

## District Academic Standards

### Meeting Minutes

Thursday, May 1, 2025; 3:00-5:00pm

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlrRGJzRGoxa1k5YVJiT0dQQT09>

Riverside City College CAK 224	Moreno Valley College SAS 101	Norco College OC 116
-----------------------------------	----------------------------------	-------------------------

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 checked="" type="checkbox"/> Sabina Fernandez (CPRO, MOV)
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MOV)	<input type="checkbox"/> Casandra Greene (CPRO, RIV)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RIV)	<input checked="" type="checkbox"/> Nicole Brown (CPRO, NOR)
<input checked="" type="checkbox"/> Nicole Banerjee (AO, RCC)	
<input checked="" type="checkbox"/> Nick Franco (AO, NOR)	
<input type="checkbox"/> Deanna Murrell (AO, MVC)	
<input type="checkbox"/> Ann Pfeifle (HIS, MOV)	
<input checked="" type="checkbox"/> Brock Russell (PHY, RCC)	
<input type="checkbox"/> Norco Representative	
Additional Guests: Aaron Agramon	

**Call to Order:** 3:09pm

### Agenda and Minutes

1. Approval of Agenda  
Motion: Sinigaglia; Second: Douglass  
Approved, Unanimous
2. Approval of Minutes – April 3, 2025  
Motion: Sinigaglia; Second: Russell  
Approved, Unanimous (One abstention: Franco)

### Discussion & Action Items

1. Administrative Procedures 2100, 2102, and 2103 – Eric Bishop
  - a. The DSPC governance committee met last month and in the process of reviewing the APs recommended that the APs 2100, 2102, and 2103 be brought to Standards as they are academic in nature. The Senate stated they should be reviewed by Standards prior to being brought to Senate.
  - b. AP 2100: Graduation Requirements for Degrees and Certificates
    - i. Question: Does this AP also cover the awarding of ADTs? Would it also cover the awarding of Bachelor's degrees?
      1. Kelly Douglass – We need to know from Keith Dobyns which degrees this AP covers and we can review it again in June.

- ii. Question: Should the list of General Education areas include Lifelong Learning and Self-Development?
  - iii. Question: The original AP has language about coursework from other colleges in the calculation of the GPA that is now gone. Is it needed?
  - iv. Question: The AP states that credit is accepted from institutionally-accredited institutions. Is this correct?
    - 1. Nick Franco – This language comes from the Title 5 changes regarding the general education pattern.
  - v. This AP will be brought back for review in June.
- c. AP 2102: Career and Technical Education Programs:
- i. The AP states “coordinate with regional partners that advise on curriculum,” but it is faculty who advise on curriculum. Additionally, it states the Chancellor, in consultation with the Senate, shall establish procedures, but it is the Senate that performs curriculum work. This language may need to be reversed.
  - ii. This AP will be brought back for review in June.
- d. AP 2103: Work Experience
- i. The version of the AP presented appears to be the same that was presented in September 2024. The District Academic Standards committee approved that version and it can be taken to the District Academic Senate.

**Adjournment:** 3:43 pm

**AP 2100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES****Reference:**

Title 5 Sections 55060, et seq.

For the Associate ~~of~~ Arts or Sciences degree, the student must satisfactorily complete at least 60 semester units of college work of which 18 semester units are a major or area of emphasis or career-technical program.

A definition of “college work” which provides that courses acceptable toward the associate degree include those which have been properly approved pursuant to Title 5 Section 55002(a) or, if completed at other than a California community college, would reasonably be expected to meet the standards of that Title 5 section.

The work must include at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Board of Trustees when an injustice or undue hardship would result.

The general education requirements must include ~~a minimum of work in~~ English composition, oral communication, and critical thinking; mathematical concepts and quantitative reasoning; arts and humanities; social and behavioral sciences; natural sciences; and ethnic studies. The local degree will also include a lifelong learning and self-development requirement.

A student must complete the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements. If coursework is applied towards degree requirements from an institution using a “+/-” grading scale, the original grade points assigned by that institution as indicated on the transcript will be used to calculate the cumulative grade point average.

Students who have been awarded a bachelor's degree from an institutionally-accredited institution in the United States will be exempt from the general education requirements should they pursue an Associate of Arts or Science degree at one of the District's colleges.

Students may petition to have non-credit courses counted toward the satisfaction of requirements for an associate degree.

Board Policies and Administrative Procedures regarding general education and degree requirements must be published in the Colleges' catalogs and must be filed with the California Community College Chancellor's Office.

For a Certificate of Achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units of degree-applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs and non-credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible and adhere to guidelines on academic achievement.

Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for Certificate of Achievement, Certificate of Completion or Certificate of Competency.

Office of Primary Responsibility: Vice Chancellor, Educational Services and Strategic Planning

---

Administrative Approval: June 16, 2008

Revised: April, 2014 (job titles only)

Revised: May 16, 2017

Revised: February 18, 2020

Formerly: 4100

**AP 2102 CAREER AND TECHNICAL EDUCATION PROGRAMS**

**References:**

Title 5, Sections 55600 et seq.;

2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);

34 Code of Federal Regulations Part 600 (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.14

**NOTE:** This procedure is **legally required**. Local practice may be inserted, which must address:

- Establishment of an appointment process for related advisory committees;
- Provisions for documenting the competence of students completing career and technical programs; and
- Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Edition.

The Chancellor, in consultation with the District Academic Senate and the District Curriculum Committee, ~~has shall~~ establish procedures to coordinate with regional partners ~~ed career technical education advisory committees that advise on~~. The purpose of the ~~committees is to provide advisement on~~ curriculum, career guidance, facilities and funding, and technical instructor staffing. ~~The Committee that shall~~ operates in accordance with the Career ~~Technical and Technical~~ Education Advisory Committee Handbook, ~~which is on file, and The Handbook shall be made available can be reviewed,~~ in the offices of the Vice ~~President~~ Chancellor of Educational Services and Strategic Planning, ~~Career Technical Education~~ and/or the ~~offices of the college administrators~~ ~~deans of overseeing e~~Career and ~~Technical e~~Education programs.

**Commented [MB1]:** The Senate performs curriculum work in consultation with the Chancellor.

Consistent with federal regulations pertaining to federal financial aid eligibility, the College Chief Student Financial Services Officers, and the College Chief Career and Technical Education Officers will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The College Chief Student Financial Services Officers and the College Chief Career and Technical Education Officers shall establish procedures to ensure that the District meets

these reporting requirements whenever the District intends to add a new gainful employment program.

**Office of Primary Responsibility:** Chief Career and Technical Education Officers,  
and Chief Student Financial Services Officer

---

**Administrative Approval:** December 8, 2008

**Revised:** October 17, 2011

**Revised:** June 16, 2015 (Reference & Title Only)

**Revised:**                     

**Formerly:** 4102

## 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.~~

Formatted: Indent: Left: 0"

~~(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.~~

Formatted: Font color: Custom Color(84,86,88)

Formatted: List Paragraph, Indent: Left: 0.07", Right: 0.72", Space Before: 7.2 pt, Use Asian rules to control first and last character, Allow hanging punctuation

#### 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);

Formatted: Numbered + Level: 3 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.57" + Indent at: 0.82"

Formatted: Left, Numbered + Level: 3 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.57" + Indent at: 0.82"



(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 as~~ 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.

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Right: 0.62", Automatically adjust right indent when grid is defined, Line spacing: Multiple 1.09 li, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.07" + Indent at: 0.32"

Formatted: List Paragraph, Indent: Left: 0.07", Right: 0.62"

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Not Expanded by / Condensed by

Formatted: Font color: Custom Color(84,86,88))

Formatted: Indent: Left: 0.1", Right: 0.24", Space Before: 0 pt

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

Formatted: Indent: Left: 0.1"

---

Administrative Approval: December 8, 2008  
Formerly: 4103

Formatted: Highlight