 2nd: A. Aguilar-Kitibutr</p> <p>Discussion: A. Avelar: Are the chrome books only for the students in the cohorts? R. Pires: Correct, not the faculty. A. Avelar: I think it's a good idea for students. R. Pires- We are close to the \$150,000 mark; about \$160 away from the maximum.</p> <p>Approved: unanimous No abstentions</p>

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<p data-bbox="163 781 348 808">New Business</p>	<p data-bbox="430 139 1381 643">g. Non-Credit minimum GPA (J. Gilbert): Update on in noncredit and what the issues are; he has a number of things in the works at the moment. One of the areas that we are working on are Vocational Education as concurrent at the high schools. Concurrent enrollment brings different challenges. One challenge is that currently the campus policy for concurrent enrolment is in generally 11th – 12th graders concurrently enrolled need a 3.0 GPA minimum. There is an exception to this: 9th – 12th grade students enrolled in credit vocational classes need a 2.0 GPA minimum. He was told that those in the Vocational Education courses with no prerequisites that cover basic topics such as, “How to complete a resume” and “How to prepare for a job interview,” even the 2.0 GPA can be a bit much.</p> <ul data-bbox="457 654 1388 1455" style="list-style-type: none"> <li data-bbox="457 654 1388 902">• Also, all that Education Code says for a special population is that there are only three ways you can restrict a student: age, grade level, or placement/assessment. GPA is never mentioned. Usually we put GPA there, Santa Monica College has a 2.0 GPA requirement in general, but they have a process for doing away with that. Almost everyone’s policies are for keeping credit in mind. <li data-bbox="457 914 1388 1455">• Will the Senate open to waiving the GPA restriction for concurrent enrollment students enrolling in noncredit courses? <ul data-bbox="499 987 1388 1455" style="list-style-type: none"> <li data-bbox="499 987 1388 1019">○ A. Avelar: Currently there is not a GPA restriction? <li data-bbox="499 1024 1388 1455">○ J. Gilbert: Currently the policy is for credit. That is one issue we have been having. Another issue that will arise is with assessment. For example, the water supply technology has a whole series of noncredit test preps. Students who are trying to enroll in this are told they need to assess, but this is not necessary. Our only policy on assessment is that we can waive the assessment for 12 units, but these are noncredit courses. He wants to get language in the exception that says “if you are only enrolling in noncredit you can be exempted from the assessment.” He is asking that we make an exception for high school students signing up for noncredit courses, we waive the GPA requirement. 	

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	<ul style="list-style-type: none"> • D. Burns-Peters: There is no requirement for an adult student, right? • J. Gilbert: Correct, this is only for high school students. • M. Copeland: I have an overall comment about the philosophy of this- these courses were originally developed workers and they created the workforce literacy curriculum. Now they are trying to find people to take these classes because it did not work out that way. I think it is undermining the value of curriculum. The curriculum could be designed to really benefit what these students need. These are classes that say things like “How to write a resume” or “How to interview,” and her guess is that these things are probably already offered at the high school. She doesn’t know; have we had these meetings? Have we talked about how we can serve those students and what the curriculum is that would best serve those students? She thinks they are going about it the wrong way from a curriculum point of view. It is not how it was originally intended. She thinks noncredit courses for high school students is a great idea, but let’s design some curriculum that they need, not something that was designed for someone else. • A. Avelar: Could that be part of the motion? I could see the benefit of letting students take courses, but making sure that the courses are intended for that audience. • D. Rodriguez: [in response to whether the curriculum is already provided at the high schools] the high schools in which we are attempting to offer these courses don’t offer that curriculum. The adult schools do offer the curriculum. Most of the high school students who would benefit from those courses are not going to go to the adult school. They are comfortable with their campuses and they are attending these classes before or after school. I have had some conversations with the principals and superintendents. They did look at curriculum so it doesn’t conflict. • J. Gilbert: Just so you know, one of the restrictions on noncredit is we can’t offer what is already offered & we can’t offer during the high school’s hours. 	

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	<ul style="list-style-type: none"> • D. Rodriguez: One reason why it has been slow to take off is the high schools also want to look at the curriculum to see that it is appropriate for their students. I do not disagree with [M. Copeland] and how it was brought to the Curriculum Committee. That was its original intent. • J. Gilbert: Part of what is happening now is we are trying to slow down and look at this because it was rushed. We have lots of moving parts going on, and this is one issue that came up. • J. Notarangelo: I have a few quick questions. First, I'm under the impression that our mechanisms for these students who don't have the 2.0 GPA has just not been coded. • J. Gilbert: Yes, in fact one thing that is a little unclear, and we were having a broader discussion, is that technically we can't limit on just GPA. Admissions and Records has been telling us [GPA] is just part of the process. They look at other elements as well. The way it is written now is that you must have this GPA and do other things. The reality is that it is kind of all-together. • J. Notarangelo: My other question is how many students are actually affected? 6000 or 6? • D. Rodriguez: Right now, I actually saw the actual paperwork, we have approximately 90 students who are interested, but let me put the caveat in there that we are still waiting for the additional paperwork for the concurrent students. They need signatures from the high school principal, counselor, and parents. We are in the process of gathering that paperwork, and until we have paperwork in our office, I'm not comfortable registering those students. I want to have their actual paperwork here. • J. Notarangelo: So its 90 students total, or 90 without a 2.0 GPA? • J. Gilbert: 90 students total. • A. Aguilar-Kitibutr: Jeremiah, for noncredit classes, we are not just targeting high school students, it's the community as well? • J. Gilbert: Absolutely, it's just that this GPA requirement is only in place for the high school students. Generally, we have a 	

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	<p>section offered on campus without a GPA requirement or prerequisite. If you look at the website, if you want to take a Vocational Education class it says you need a 2.0 GPA. The reality is different.</p> <ul style="list-style-type: none"> • A. Aguilar-Kitibutr: My actual question is: in lieu of the GPA are you proposing an interview, perhaps? Or something else? • J. Gilbert: One thing you could do is if you look at the language that we currently have on our website and the language in the Education Code, it says 9-12th grade, it gives a GPA, and a review of readiness for the course. Basically, April was telling us in the meeting that for all the students they look at high school transcripts and coursework. They want to look at readiness for the course. He wants only to remove the GPA requirement for the high school students. • A. Aguilar-Kitibutr: For the noncredit students, would you want an interview? [jg shakes head] No? Something else? How do you then know if a prospective enrollee will benefit in our noncredit? You need to get some kind of information from the student. It can be through a data sheet, or maybe through an interview. • J. Gilbert: The one thing I was saying is you cannot a student from taking 942. Anyone off the street can take Math 942. • A. Aguilar-Kitibutr: But they have to go through the steps to become a student? • J. Gilbert: Right, but they don't have to take the assessment. • A. Aguilar-Kitibutr: There has to be a waiver. • J. Gilbert: I know, but we need to start thinking of that for noncredit. It is not what I'm asking for today. I'm not saying it is automatic, absolutely not. I was told it is an issue. • R. Pires: You said they need a [high school] counselor to write it off, right? Would a counselor sign off on a student who is below 2.0? • J. Gilbert: We are being told that there are students who want to take this, who would be successful in this, that are being turned away because of the 2.0. • J. Notarangelo: In all honesty, are we trying to change an "and" to an "or"? 	

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	<ul style="list-style-type: none"> • J. Gilbert: Yes, for instance, it says [on our website] “9th – 12th grades: those seeking vocational classes, classes to prepare students for employment in a specific trade or occupation, should have a 2.0 GPA <i>and</i> have good grades in classes that are similar to the ones they want to take at Valley College.” General students “need a 3.0 or higher and have good grades.” What he is saying for noncredit is remove the GPA requirement. • C. Huston: Is anyone open to making a motion at this point or should we revisit this at the next meeting? J. Gilbert can bring amended language he would like to see on the website to the next meeting and we can vote yay or nay. • J. Murillo: The second one. • C. Huston: Is there a really tight timeline? Can we go to another meeting? • J. Gilbert: Yes, but I won’t be here at the next meeting. I can still give you language and rationale. This is part of a bigger picture. We need to review our credit policies and determine if we want them the same for noncredit. Are we going to make exemptions? Assessment is one instance of this. Now we have some exemptions for assessment, although it is not automatic. Do we want to include students who are only taking noncredit to be an exemption? It is a bigger picture to talk about. • T. Vasquez: Noncredit is new to us, but other colleges have been doing it for a long time. What do they do in this situation? • C. Huston: It varies from college to college. Some are really fast-tracking it to get people in the classroom. Other colleges have more established processes so it doesn’t vary from population to population. • J. Gilbert: I’ve looked at some other colleges. Santa Monica [College] is a good example. You need to be at least this old and at least in this grade. That is pretty much the requirement. Buried in the application process is if your GPA is less than a 2.0, then there is a form you fill out, but that is for the credit classes. I have not seen a lot yet that has a distinction for that. Other schools treat noncredit as a separate department 	

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	<p>almost. You don't look for rules under concurrent enrollment or vocational education, you go to the noncredit center. Some of our classes have no prerequisite. What do we do with concurrent enrollment when there are restrictions that could hinder enrollment?</p> <ul style="list-style-type: none"> • C. Huston: We need to wrap this up. • D. Burns-Peters: I think bringing back the bigger issue of how we want to handle credit vs noncredit not looking at concurrent issue. To me, we need to solve the bigger picture. • T. Vasquez: I was thinking about what is noncredit for us. Can it be community-based courses? I see gardening, real estate, or actually community-based courses. Let's get a mission of what we want for noncredit and it will determine other things. • J. Murillo: Noncredit- you're talking specifically about classes offered at the high schools, not the adults. Are you [C. Huston] ok with making a motion? Isn't there a committee? • C. Huston: Yes, J. Gilbert heads it up. <p>D. Rodriguez: Are you asking if J. Gilbert is looking for a solution just for the Vocational Education?</p>	<p>Motion to remove the GPA requirement for Vocational Education for concurrent high school students only.</p> <p>1st: J. Murillo 2nd: J. Notarangelo</p> <p>Discussion: A. Avelar: As long as it meets curricular needs and as long as we are talking concurrent it is being vetted.</p> <p>Approved unanimously Absentions: J. Gilbert, A. Aguilar-Kitibutr</p> <ul style="list-style-type: none"> ○ Charge J. Gilbert with bringing back language. ○ J. Murillo: Can we bring in someone to talk about concurrent enrollment? ○ C. Huston: We can bring Wally or Kay in to talk about it.
<p>New Business</p>	<p>h. BP 4020 (M. Copeland): The Curriculum Committee needs to update Board Policy regarding program, curriculum, and course development to include the new Title V definition for the noncredit hour (see handout). She made updates. It is out of sequence for Board Policy updates because they were not planning to update it this year.</p> <ul style="list-style-type: none"> • What she added: There is the definition of credit hour (p. 2), "One credit hour of community college work shall require a minimum of 48 semester hours of lecture, study, or lab." <ul style="list-style-type: none"> ○ Basically the credit hour now includes total contact hours and that includes outside hours. ○ I would not be surprised if there are unintended consequences to this, but we were tasked with updating Board Policy. ○ (p. 1) I also included that all curriculum will be certified by the Curriculum Chair, the Academic Senate President, the 	

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<p>New Business</p>	<p>Chief Instructional Officer, and the Chief Executive Officer. I believe from here it goes to J. Gilbert for District Assembly, correct?</p> <ul style="list-style-type: none"> ○ J. Gilbert: From here it goes to Crafton. If they are in agreement, it will go to District Assembly. ● M. Copeland is open to suggestions about wording. <ul style="list-style-type: none"> ○ On the last page you will see the hours per minute divisor, which she got directly from the Statewide Senate. This includes “1 for 2 for lecture and 2 for 1 for activities.” ○ J. Murillo: Can you explain that again? ○ M. Copeland: I’ll do my best. You are to include now in your course outline of record the amount of hours that a student should expect to spend both in class and outside of class. Typically, with lab we don’t do this even though we know students may have extra homework. The list serve she is on is asking how we will do this with lab. All she can tell us is that the Title V definition of 1 credit hour is equal to the total hours outside plus total hours inside of class. That’s how they are going to determine a credit hour, not just for lecture or lab. ● R. Hamdy: Can you give an example? Like a concrete class? ● J. Notarangelo: 2 hours of English is 4 hours outside. ● M. Copeland: So an English class is a 4.0 unit class; typically it is 2 hours per unit of work outside of work for a total of 12 hours per week. That’s 4 hours lecture, 8 hours work = 12 hours of learning time per week. That’s how the credit hour is defined. ● J. Murillo: Is this only at the community college level? ● M. Copeland: It is strictly on Title V, so it will be community college. ● J. Murillo: For sciences, typically at the 4–year level, they say 1 of science lecture/lab means you should spend 2 hours studying outside of class. I know we had issues. ● M. Copeland: Correct. It’s an ongoing issue. If you look at the last page, the hours per unit divisor says 3 hours of lab equals 0 hours. ● J. Murillo: That isn’t true. 	

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New Business	<ul style="list-style-type: none"> • M. Copeland: I know it isn't true, but it is what Title V is saying. • J. Murillo: So lab should be half an hour, so we can spend time working on lab reports? • M. Copeland: You are welcome to revise your course outline of record however you want. You can send it to the state and see what they say as far as determining the number of credits. I think this is the beginning of what will be a can of worms. • R. Pires: What was the reason for this? • M. Copeland: I wasn't told why. Her guess is that every year Title V and all the legislative bureaucracy becomes higher and higher. The philosophy is to make students aware of the expected time. It isn't a bad idea to put it in the catalogue in the course descriptions? Many instructors put it in the syllabus. She doesn't think philosophically thinking it is a bad idea to make students aware of how many hours they should realistically expect to spend on class. Perhaps that was the idea behind it. • J. Notarangelo: It doesn't look like its saying anything different from what exists, it is just what exists is more vague. • M. Copeland: It is. What it is doing is just clarifying the definition. • J. Notarangelo: There are applicable federal regulations. If they didn't change to this. • M. Copeland: Correct. They aren't changing how you calculate your units. It is just clarifying the definition of a credit hour to include those outside hours that a student spends. • R. Pires: I think if anything this this going to be linked to financial aid. It's the Carnegie unit, it was designed so that if they get financial aid in lieu of working part-time or full-time. • A. Aguilar-Kitibutr: That's part of the information [the counselors] do give the students. <p>M. Copeland: I would like a motion of support.</p>	<p>Motion to support sending this revised policy with J. Gilbert over to CHC so they can look at it and then further on to District Assembly and hopefully get it revised. 1st: A. Aguilar-Kitibutr 2nd: A. Jennings</p> <p>Discussion: A. Avelar: this is really more for students. In terms of faculty workload, we look at student contact hours. But this is more for students so they know how much to commit to the class. Approved unanimously No abstentions.</p>
	<p>i. Committee Structure (C. Huston):</p> <ul style="list-style-type: none"> • C. Huston would like a motion to move this to the next meeting. 	<p>Motion move discussion of the Committee Structure to next meeting (October 4): 1st: M. Copeland</p>

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<p>New Business</p>	<p>j. Resolution Fall 17-01 (C. Huston): (1st reading)</p> <ul style="list-style-type: none"> • See attached handout. • First reading. <p>[applause at the end of the reading]</p>	<p>2nd: A. Avelar</p> <p>Approved unanimously</p>
<p>Old Business</p>	<p>b. Faculty Ethics Policy (C. Huston): At our last meeting we talked about our ethics statement. Discussion surrounded the second paragraph of our ethics statement [read aloud]. What we proposed is to add a preface to the second paragraph: “it is expected that faculty conduct themselves in accordance with the Current agreement between the San Bernardino Community College District and the San Bernardino Community College District Chapter CTA/NEA, Title IX, and AP 3430, therefore,…” then continue with the sentence.</p> <ul style="list-style-type: none"> • C. Huston: Without actually changing the character of having a nurturing ethics policy, we are stating we do expect our faculty to conduct themselves in accordance with our contract, the law, and our APs. We need a motion. • M. Copeland: semicolon after 3430, “3430; therefore,” 	<p>Motion to adopt this to our faculty ethics statement as is. “So move.”</p> <p>1st: J. Notarangelo 2nd: A. Jennings</p> <p>Discussion:</p> <ul style="list-style-type: none"> ○ M. Worsley: Question, I haven’t read the Title IX language. Does it get specific and say faculty cannot have sex with students? ○ C. Huston: Pretty much, yes. Our AB3430 is very specific about harassment, consensual, and nonconsensual relations with students, employees. ○ M. Worsley: I don’t mean to split hairs, but shouldn’t the sentence after that focus on what is unethical rather than what is ethical? Don’t we

Topic	Discussion	Action
<p style="text-align: center;">Old Business</p>		<p>want it to specifically mention what is not ethical?</p> <ul style="list-style-type: none"> ○ C. Huston: It would require a total rewrite of the entire policy. We would have to put in our ethics policy negative and punitive statements. Last time I got the feeling that we do not want to do that. The ethics policy should not have teeth. The teeth are in Title V, the contract, etc. ○ M. Worsley: The sentence rubs me the wrong way. I assume we do want to be specific in those documents. We don't have to rewrite the whole thing. ○ C. Huston: This is specific. ○ M. Copeland: If you start saying, "don't have sex with students," then you limit yourself. Then we have to list everything. It is limiting. ○ J. Gilbert: Another option is to cut the sentence and say this faculty ethics statement includes set of values. Cut the "therefore..." sentence. Say "the faculty ethics statement presents a code of values..." all that previously language referred to the faculty ethics statement. ○ C. Huston: Are we okay with a friendly amendment? <p>All those in favor of changing our faculty ethics statement as amended? Approved unanimously. No abstentions.</p>

Topic	Discussion	Action
<p style="text-align: center;">College President's Report D. Rodriguez</p>	<ul style="list-style-type: none"> • If you hear conversations throughout the District about what's happening. The District office is looking at ways to save money. <ul style="list-style-type: none"> ○ One thing that came up is to move TESS to Crafton Hills College. They're paying rent now in Redlands. I don't know how much money it will save, but they are looking to move that operation over to Crafton. Some think it will work okay, others are unsure if it will be a good fit. It takes up a lot of space. • As she announced in some meeting, not sure which, Valley College is looking at a closer relationship with KVCR in terms of a media academy, but in a broader sense. It is a very preliminary conversation, in the sense of developing cohorts of students to move through. They want to do it at no additional cost to the campus. They put together expenses over the next 5 years, FTES and so on. Know that this is in the works. • Our Mesa grant that we were all incredibly excited about, a week or so ago, maybe 2 weeks, we were informed that the state office is going to reevaluate all of the applications and let everyone know who will receive it. It is a huge letdown for our campus. She made a call to the state to let them know what a hug letdown that is. We were already looking at reassign time and so on; it is a huge letdown. <ul style="list-style-type: none"> ○ M. Copeland: Were we already told we got that? ○ D. Rodriguez: Yes. ○ R. Pires: What grant is that? ○ D. Rodriguez: Mesa. Math, Engineering, Science, Art. ○ [S. Thayer] handed her a letter stating we are back on the list for consideration. More news to come. She just wanted to put it out there because it was a lot of work. For those that were not aware, a number of faculty gave up weekends and Fridays over the summer to accomplish that. [applause] • Enrollment looks good, pending no glitches in the system. At the same time last year, we are up about 200 FTES, so that is good news. She is talking to a number of folks who are interested in helping homeless students, especially those with 	

Topic	Discussion	Action
<p style="text-align: center;">College President's Report D. Rodriguez</p>	<p>food insecurities. They are looking for a number of places on campus to place a food pantry. She thinks it is important to help students with food insecurities.</p> <ul style="list-style-type: none"> ○ A. Jennings: How do we get involved with that? Her division already contacted Feeding America. Is there a committee we can join or someone we can email? ○ D. Rodriguez- I asked Dr. Thayer to head up those services. If you have resources, etc., please contact Dr. Thayer. A number of students are really taking this on as their cause. Additionally, we offer shower services, but now towels or toiletries. <ul style="list-style-type: none"> ● She is excited that we are embracing the OER program. Kudos to R. Pires for taking the lead on that. She thinks it is the right thing to do. Imagine the stress it takes off students to not have to make a decision between buying a \$140 book or groceries for the term? These are the things we should be doing for students. ● Student Success Center: She wants to revisit it because there seems to be some confusion. She had a long conversation with Dr. Briggs about it. What President Rodriguez wants to reiterate about this is that the administrative team is very much committed to the success of that center. Almost since the day she arrived on campus, she has heard about the center and its needs. She heard it loud and clear multiple times. What we have done is, we know budget is tight because we didn't meet enrollment goals last year, we are investing \$100,000 in tutors and SIs. There was confusion about that. Other confusion that seems to come up is, you know we lost a coordinator, so who runs [the center]? We also looked at the dollars for that position. It's still funded. The confusion is about but what do we want that position to look like moving forward? Do we keep it a classified position or move it to faculty? What is in the best interest of the center and institution? There is also additional money available if we choose to move it to a faculty position. Dr. Briggs is looking at how we make it work now. The recommendation is to move it to a faculty position for a number of reasons. The question is how do we go about moving it from 	

Topic	Discussion	Action
<p style="text-align: center;">College President's Report D. Rodriguez</p>	<p>CSCA to CTA position? Until that piece is resolved, we can't move forward.</p> <ul style="list-style-type: none"> ○ M. Worsley: What's the difference between them? Is it the funding? ○ D. Rodriguez: Right now it would mean a loss of a CSCA position. ○ J. Gilbert: It would also be a change in minimum qualifications for the position. Right now the CSCA position is much lower. ○ S. Briggs: You're right, the qualifications will change. Presently Crafton has a Tutorial Coordinator and a Tutorial Center Coordinator. Those definitions are already in our District. What we actually need in our center as President Rodriguez already said is getting someone long term, a faculty position will be more useful. The question is how do we do that. Those questions are happening now. We didn't realize that was already in our District. We do not have to create a position. ○ J. Gilbert: Marc's position was a director. ○ A. Avelar: Crafton has both CTA and CSCA currently. The issue is that they flew the faculty position with a glaring supervisory role. That is why we had the MOUs. ○ S. Briggs: Right. We talked about that. I don't think we will have the same challenges. I think we will be fine. I really hope to have someone in there by January. ○ D. Rodriguez: In her own mind right now, the center is fully funded, or as funded as it can be. If we move it to a faculty position, it's an additional \$50,000. Those dollars have been in place since the beginning of the academic year. There has been a lot of confusion and I wanted to make it clearer. I think someone earlier mentioned talking about incarcerated students [in the Academic Senate presidents report]. That's something I would like us to think about considering- what we can do for that population. Recidivism rate for students who come out of that population is amazing. We have a lot of those students currently on our campus. She has experience at other institutions working with incarcerated 	

Topic	Discussion	Action
College President's Report D. Rodriguez	students. The results are amazing. They even had a full-on commencement ceremony in the yard at 2 institutions. There is a difference between those who haven't benefitted from education versus those who haven't. Think about how much better our community will be. I'm speaking with law enforcement agencies to see where we are. No commitments yet. We just want to see.	
Committees		
a. Ed. Policy J. Gilbert	No report.	
b. Personnel Policy J. Notarangelo	No report.	
c. Student Services A. Aguilar-Kitibutr	No report.	
d. Career/Tech S. Meyer	No report.	
e. Equity/Diversity	No report.	
f. Elections J. Demsky	Opening senate elections in October. (C. Huston made the report for J. Demsky)	
g. Curriculum M. Copeland	No report.	
h. Program Review P. Ferri-Milligan	No report.	
i. Accreditation & SLOs C. Huston	Midterm report approved.	
j. Professional Development R. Hamdy	<ul style="list-style-type: none"> • Flex day schedule went out. Flex day is October 3, 2017. Please register for something. There is something for everyone. • Mothers room upstairs from her area in professional development area. They have been shy to send out email, but there is a room on 2nd floor of LA building. We aren't going to blast it out to whole campus, but tell students. <ul style="list-style-type: none"> ○ A. Avelar: I have a student who needs to pump. Is there some place to store milk? 	

Topic	Discussion	Action
	<ul style="list-style-type: none"> ○ R. Hamdy: I recommend bringing an ice pack. 	
Additional Reports		
<p>a. SBCCD-CTA A Avelar</p>	<ul style="list-style-type: none"> • I did hear about stipends for grants. Reminder that there is an MOU for that. Make sure you follow processes. • We also have an MOU on concurrent/dual enrollment. • We also had a negotiations meeting a couple weeks ago. We did get a proposal on AB2393 (maternity/paternity leave). <ul style="list-style-type: none"> ○ AP586 is on the governor's desk, which means that a person gets 6 weeks paid leave. Currently we have what is called differential pay. It is not good. Hopefully it gets passed by governor. We will pass a proposal. We will incorporate language. • We have a total of 20 items we are working on, we sunshined 3. See the linked items. • We definitely need more help with research. Will pass it to those interested in research. There are links to info on resources page. 	
<p>b. District Assembly J. Gilbert</p>	<ul style="list-style-type: none"> • Two quick things: <ul style="list-style-type: none"> ○ Don't remember if it went out widely, but we have a resolution about short-term employees and student workers. The Chancellor approved and now there is no delay. This was sent to board for ratification. If you're told there is a delay talk to J. Torres. ○ Last District Assembly meeting: since we were put on warning there is an ACCJC taskforce. It is a good group. At the last District Assembly meeting we decided to institutionalize it and give it a name: the Districtwide Institutional Effectiveness committee (DIE). The only unknown now is that G. Kuck, as Associate Vice Chancellor, is leaving, so we are unsure of what is happening. J. Gilbert talked to chancellor yesterday, they will reconvene the DIE committee and determine needs. 	
<p>8. Announcements</p>	<ul style="list-style-type: none"> • R. Pires: Last week asked division secretaries to fill out the OER student satisfaction survey. Wants to point out a few things in the survey. Of those who completed the survey, 51% said they purchased the required textbook later in the semester in one or more of the classes they were taking. 43% did not purchase a textbook at all in one or more of the classes they are taking. 	

Topic	Discussion	Action
8. Announcements	<ul style="list-style-type: none"> ○ C. Jones: Are we accounting for students who get bootleg copies? ○ R. Pires: It's self-reported, so it is possible. As division representatives, during your next division meeting if you have the chance to share this please do. We want to save our students money. 	
9. Public Comments	None	
10. Adjournment	4:42 p.m.	

SBVC ACADEMIC SENATE (as posted)

AD/SS 207

3:00 PM – September 20, 2017

- | | | |
|---|---------------------|---------|
| 1. Call to Order: Roll Call (sign in) | | 3:00 pm |
| 2. Approval of Minutes from 9/06/17 | | |
| 3. Senate President's Verbal and Written Report | | 3:05 |
| 4. New Business | | |
| f. ZTC Degree – Romana | R. Pires | 3:10 |
| g. Non-Credit minimum GPA - Jeremiah | J. Gilbert | 3:15 |
| h. BP 4020 | M. Copeland | 3:25 |
| i. Committee Structure | | 3:35 |
| 5. Old Business | | |
| b. Faculty Ethics Policy | | 3:55 |
| 6. College President's Report | D. Rodriguez | 4:05 pm |
| 7. Committees | | 4:15 pm |
| a. Ed. Policy | J. Gilbert | |
| b. Personnel Policy | J. Notarangelo | |
| c. Student Services | A. Aguilar-Kitibutr | |
| d. Career/Tech | S. Meyer | |
| e. Equity/Diversity | | |
| f. Elections | J. Demsky | |
| g. Curriculum | M. Copeland | |
| h. Program Review | P. Ferri-Milligan | |
| i. Accreditation & SLOs | C. Huston | |
| j. Professional Development | R. Hamdy | |
| 8. Additional Reports | | |
| a. SBCCD-CTA | A. Avelar | |
| b. District Assembly | J. Gilbert | |
| 9. Announcements | | 4:25 pm |
| 10. Public Comments | | |
| 11. Adjournment | | 4:30 pm |

Amended SBVC ACADEMIC SENATE (pending approval)
AD/SS 207
3:00 PM – September 20, 2017

- | | | |
|---|---------------------|---------|
| 1. Call to Order: Roll Call (sign in) | | 3:00 pm |
| 2. Approval of Minutes from 9/06/17 | | |
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| a. ZTC Degree – Romana | R. Pires | 3:10 |
| b. Non-Credit minimum GPA - Jeremiah | J. Gilbert | 3:15 |
| c. BP 4020 | M. Copeland | 3:25 |
| d. Committee Structure | | 3:35 |
| e. Resolution FA17-01 (1 st Reading) | | |
| 5. Old Business | | |
| a. Faculty Ethics Policy | | 3:55 |
| 6. College President's Report | D. Rodriguez | 4:05 pm |
| 7. Committees | | 4:15 pm |
| a. Ed. Policy | J. Gilbert | |
| b. Personnel Policy | J. Notarangelo | |
| c. Student Services | A. Aguilar-Kitibutr | |
| d. Career/Tech | S. Meyer | |
| e. Equity/Diversity | | |
| f. Elections | J. Demsky | |
| g. Curriculum | M. Copeland | |
| h. Program Review | P. Ferri-Milligan | |
| i. Accreditation & SLOs | C. Huston | |
| j. Professional Development | R. Hamdy | |
| 8. Additional Reports | | |
| a. SBCCD-CTA | A. Avelar | |
| b. District Assembly | J. Gilbert | |
| 9. Announcements | | 4:25 pm |
| 10. Public Comments | | |
| 11. Adjournment | | 4:30 pm |

Academic Senate Sign-In Sheet September 20, 2017

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	<i>AK</i>
	Avelar, Amy	<i>AA</i>
B	Barnett, Kellie	
	Beebe, Yvonne	
	Burnham, Lorrie	
	Burns-Peters, Davena	<i>DP</i>
C	Calderon, Colleen	
	Copeland, Mary	<i>MC</i>
D	Demsky, Jeffrey	<i>JD</i>
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	<i>DF</i>
G	Gilbert, Jeremiah	<i>JG</i>
H	Huston, Celia	<i>CH</i>
J	Jennings, Amy	<i>AJ</i>
	Jones, Carol [Soha Sobhanian, proxy]	<i>CJ</i>
	Jones, EJ	
	Jones, Patricia	<i>PJ</i>
K	Kafela, Kathy	
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	
	Mestas, Marie [Patti Wall, proxy]	
	Meyer, Stacy	

N	Moeung, Botra	
	Murillo, Joan	<i>JM</i>
	Notarangelo, Joseph	<i>JN</i>
R	Rosales, David	<i>DR</i>
S	Slusser, Michael	<i>MS</i>
	Smith, David	<i>DS</i>
T	Tasaka, Bethany	<i>BT</i>
V	Vasquez, Mary Lou	
	Vasquez, Tatiana	<i>TV</i>
W	Worsley, Margaret	<i>MW</i>

FREQUENT VISITORS	
Hamdy, Rania	<i>RH</i>
Rodriguez, Diana	<i>DR</i>
Smith, James	<i>JS</i>
Thayer, Scott	<i>ST</i>
Weiss, Kay	

VISITORS (Print Name)	INITIAL
Lycretia Tim	<i>LT</i>
ANTHONY GRAY	
R. Pines	<i>RP</i>

See back if more sign-in space is needed

Resolution FA17_01: Collegial Consultation and Collegial Voice

Whereas, the San Bernardino Community College District Board Policy 2510 on Collegial Consultation, derived from California Education Code and Title 5, set forth the adoption of the "Concept of collegial consultation and to establish procedures to ensure faculty, management, classified, and students the right to participate effectively in collegial consultation" and further state "To rely primarily of the advice of the Academic Senate on academic and professional matters and its obligation to consult collegially with the Academic Senate"

Whereas, multiple Board training sessions on Collegial Consultation by noted experts in the California Community Colleges, most recently Collegiality in Action presented on May 11, 2017 and further training on collegial consultation at the May 30, 2017 at the Board Retreat, have failed to alter the Board's attitude towards Collegial Consultation.

Whereas at the September 14, 2017 SBCCD Board meeting the Board President directed representatives of the Academic Senates, Classified Senates, Associated Students, CSEA, and CTA to confine their Board reports comments only to events and activities and that comments related to Board Agenda items would need to be brought forward through the submission of a public comment slip for each agenda item the representative would like to address.

Whereas representatives of the Academic Senates, Classified Senates, Associated Students, CSEA, and CTA are not members of the general public but rather are employees of the district who have been elected to represent their constituencies, and who should be consulted as per the agreed upon collegial consultation processes.

Whereas BP2200 Board Duties and Responsibilities delineates "Create a Positive Climate" as a primary Board Responsibility, and

Whereas the Board President's actions creates a negative climate that impedes District business, and

Whereas in 2015 the one of the deficiencies set forth by the ACCJC that resulted in the campuses being placed on "Warning" was District Recommendation 1 which stated that the Board "ensure it acts within a manner consistent with its approved policies and bylaws"

Resolved, the Academic Senate remind the elected members of the Board that limiting the diversity and scope of the collegial consultation voice may endanger the Colleges future accreditation status, and

Further Resolved, the Academic Senate recommends the Board follow their adopted policies and past practice with regard to collegial consultation and openly support and welcome any and all comments from the duly elected representative of the District collegial bodies.



BP 4020

San Bernardino Community College District
Board Policy
Chapter 4 – Academic Affairs

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

(Replaces current SBCCD BP 4020)

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures, following the guidelines of Title 5, shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for career and technical education programs.

All new programs and program discontinuances shall be approved by the Board of Trustees.

All new programs shall be submitted to the California Community College Chancellor's Office for approval as required.

Each year, all curriculum will be certified by the Curriculum Chair, the Academic Senate President, the Chief Instructional Officer and the Chief Executive Officer.

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Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy 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, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Credit Hour

~~Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.~~

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The Chancellor shall establish procedures:

- ~~which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.~~
- ~~to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.~~
- ~~for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.~~

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~~(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of lecture, study, or laboratory total of student work at colleges operating on the semester system or 33 quarter hours of lecture, study or laboratory total student work, at colleges operating on the quarter system which may include inside and/or outside-of-class hours.~~

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~~(b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.~~

~~(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.~~

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~~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 34 Code of Federal Regulations part 600.2.~~

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~~Credit hours for all courses may be awarded in increments of one unit or less.~~

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~~The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy 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, calculation methods for~~

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87 ~~short-term and extended-term courses, and provisions for monitoring compliance with~~
88 ~~state and federal regulations related to credit hour calculations.~~

89

90 ▶ Title 5 clarifies formula for calculating credit hours:

91 [Total Contact Hours + Outside-of-class Hours]

92
93

94 **Hours-per-unit Divisor**

95 Total Contact Hours = total time per term that a student is under the direct supervision of
96 an instructor or other qualified employee... including lecture, recitation, discussion,
97 seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc.

98 Outside-of-class Hours = required for calculations, expressed in ratio of in-
99 class to outside-of-class hours, for example:

100 1:2 for Lecture (lecture, discussion, seminar and related work)

101 2:1 for Activity (activity, lab w/ homework, studio, and similar)

102 3:0 for Laboratory (traditional lab, natural science lab, clinical, and similar)

103 Hours-per-unit Divisor = 48-54 for semesters, or 33-36 for quarters

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108 **References:** Education Code Sections 70901(b), 70902(b), and 78016;
109 Title 5 Sections 51000, 51022, 55100, 55130 and 55150;
110 U.S. Department of Education regulations on the Integrity of Federal
111 Student Financial Aid Programs under Title IV of the Higher Education Act
112 of 1965, as amended;
113 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
114 ACCJC Accreditation Standards II.A and II.A.9

115

Adopted: 5/13/04
Revised: 4/9/09, 10/9/14, 12/11/14,
7/14/16

116
117



Students' Financial Aid Summary

The majority (76%) of SBVC students receive some form of financial aid. Of these students, 75% received a Board of Governors Fee Waiver that waives the per-unit enrollment fee. Students must maintain specific academic standards in order to continue receiving aid.

2015-16 Academic Year

Financial Aid	Student Count	Percentage
SBVC Total	13,226	76.6%
BOG Waiver	12,953	75.0%
Grants	5,799	33.6%
Loans	34	0.2%
Scholarship	72	0.4%
Work Study	139	0.8%

Student Benefits of OER

- Significant Cost Savings
- Access
- Flexibility
- Improved Completion Rates

OER provides access to a variety of quality learning materials while providing flexibility for all learning styles.

Types of OER

- Open Courses (e.g. Open Yale Courses, Webcast Berkeley)
- Textbooks
- E-Books/Journals
- Videos
- Video lectures/tutorials
- Infographics
- Audio podcasts
- Interactive games/simulations
- Tests/quizzes
- Class presentations
- Images
- Wikimedia Commons
- Interactive Simulations
- Software

Overview

CA Assembly Bill No. 798, the College Textbook Affordability Act of 2015, was created to reduce costs for college students by encouraging faculty to transition to lower cost and high-quality open educational resources. Centered on the belief that education is strengthened when shared openly, OER empowers educators to create and share high-quality materials designed to increase student access and success. The 2014 Student Public Interest Research Group study revealed that many students base course selection on textbook price. A Virginia community college program utilizing OER developed the innovative Z-Degree (zero-textbook-cost degree/certificates), and after only one year of implementation, their students demonstrated a significant increase in success and retention rates and a reduction in withdrawal rates while simultaneously reducing their textbook costs by 20 – 30% (Hewlett Foundation, 2015).

Methodology/Process

The Textbook Affordability Campus Coordinator and Office of Research, Planning and Institutional Effectiveness created a 9-question survey for students currently using OER in at least one of their classes. One-hundred and eleven students responded to the online survey.

Findings

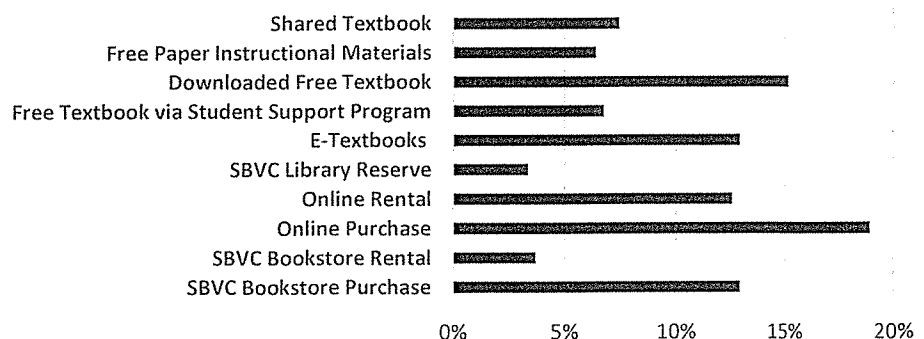
Financial Concerns

Seventy-two percent of the respondents used financial aid to purchase some of their textbooks during spring semester. Textbook price was an obstacle for many of the survey respondents. Fifty-one percent purchased the required book(s) later in the semester than advised, and 43% did not purchase the textbook(s) at all. Eighteen percent believe they earned a poor grade because they did not purchase the required textbook(s). Thirty percent took fewer courses if textbook prices were too high, and 17% dropped a course because they could not afford the required book(s).

Textbook Sources

The majority of students (59%) purchased or accessed their textbooks online; whereas, only 17% purchased or rented from the campus bookstore, and 3% utilized SBVC's library reserve.

Textbook Sources



Ease of Use

Fifty percent of the students believe that free online texts are easier to use than printed textbooks. Nineteen percent believed they were not as good as traditional texts, and 28% felt they were about the same.

Sixty percent said free online texts provided better access than traditional printed textbooks. Thirteen percent felt they were not as good as traditional textbooks.

Quality

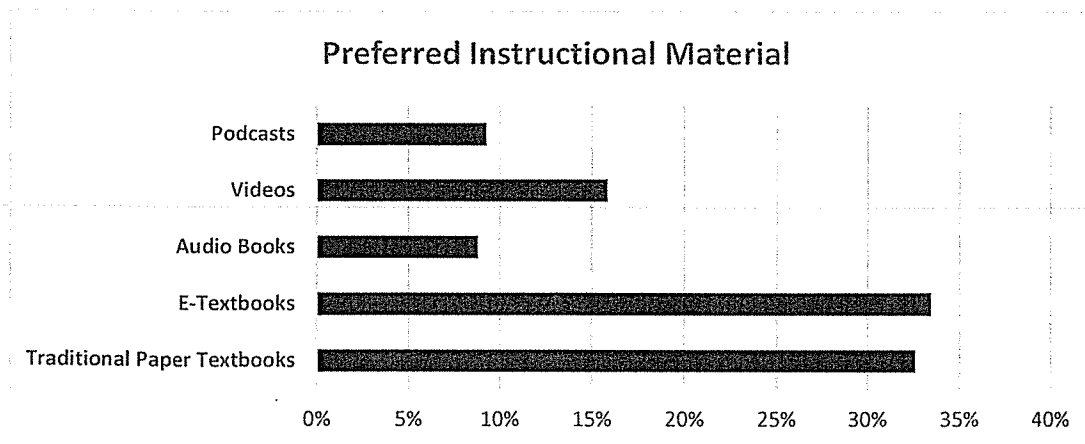
Ninety percent reported free online texts' content quality to be the same or better than traditional texts. Eighty-four percent preferred the exercises in the free online texts in comparison to traditional printed textbooks.

Eighty-six percent of the students agreed or strongly agreed that the free online textbook(s) and other free learning materials supported their learning experience. Only 6% disagreed or strongly disagreed with this.

Eighty-eight percent of students agreed or strongly agreed that the free online textbook(s) and materials contributed to their course success. Only 4% disagreed or strongly disagreed with this.

Instructional Method Preference

E-Textbooks were the preferred instructional material (34%) with traditional paper textbooks second (33%). Audio books and podcasts were the least preferred (9%).



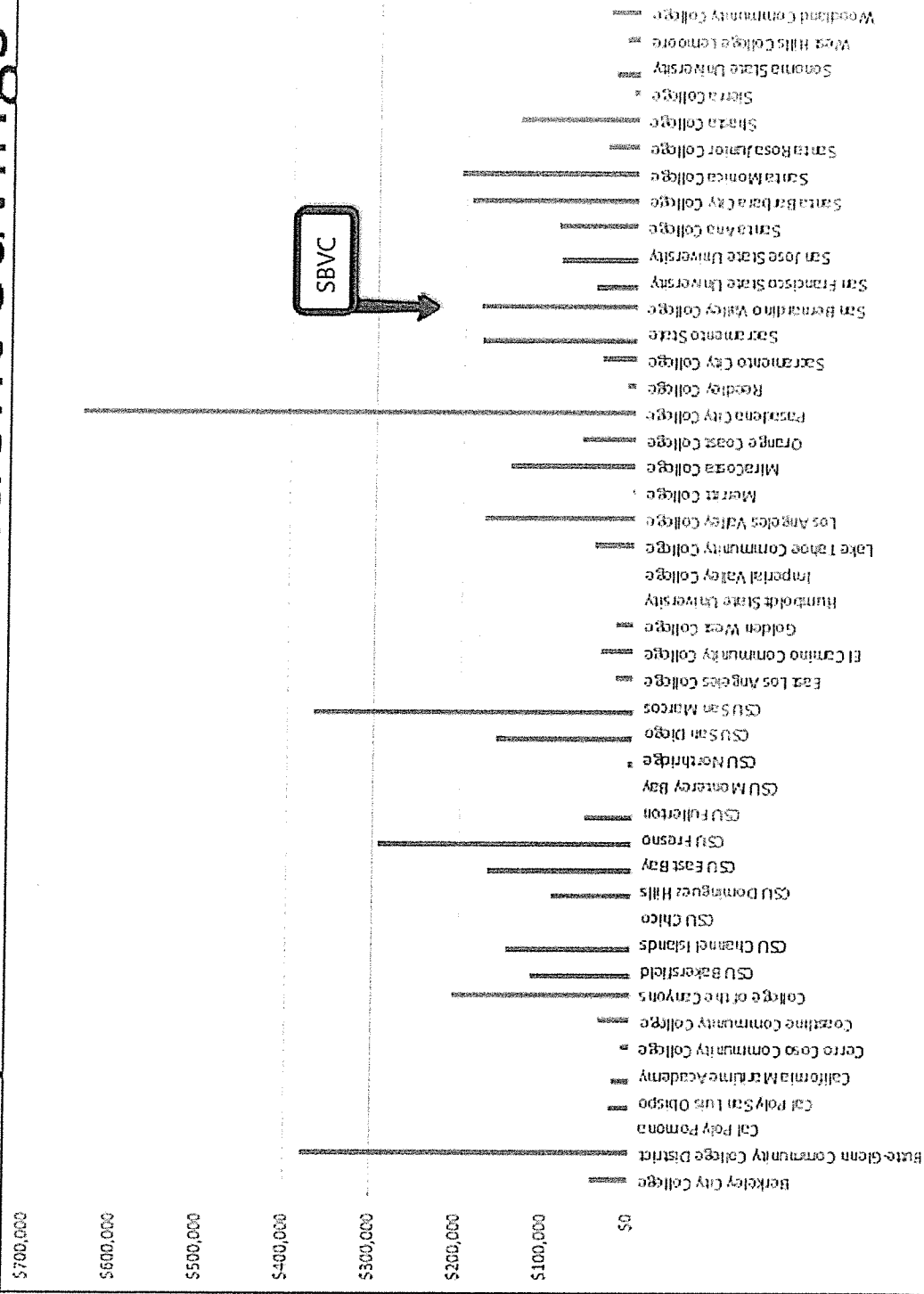
Student Recommendations for Faculty

In the last survey question, an open comments section, students were asked what general recommendations they would make to faculty considering adopting free online textbooks.

Ninety-two percent of the responses expressed a recommendation for free online textbooks. The reasons included monetary and time savings, easier access, and reduced stress.

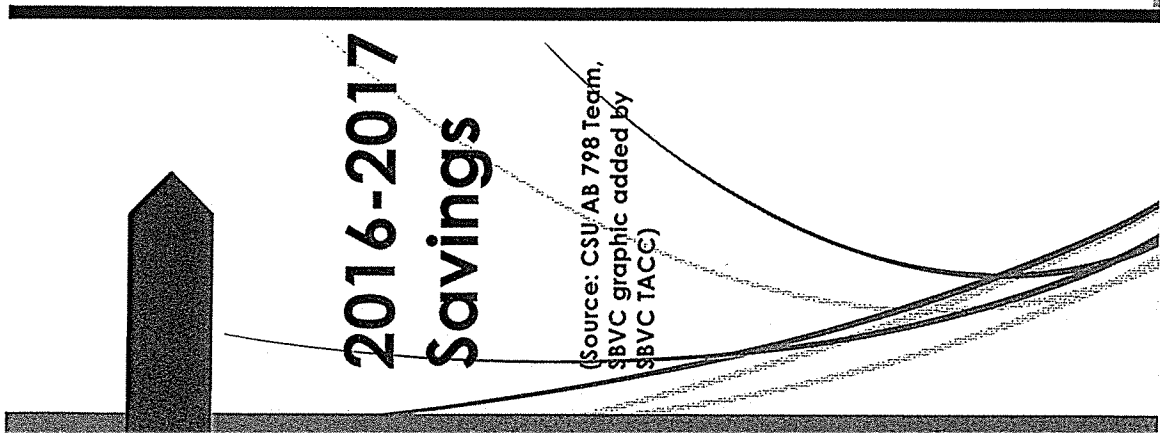
Many students agreed that the convenience of a digital format allows them to access their learning material more easily and frequently: "Free online books are a huge help, the ease of not holding a large book and being able to have an entire book on my phone or iPad, i can have several books without the added weight... we have our phones, lap tops on us on daily, so if the text book is free and online we will use it more often."

Campus AB798 Student Savings



2016-2017 Savings

(Source: CSU/AB 798 Team, SBVC graphic added by SBVC TACC)





San Bernardino Valley College Fall 2017 Registration Zero-Textbook-Cost Sections

These course sections exclusively use digital or other instructional materials that are free of charge to students and may have a low-cost option for print versions for students who prefer this format. Please note there may still be other non-textbook mandatory costs associated with some of these sections (e.g. scantrons, scientific calculators, laboratory supplies, etc.). Under some circumstances, faculty may have to adjust selection of instructional materials and this can effect student costs. It may also be necessary to replace instructors scheduled to teach sections. Replacement faculty have academic freedom to choose instructional materials regardless of costs and are not obligated to use free course materials selected by previous instructor. This list might be updated throughout the registration period. If you have questions, contact the Textbook Affordability Campus Coordinator: rpirez@valleycollege.edu.

Course Number	Course Title	Section Number	Faculty	Textbook Costs
ANTHRO 102	Cultural Anthropology	01	M. King	Ⓢ
ANTHRO 102	Cultural Anthropology	70	M. King	Ⓢ
ANTHRO 102	Cultural Anthropology	72	M. King	Ⓢ
ANTHRO 125	Language and Culture	70	M. King	Ⓢ
CD 185	Infant/Toddler Development	70	K. Adams	Ⓢ
CHEM 101	Introductory Chemistry	10	J. Lemieux	Ⓢ
CHEM 101	Introductory Chemistry	11	J. Lemieux	Ⓢ
CIT 099	Cisco Certified Network Associate Security	70	R. Powell	Ⓢ
CS 110	Fundamentals of Computer Science	70	R. Powell	Ⓢ
CS 110	Fundamentals of Computer Science	71	R. Powell	Ⓢ
ECON 100	Introduction to Economics	01	M. Levine	Ⓢ
ECON 201	Principles of Microeconomics	01	M. Levine	Ⓢ
ECON 201	Principles of Microeconomics	02	M. Levine	Ⓢ
ECON 201	Principles of Microeconomics	70	M. Levine	Ⓢ
ECON 201	Principles of Microeconomics	72	M. Levine	Ⓢ
ECON 201H	Principles of Microeconomics - Honors	70	M. Levine	Ⓢ
ENGL 015	Preparation for College Writing	19	J. Lamore	Ⓢ
ENGL 015	Preparation for College Writing	35	J. Notarangelo	Ⓢ
ENGL 015	Preparation for College Writing	60	J. Notarangelo	Ⓢ
ENGL-101	Freshman-Composition-CXL	78	E. Kellogg	Ⓢ
ENGL 101	Freshman Composition	71	J. Notarangelo	Ⓢ
ENGL 101	Freshman Composition	72	J. Notarangelo	Ⓢ

ENGL 101	Freshman Composition	06	L. Riddell	Ⓢ
ENGL 101	Freshman Composition	08	L. Riddell	Ⓢ
GEOG 110	Physical Geography	04	J. Bjerke	Ⓢ
GEOG 110	Physical Geography	05	J. Bjerke	Ⓢ
GEOG 110	Physical Geography	70	J. Bjerke	Ⓢ
GEOG 110	Physical Geography	71	J. Bjerke	Ⓢ
GEOG 110	Physical Geography Lecture	02	T. Heibel	Ⓢ
GEOG 110	Physical Geography Lecture	03	T. Heibel	Ⓢ
GEOG 110	Physical Geography Lecture	08	T. Heibel	Ⓢ
GEOG 120	World Regional Geography	01	T. Heibel	Ⓢ
HS 173	Helping and Interpersonal Skills	01	B. Nelson	Ⓢ
HS 181	Intro to Alcohol and Drug Studies	70	M. Moneymaker	Ⓢ
HS 189	Prevention and Intervention of Alcohol and Drug Abuse	70	M. Moneymaker	Ⓢ
MATH 942	College Arithmetic	04	R. Blanquet	Ⓢ
MATH 942	College Arithmetic	03	D. Smith	Ⓢ
MATH 942	College Arithmetic	07	D. Smith	Ⓢ
MATH 962	Arithmetic and Prealgebra	94	R. Blanquet	Ⓢ
MATH 090	Elementary Algebra	06	D. Smith	Ⓢ
MATH 095	Intermediate Algebra	30	D. Smith	Ⓢ
PSYCH 100	General Psychology	15	J. Buchanan	Ⓢ
PSYCH 100	General Psychology	70	J. Downey	Ⓢ
PSYCH 100	General Psychology	71	J. Downey	Ⓢ
PSYCH 100	General Psychology	07	A. Jennings	Ⓢ
PSYCH 100	General Psychology	09	A. Jennings	Ⓢ
PSYCH 100	General Psychology	74	A. Jennings	Ⓢ
PSYCH 100	General Psychology	06	S. Moore	Ⓢ
PSYCH 100	General Psychology	08	S. Moore	Ⓢ
PSYCH 100	General Psychology	72	S. Moore	Ⓢ
PSYCH 100H	General Psychology – Honors	70	J. Downey	Ⓢ
SDEV 102	Pathways for College & Life Success	02	A. Hecht	Ⓢ
SOC 100	Introduction to Sociology	01	A. Blacksher	Ⓢ
SOC 100	Introduction to Sociology	02	A. Blacksher	Ⓢ
SOC 100	Introduction to Sociology	07	A. Blacksher	Ⓢ

SOC 100	Introduction to Sociology	70	R. Pires	Ⓢ
SOC 100	Introduction to Sociology	73	R. Pires	Ⓢ
SOC 100	Introduction to Sociology	74	R. Pires	Ⓢ

(53 Sections, 5/26/17) (57 Sections, 6/14/17, 58 Sections, 6/26/17)

Fall 2017	Additional Sections (not posted online)*			
SDEV 102	Pathways for College & Life Success	07	Y. Carter	Ⓢ
THART 100	Introduction to the Theatre	01	S. Galuszka	Ⓢ
THART 100	Introduction to the Theatre	04	S. Galuszka	Ⓢ
THART 100	Introduction to the Theatre	61	S. Galuszka	Ⓢ
LIB 064	Introduction to Library Services	70	C. Huston	Ⓢ
CULART 010	Rest Service and Catering I	01	S. Meyer	Ⓢ
CULART 011	Rest Service and Catering II	02	S. Meyer	Ⓢ
CULART 040	Introduction to Baking	01	Staff	Ⓢ
CULART 041	Advanced Baking	02	G. Sanchez	Ⓢ
ENGL 015	Preparation for College Writing	33	E. Kellogg	Ⓢ
GEO 101	Intro to Physical Geology	01	M. Robles	Ⓢ
GEO 101	Intro to Physical Geology	03	M. Robles	Ⓢ
GEO 111	Intro to Physical Geology Lab	02	M. Robles	Ⓢ
OCEAN 101	Elements of Oceanography	01	M. Robles	Ⓢ
OCEAN 111	Elements of Oceanography Lab	01	M. Robles	Ⓢ

(53 Sections, 5/26/17) (57 Sections, 6/14/17, 58 Sections, 6/26/17, 67 Sections, 8/8/17*, 70 Sections 8/25/17*)

San Bernardino Valley College (SBVC)
Open Education Resources (OER) Degree Pathway:
Associate of Arts (AA)/ Associate of Science (AS)
General Education and Graduation Requirements

ZTC Course Sections Available

Complete 24 - 26 of the 60 semester units needed for graduation from the five subject categories below

CATEGORY I: NATURAL SCIENCE (MINIMUM: FOUR (4) SEMESTER UNITS IF A LABORATORY IS INCLUDED; OTHERWISE (6) SEMESTER UNITS).	
Course with lab OR Course 1 (no lab) Course 2 (no lab)	

Course Number	Course Title	Faculty	Section Number
CHEM 101	Introductory Chemistry (laboratory included)		
GEOG 110	Physical Geography		
GEOG 101	Intro to Physical Geology		
GEOG 111	Intro to Physical Geology Lab		
OCEAN 101	Elements of Oceanography		
OCEAN 111	Elements of Oceanography Lab		

CATEGORY II: SOCIAL AND BEHAVIORAL SCIENCE (MINIMUM: SIX (6) SEMESTER UNITS). THE TWO COURSES MUST BE FROM TWO DIFFERENT SUBJECT AREAS.	
Course 1 Course 2	

Course Number	Course Title	Faculty	Section Number
ANTHRO 102	Cultural Anthropology		
ANTHRO 125	Language and Culture		
ECON 100	Introduction to Economics		
ECON 200	Principles of Macroeconomics		
ECON 201	Principles of Microeconomics		
ECON 201H	Principles of Microeconomics- Honors		
GEOG 120	World Regional Geography		
PSYCH 100	General Psychology		
PSYCH 100H	General Psychology-Honors		
SOC 100	Introductory to Sociology		

CATEGORY III: HUMANITIES (MINIMUM: SIX (6) SEMESTER UNITS). THE TWO COURSES MUST BE FROM TWO DIFFERENT SUBJECT AREAS WITH A MAXIMUM OF THREE (3) SEMESTER UNITS WITHIN THE CATEGORY OF <u>APPLIED COURSES</u>	
Course 1 Course 2	

Course Number	Course Title	Faculty	Section Number
THART 100	Introduction to the Theatre		
ANTHRO 108	North American Indians		

San Bernardino Valley College (SBVC)
Open Education Resources (OER) Degree Pathway:
Associate of Arts (AA)/ Associate of Science (AS)
General Education and Graduation Requirements

ZTC Course Sections Available

CATEGORY IV: COMMUNICATION & ANALYTICAL THINKING (MINIMUM: SIX (6) SEMESTER UNITS). <p style="text-align: center;">ENGL 101 Freshman Composition <u>or</u> ENGL 101H Freshman Composition Honors (earn grade of "C" or higher)</p> <p style="text-align: right;">Course 2</p>	
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Course Number	Course Title	Faculty	Section Number
ENGL 101	Freshman Composition		

CATEGORY V: LIFELONG LEARNING AND SELF-DEVELOPMENT (MINIMUM: TWO (2) SEMESTER UNITS). (Note: A maximum of four semester units of Kinesiology activity courses can apply for graduation requirements.) <p style="text-align: right;">Course 1 Course 2 (if applicable)</p>	
Programs of study at SBVC exempted from this requirement include the following: Nursing, Psychiatric Technology or Police 002 (Basic Law Enforcement Academy). KIN 231 First Aid & CPR does <u>not</u> satisfy this graduation requirement. A DD-214 waives this requirement for <u>former military personnel</u> .	

Course Number	Course Title	Faculty	Section Number
PSYCH 100	General Psychology		
PSYCH 100H	General Psychology-Honors		
SDEV 102	Pathways for College & Life Success		

COMPETENCY REMINDER

Students must demonstrate competency in Mathematics and Reading by satisfying the following criteria:

MATHEMATICS: Completion of MATH 095, or a higher level course in mathematics with a grade of "C" or higher, or a course from another college with a minimum of three semester units or Completion of a mathematics proficiency examination, which is equivalent to a comprehensive final examination in MATH 095 with the equivalent to a grade of "C" or higher.

Course Number	Course Title	Faculty	Section Number
MATH 095	Intermediate Algebra		

READING: Completion of READ 015 with a grade of "C" or higher, or assessment into READ 100 or Completion of all courses required to satisfy minimum graduation requirements in Categories I, II and III as listed below with an overall grade point average of 2.00 or higher.

Course Number	Course Title	Faculty	Section Number

San Bernardino Valley College (SBVC)
Open Education Resources (OER) Degree Pathway:
Associate of Arts (AA)/ Associate of Science (AS)
General Education and Graduation Requirements

ZTC Course Sections Available

Other GE Courses (electives)

GIS 130 Introduction to Geographic Systems
CS 110 Fundamentals of Computer Science
CD 185 Infant/Toddler Development
HS 173 Helping and Interpersonal Skills
HS 181 Intro to Alcohol and Drug Studies
HS 189 Prevention and Intervention of Alcohol and Drug Abuse

Developmental/Basic Skills Courses

Math 942 Arithmetic
Math 952 Pre-Algebra
Math 090 Elementary Algebra
Math 095 Intermediate Algebra
ENGL 015 Preparation for College Writing

Possible Other ZTC Courses (Need to be Verified)

COMMST 100 Elements of Public Speaking
MUS 117 Acoustic Guitar
MUS 141 Applied Music I
MUS 241 Applied Music II

Other

CIT 099 Cisco Certified Network Associate Security
CULART 010 Rest Service and Catering I
CULART 011 Rest Service and Catering I
CULART 040 Introduction to Baking
CULART 041 Advanced Baking

San Bernardino Valley College (SBVC)
Open Education Resources (OER) Degree Pathway:
Associate of Arts (AA): Liberal Arts- Social and Behavioral Sciences

ZERO TEXTBOOK SECTIONS ARE OFFERED IN ALL OF THESE COURSES

The Associate Degree in Liberal Arts is designed for students who wish to obtain a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis". The Social and Behavioral Sciences "Area of Emphasis" consist of courses that accentuate the perspective, concepts, theories, and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the social and behavioral sciences. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

Students may obtain an Associate of Arts Degree in Liberal Arts: Social and Behavioral Sciences by completing the following requirements:

- Complete 18 units (6 courses) from the course options listed below.
- Complete a minimum of 60 semester units of college coursework (General Education, Area of Emphasis, and Electives) with at least 12-degree applicable semester units in residence at SBVC.
- Demonstrate competency in English, Mathematics and Reading. Refer to catalog for the specific criteria.
- Earn an overall grade point average of C (2.00) or higher.
- For students pursuing multiple areas of emphasis (Biological and Physical Sciences or Humanities and Fine Arts), each course can be counted in one area only.

Choose 18 units from the list of courses below:

Anthropology (ANTHRO)

ANTHRO 102	Cultural Anthropology	3
ANTHRO 125	Language and Culture	3

Economics (ECON)

ECON 100	Introduction to Economics	3
ECON 201	Principles of Microeconomics	3

OR

ECON 201H	Principles of Microeconomics - Honors	3
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Geography (GEOG)

GEOG 120	World Regional Geography	3
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Psychology (PSYCH)

PSYCH 100	General Psychology	3
OR		
PSYCH 100H	General Psychology - Honors	3

Sociology (SOC)

SOC 100	Introduction to Sociology	3
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FROM
9/14/17 Board Book
Agenda Item

ASSOCIATE VICE CHANCELLOR
Richard G.E. Galope

Economic Development, Media Systems & Instructional Initiatives

CENTRAL SUPPORT UNIT

- Stacy Garcia
Administrative Asst. I
- Yendis Balle
Sr. Accountant (C44)
- Barbara Nichols
Project Analyst (C44)
- Vacant
Secretary I

Budgets • Contracts • HR • Facilities

GENERAL MANAGER (M23)
Mark Lagrimas (Interim)

Department of Media & Broadcast Systems
KVCR-TV / Radio / FMX / Digital

Gina Guerrero
Admin Assistant

EXECUTIVE DIRECTOR (M23)
Robert Mejia (Interim)

Department of Economic, Resource & Community Development

Vacant
Secretary I

EXECUTIVE DIRECTOR (M23)
Robert Levesque (Interim)

Department of Economic Development & Corporate Training

Stacy Swawang
Secretary II

Director of Operations
Keith Birkfield (Interim)

- KVCR Radio (NPR)
- Digital Media / Advertising
- Engineering Operations
- Broadcast Operations

Director, Grants & Resource Development
VACANT (M16)

Office of Grants & Resource Development

Priority Area Consultants

1. CTE / Workforce Development
2. Sci-Tech-Eng-Arts-Math (STEAM)
3. Open Education Resources
4. Student Success / Transfer
5. Basic Skills & Adult Education
6. Innovation & Entrepreneurship

Director, EDCT
Deanna Kreibiel (Reclass-M16)

SWP / EDRC / New Grants/Contracts

Office of Corporate Training & Professional Development

- Rosanne Holliman (Interim Mgr)
- Roxanne Joyce (Interim Asst Mgr)

Professional Development

ETP Employers / Colleges

Mario Valer / TAA

Office of Special Projects

- Margaret Ruetsch, Interim Asst Mgr
- Vaneesa Canoyra, Interim Asst Mgr

ETPL / IDRC

Slingshot / EDD

CalWORKS / Fire (CHCI)

Director of KVCR TV (PBS)
Kristy Cooper (Interim)

- Regional Production
- National Production

Interim Director, ERCD
Vicente Alcarin (M16)

VACANT - Assistant Manager

- Regional Econ. Dev. Partnership
- WIOA Regional Trng Coordination
- Community Dev Block Grant
- IE Accelerator / Makerspace

Office of Career Tech Pathways

- Wendy Zinn, Manager
- Mary Wallis (Interim Manager)
- Stacy Jones (Interim Asst Mgr)

College CTE Pathways / USD Contracts

Office of Compliance & Administration

- Colin Brooks, Asst Manager
- Edzgo / TAA / EDD

Office of Reemployment Programs

- Tim Vasquez (Interim Manager)
- Eddie Rubio (Reclass-Asst Mgr)
- CalTrans / MOC3
- Noncredit / WRC
- College Enrollment Assist.

Chief Content Manager - FMX
Mikah Wright (Interim)

- Original Programming
- Affiliate Relations
- Post-Production Operations

Director, Workforce Development (OSN)
Susanne Mata (Interim)

Office of Deputy Sector Navigator - CTR/Digital Media

Office of Special Projects

- Margaret Ruetsch, Interim Asst Mgr
- Vaneesa Canoyra, Interim Asst Mgr

ETPL / IDRC

Slingshot / EDD

CalWORKS / Fire (CHCI)

Office of Reemployment Programs

- Tim Vasquez (Interim Manager)
- Eddie Rubio (Reclass-Asst Mgr)
- CalTrans / MOC3
- Noncredit / WRC
- College Enrollment Assist.

Director, KVCR Foundation
Ralph Cooper (Interim)

Director, Workforce Development (OSN)
Susanne Mata (Interim)

Office of Deputy Sector Navigator - CTR/Digital Media

Office of Compliance & Administration

- Colin Brooks, Asst Manager
- Edzgo / TAA / EDD

Director, Adult Education Block Grant
Emma Diaz (FY2018-2019?)

- Class Mgt
- Time Mgt
- Invoices
- Certificates

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INSTRUCTIONAL INITIATIVES
Technical Assistance
(based on FY16-17 support provided by EDCT)

FY2017-18 Role to be Defined

- Strong Workforce Program
- CTE Curriculum Tech Assist
- CTE Career Pathways
- Guided Pathways
- Enhanced Non-Credit
- College Promise
- CTE Perkins Administration
- Cooperative Work Exp.
- SBCCD Film Academy
- Instruct. Svc. Agreements
- Grants Development
- Strategic Partnerships

SBVC Academic Senate President's Report

9/20/2017

The 9/14/17 Board of Trustees Meeting....

1. Board item 11.b.10. Consideration of Revised Management Job Description, New Management Job Description and Interim Appointments due to the Reorganization of EDCT p. 81 was not vetted through collegial processes. The organization chart on p. 89 raises many concerns as it appears to have a number of encroachments on campus responsibilities and the Faculty 10+1. The item was discussed in a meeting with Mr. Baron and Mr. Galope on 9/12/17 and was pulled from the Board agenda at the beginning of the Board meeting. Mr. Galope will be attending the 10/4/17 Academic Senate process to begin the vetting for the EDCT reorganization.

2. During my Academic Senate report to the Board, I was interrupted by the Board President after speaking to the Guiding Principles for FCC Auction Proceeds as directed by the Academic Senate, and informed that the Academic Senate President's report (as well as report from other constituency leaders) should be confined to a brief description of events or activities that the Academic Senate participated in since the last Board meeting. I was instructed that if the Academic Senate had any comments regarding Board Agenda items that I should fill out a request to speak on the item during the general public comments. This new procedure is contrary to past Board meeting practices and restricts collegial consultation. After some discussion, I continued to give the Board my full report which included the direction from the Academic Senate to request that the Board give the Academic Senate the courtesy of a reply to Academic Senate Resolution, the motion of the Senate regarding employee education on Title IX, AP 3430, and new employee onboarding processes as discussed at the 9/6/17 meeting, and the Academic Senate's support of the DACA statement made by the Chancellor and College Presidents.

3. The Board passed the Guiding Principles for FCC Auction Proceeds as presented in the Board Book.

4. The Board approved the 2017 Midterm Report.

The first Inland Empire Regional Summit on serving Formerly Incarcerated College Students. This event is hosted by Corrections to College California. Interested organizations are invited to send one or two representatives who are interested in leading the issue. When: Friday, November 3rd, 10:00am-1pm, followed by an hour lunch. Where: B100, Business Conference Center, San Bernardino Valley College R.S.V.P. to [Natalie Ruiz natalie@theopportunitiesinstitute.org](mailto:Natalie.Ruiz@theopportunitiesinstitute.org)

Strong Workforce: The 3rd Round (2018-2021) Local Shares SWP application submission deadline is on Friday, September 29, 2017. Contact Albert Maniol for more information

Save the Date

Area D Meeting, October, 2017

2017 Fall Plenary, Nov 2-4, 2017, Irvine: Mary

Accreditation Institute, February 23-24, 2018, Garden Grove

2018 Spring Plenary, April 12-14, 2018, San Mateo

CTE Institute, May 4-5, 2018, Southern California

Faculty Leadership Institute, June 14-16, 2018

Curriculum Institutes, July 11-14, 2018 Southern California