

Academic Policy & Planning Committee Meeting Minutes

Meeting: Thursday March 7, 2019 in M-116 at 2:00 PM

VOTING MEMBERS (14)		NON-VOTING MEMBERS
X Chair – Larry Manalo Jr.	Industrial Technology – Patrick McGuire	X Curriculum Specialist – Rebecca Andres
X Applied Behavioral Sciences – C. Bisson	X Academic/Student Affairs – Kellye Cohn	X VP, Academic Affairs – Robert Curry
Business – Brent Darwin	X Languages & Communication – Andrea Sanders	X Admissions & Records – J. Cabanas and
Counseling – Lydia Maxwell	X Life and Physical Sciences – Wendy Hadley	X Stephen Bernardo
X English – Kate Adams	X Mathematics Sciences – Derek Mitchem	X Vice-Chair /Articulation – David DeGroot
Fine Arts – Adrienne Allebe	Public Safety – Kristy Treur	X Community Education – Kathy Beckelhymer
X Kinesiology, Rec & Athletics – Sheri Bates	X Social & Behavioral Sciences – Tom VanderMolen	Part-Time Faculty Union – Jim Houlis
X Health Sciences – Mary Pat Nelson	Student Representative – None	
STANDING INVITEES		
Dean, Academic Affairs – Margaret Lau	Dean, Matriculation/Counseling – Yvonne Teniente	
X Dean, Academic Affairs – Richard Mahon	Dean, Extended Campus – Rick Rantz	
Dean, Academic Affairs – Mary Patrick	Associate Dean/Athletic Director – Kim Ensing	
Dean, Student Services – Robert Parisi	Associate Dean/PCPA Director – Mark Booher	
Dean, Academic Affairs – S. Ramirez Gelpi		

Approval of Minutes: Feb 21, 2019

A motion was made to approve the minutes of the February 21, 2019 meeting as distributed. (M/S/P A. Sanders / S. Bates). Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K. Cohn, A. Sanders, W. Hadley, T. VanderMolen. Noes: 0. Abstain: D. Mitchem.

Approval of the Agenda:

A motion was made to approve the minutes of the February 21, 2019 meeting as distributed. (M/S/P K. Adams / A. Sanders). Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K. Cohn, A. Sanders, W. Hadley, D. Mitchem, T. VanderMolen. Noes: 0. Abstentions: 0.

Chair Comments:

- Next Meeting: TRC Committee – 03/14/2019
- Next Meeting: AP&P Committee – 03/28/2019 – Summary Report
- AB 705 Implementation – review and discussion of the 2-26-2019 15-Day Notice of Modifications to Text of Proposed Amendments to California Code of Regulations, Title 5 Regarding Curriculum and Instruction.

Agenda Item 1: College Now

- Distribution of the final version of the 2019-20 College Now List

A motion was made to approve the College Now List as distributed. (M/S/P K. Adams / A. Sanders). Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, A. Sanders, W. Hadley, T. VanderMolen. Noes: 0. Abstain: D. Mitchem.

Second Reading:

The committee may consider these proposals for second reading as deemed appropriate for adoption, acceptance of prerequisites, co-requisites, and advisories, and appropriateness for Distance Learning Offering.

Proposal Type	Prefix & Number	Course/Program Title (units)	Rationale/Recommendations
NEW Course	GEOG 115	Physical Geography Laboratory (1) AHC GE Cat 1 Natural Sciences CSU GE Area B1 and/or B3 UC IGETC Area 5A Physical Sciences	Justification: Adding lab to meet C-ID GEOG 111 descriptor and will be included in the AA-T Geography degree.
Request for DL	GEOG 110	Introduction to Weather and Climate (3) Advisory: GEOG 101 and MATH 311 AHC GE Cat 1 Natural Sciences CSU GE Area B1 Physical Science	

Request for DL	SPCH 101	Public Speaking (3)	
COMMITTEE ACTIONS:	<p>A motion was made to recommend 2nd readings for adoption (M/S/P T. VanderMolen/ A. Sanders) Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K.Cohn, A. Sanders, W. Hadley, T. VanderMolen. Noes: 0. Abstentions: D. Mitchem.</p> <p>A motion was made to recommend advisories for adoption. (M/S/P A. Sanders / M. Nelson) Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K.Cohn, A. Sanders, W. Hadley, T. VanderMolen. Noes: 0. Abstentions: D. Mitchem.</p> <p>A motion was made to recommend distance learning proposals for adoption . (C. Bisson / W. Hadley) Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K.Cohn, A. Sanders, W. Hadley, T. VanderMolen. Noes: 0. Abstentions: D. Mitchem.</p>		

Consent Agenda:

Proposal Type	Prefix & Number	Course/Program Title (units)	Rationale
Textbook Change	ART 101	Art Appreciation (3) Advisory: Eligibility for ENGL 101 or successful completion of either ENGL 514 or READ 110	
Course Review	ART/MMAC 115	Introduction to Animation (3)	Justification: multimedia courses are being reviewed as a result of a regularly scheduled course review cycle.
Course Drop	FT 120	Fire Command 2A (2.5)	
Course Drop	FT 131	Fire Management 2A: Organizational Leadership (2.5)	
Course Drop	FT 323	Fire Prevention 1B (2) Program Impact: AS Fire Technology CofA Fire Technology	
Course Drop	FT 328	Fire Investigation 1B (2)	
Course Drop	FT 329	Fire Prevention 1C (2)	
Course Drop	FT 330	Fire Investigation 2A (2)	
NEW Topic	THEA 199N	Exploration of Gent's Guide and Adams Family (3)	
COMMITTEE ACTIONS:	<p>A motion was made to recommend consent agenda items for adoption. (M/S/P D. Mitchem / A. Sanders) Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K.Cohn, A. Sanders, W. Hadley, D. Mitchem, T. VanderMolen. Noes: 0. Abstentions:0</p>		

First Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Rationale / Recommendations
Course Review	COS 301	Intro to Cosmetology (5) Prerequisite: MATH 521 or MATH 531 or higher based on college placement process	Verify English and reading placements for this course.

		Prerequisite: ENGL READ	
Course Review	COS 302	Beginning Cosmetology (9) Prerequisite: COS 301	
Course Review	COS 303	Intermediate Cosmetology (9) Prerequisite: COS 302	
Course Review	COS 304	Advanced Cosmetology (9) Prerequisite: COS 303	
Major Modification	COS 310	Manicuring (9) Prerequisites ENGL placement Prerequisite: READ placement Prerequisite: MATH 531 or higher based on placement process. Justification: The course is being modified to address AB 705.	
Major Modification	DANC 148	Folklorico Concert Production (3) Repeat: 3 Advisory: ENGL 514 LOE: Audition Justification: Repeatability rules.	
COMMITTEE ACTIONS:	A motion was made to recommend 1 st readings for consideration. (M/S/P K. Cohn / A. Sanders) Yes: C. Bisson, K. Adams, S. Bates, M. Nelson, K.Cohn, A. Sanders, W. Hadley, D. Mitchem, T. VanderMolen. Noes: 0. Abstentions:0		

Information Item 1: AP 4022 Course Approval

Not discussed

Information Item 2: BP/AP 4400 Community Education Programs

Not discussed

Information Item 3: AB 705 Update: Antonio Ramirez 3:30-4:00 PM – Rescheduled for the next meeting, March 28, 2018

Information Item 4: Funding Formula: Richard Mahon

Handout: Chancellor's Office Memo dated March 5, 2019, Requirement Changes to Certificates of Achievement

Handout: Student Centered Funding Formula Factors and Rates

- Richard provided a spreadsheet of AHC programs
- Programs that are 14-15 units consider adding more units to total 16 units – these programs will be transcribed for students and will have more value to students.
- Higher unit programs - consider lowering the number of units, provide a foundation of program or consider two programs, for example, 32 unit program into two 16 unit programs,
- Phasing in funding formula over multi years - 40 % of funding is now going to completions, higher unit programs will be impacted (lose funding)

Public Remarks - None

The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.

Reports - None

Call for Future Agenda Items None

Call to Adjourn. The meeting was adjourned at 4:00 pm.

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ATTACHMENT 1

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS: OF CURRICULUM AND INSTRUCTION 2-26-19

1. Section 55002 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of

expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.

(D) Prerequisites and Corequisites. Except as provided in section 55522, ~~When~~ when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently

outside-of-class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

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

2. Section 55003 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article and subchapter 6, article 1. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

- (1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.
- (2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.
- (3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.
- (4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the

district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites or corequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether noncredit, credit, basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites and corequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation, or expressly required by institutions for which the college has transfer agreements; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the

course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation;~~or~~

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline;~~or~~

(3) it is required by four-year institutions;~~or~~

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite;or

(5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section ~~5521(a)(3)~~ 5522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

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

3. Section 55063 of article 6 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 20019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining

a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 200~~1~~⁹ term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of ~~the specified~~ a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural

anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement ~~include~~ including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or C or better in ~~California~~ community college credit courses in the curriculum upon which the degree is based. ~~For a course from another accredited institution, “satisfactorily completed” may mean a grade of C or better, provided that course and grade is accepted by that institution as “satisfactorily completed”.~~

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

4. Section 55500 of article 1 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55500. Scope and Intent.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Student Success Act of 2012, codified as Education Code sections 78210, et seq., which recognizes that student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success. The purpose of this subchapter is to implement the Student Success and Support Program to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section ~~78216~~ 78222 for the period of time during which such funds are received.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210, 78211, 78212, 78213, 78214, 78215, 78216, 78217, 78218, 78219, 78220, 78221, 78222, Education Code.

5. Section 55522 of article 3 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55522. English and Mathematics Placement and Assessment.

(a) Scope and intent.

(1) For students with a goal of transfer to a four-year institution, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year;

(2) For students with a goal of earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) within one-year;

(3) Minimize disproportionate impacts on students caused by traditional placement practices.

(b) Placement Data

(1) Districts shall use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning). Such data includes the following elements:

(A) High school coursework;

(B) High school grades;

(C) High school grade point average; and

(D) High school equivalency exams approved by the California Department of Education or equivalent exams from other states.

(2) If high school performance data is unavailable from student transcripts or electronic data sources, districts must accept self-reported high school performance data.

(c) Placement Methods

(1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below:

(A) Any Chancellor's Office placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data.

(i) A district placement method using localized research may utilize multiple measures to increase a student's placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures.

(ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of adoption of the method. The Chancellor shall regularly publish throughput rates achieved by direct placement into transfer-level courses (or college-level courses where appropriate), based upon the best available research at the time of publication.

(C) A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement, including self-placement, shall not:

(i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or

(ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(2) Placement methods authorized by this section shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English, mathematics (or quantitative reasoning) within one year. Placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless:

(A) the student is highly unlikely to succeed in the transfer-level course; and

(B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one-year.

(3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the

district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

(4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3).

(5) Any placement for the fall semester or quarter of 2019 must comply with this section and California Education Code section 78213.

(a) Assessment

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics (or quantitative reasoning), or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics (or quantitative reasoning), or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(~~b~~e) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(~~e~~f) Community college districts shall not, except as provided in subdivision (~~e~~g), do any of the following:

- (1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 55522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
- (2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
- (3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; ~~or~~
- (4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003-; or
- (5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(~~e~~g) Notwithstanding the provisions of subdivision (~~e~~f)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d).

(~~e~~h) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (~~e~~f) or the provisions of sections 55003 or 55522, a community college district may use an assessment test to select students for its nursing program, provided that:

- (1) the district complies with all other provisions of this subchapter;
- (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

(i) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report all of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office:

(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity; and

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, colleges shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

(i) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code.

Discipline Placement: Stagecraft
 Department: Performing Arts
 Prefix and Number: THEA 199N
 Catalog Course Title: Exploration of Gent's Guide and Adams Family
 Banner Course Title: Exploration of Gent's Guide and Adams Fam

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture			
Lab	3.000	48.0 - 54.0	1.0
Outside-of-Class Hours			
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method
 Letter Grade Only

Limitations on Enrollment
 Audition/Interview and/or Portfolio Review

Catalog Description

This course provides an opportunity to explore particular aspects of the technical disciplines which are not covered in detail in the existing program. The course includes public performances; therefore, there is a limitation on enrollment based on audition/interview and/or portfolio review. This is a lab course with offered units based on unit formula.

Course Content

Lab

1. Introduction and the Sequence of Production
 - A. Determination of procedure and methods utilized
 - B. Determination of design/style departure
2. Preparation of Production Within the Touring Repertory Framework
 - A. Integration of rehearsal/technical processes with multiple production demands
 - B. Development of techniques which enhance touring production
 - C. Development of skills which enhance repertory production
3. Performance Within the Repertory Framework
 - A. Sequential openings of productions in different locations, stabilization and adaptation of skills to meet rigid multiple production deadlines
 - B. Necessities and procedures for repertory theatre

Hours, rather than weeks are indicated as this course is to be scheduled as an open-entry/open exit course.

Course Objectives

At the end of the course, the student will be able to:

1. apply learned skills in a production situation.
2. use the various tools employed in wide variety of production stagecraft.
3. exhibit an understanding of the importance of the ensemble in production.
4. complete project assignments within the deadlines imposed by the mounting of the theatrical season.

Methods of Instruction

Lab

Demonstration Experimentation
 Collaborative participation

Repetitive drill
Directed artistic expression

Assignments
Other Assignments

There are no outside assignments as this is a lab only course.

Methods of Evaluation

Lab Activities

Other

The following will be considered in the students' evaluation

1. Performance of craft technique.

2. Collaboration

3. Professionalism: Professionalism as defined by the PCPA Student Handbook:

"Our shared goal is the success of PCPA, both as a theatre and a conservatory. The pursuit of this goal requires an awareness of the whole, an appreciation of the importance of everyone and their contributions to the total effort, and an earnest desire to do all one can to contribute to that success. From this awareness, appreciation, and desire flow all other specific professional attitudes and behaviors. Professionalism produces a desire for the theatre's smooth operation, which requires one to treat others with courtesy and respect. This includes the public, who are vital contributors to the theatre's success. Professionalism infers a desire to fully understand and faithfully execute the commitments we undertake, while striving to adhere to the highest standards of ethics and conduct. Our desire for success and excellence comes with the knowledge that a theatre does not run smoothly or successfully if abuses are neglected and problems go unsolved. A professional knows when to make a complaint, how, and to whom, so that complaints can do the most good, with the least harm. Conversely, fruitless complaining, malicious or frivolous gossip, and favoritism all undermine morale, which is vital to the success of the theatre, and to that extent are unprofessional. Professionals are those who have determined to be among the few who consistently produce at the highest possible level, who strive to adhere to the highest standards of excellence."

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

Text is drawn from scripts produced in repertory season.

Instructional Materials

None

Student Learning Outcomes

THEA 199N SLO 1 - Apply learned skills in a production situation.

THEA 199N SLO 2 - Use the various tools employed in wide variety of production stagecraft.

THEA 199N SLO 3 - Exhibit an understanding of the importance of the ensemble in production.

THEA 199N SLO 4 - Complete project assignments within the deadlines imposed by the mounting of the theatrical season.

COSMETOLOGY

Award Type: Associate in Science

The associate degree and certificate curriculum in cosmetology is designed to prepare men and women for careers as licensed cosmetologists. Upon satisfactory completion of all cosmetology courses, students may qualify to take the California State Board of Cosmetology licensure examination. Licensed cosmetologists are qualified to work as beauticians in beauty salons and to own and operate their own salons.

Admittance to the cosmetology program requires the student to make an appointment with the manager of the private beauty college with which the college has a training contract for an orientation. Contact the program coordinator for specific

information. In addition to regular Allan Hancock College fees, students will also be required to purchase a training kit and appropriate uniforms.

The graduate of the Associate in Science in COSMETOLOGY will:

- Qualify for the California State Board of Cosmetology examination for licensure.
- Contribute to the management and operational procedures of a beauty salon.
- Use cosmetology products, tools, and equipment in a safe, healthy, and effective manner.
- Render styles and applications that are fashionable, artistic, and technical in nature.

Program Requirements

A major of 32 units are required for the associate in science degree.

Units: 32

COS301	Intro to Cosmetology	5
COS302	Beginning Cosmetology	9
COS303	Intermediate Cosmetology	9
COS304	Advanced Cosmetology	9

Total Program Units 32

COSMETOLOGY
Award Type: Certificate of Achievement

The associate degree and certificate curriculum in cosmetology is designed to prepare men and women for careers as licensed cosmetologists. Upon satisfactory completion of all cosmetology courses, students may qualify to take the California State Board of Cosmetology licensure examination. Licensed cosmetologists are qualified to work as beauticians in beauty salons, and to own and operate their own salons.

Admittance to the cosmetology program requires the student to make an appointment with the manager of one of the private beauty college, with which the college has a training contract, for an orientation. Contact the program coordinator for specific information. In addition to regular Allan Hancock College fees, students will also be required to purchase a training kit and appropriate uniforms.

The graduate of the Certificate of Achievement in COSMETOLOGY will:

- Qualify for the California State Board of Cosmetology examination for licensure.
- Contribute to the management and operational procedures of a beauty salon.
- Use cosmetology products, tools and equipment in a safe, healthy and effective manner.
- Render styles and applications that are fashionable, artistic and technical in nature.

Program Requirements

A major of 24 units is required for the certificate including three completions of COS 302.





















Units: 32

COS301	Intro to Cosmetology	5
COS302	Beginning Cosmetology	9
COS303	Intermediate Cosmetology	9
COS304	Advanced Cosmetology	9

- **Course List** - High school students are **not** eligible to take courses at AHC *if the courses are available at their high school*. *College Now!* students can only enroll in courses on this list.
- **Physical Education** – PE courses listed with a bulldog icon require permission of the instructor of record that may be granted the first day of the term, if enrollment in the course permits adding *College Now!* students. In addition to the instructor's permission, CN students must also meet all other criteria for the College Now program before enrolling in a PE course and complete a PE Disclaimer form.
- ***Course Requisites** – Students who wish to take CN courses must meet the stated academic prerequisites or co-requisites. Courses with pre/co-requisites are listed on this list with an asterisk *.
- **★Auditions** – Courses with a ★require an audition or limitation on enrollment, or admittance to a program.

AB 351	ART 104	BIOL 199	CWE 149	EMS 102	FCS 130
AB 356	ART 105	BUS 101	CWE 302	EMS 300*	FCS 131
AB 370	ART 106	BUS 102	DANC 101	EMS 301*	FASH 101
ACCT 105	ART 107	BUS 103	DANC 140	EMS 302*	FASH 102
ACCT 317	ART 108	BUS 104	DANC 148★	EMS 306	FASH 103
AG 101	ART 110	BUS 107	DANC 170★	EMS 307	FASH 104
AG 102	ART 112	BUS 110	DANC 180★	EMS 310	FASH 110
AG 120	ART 113*	BUS 111	DANC 182★	EMS 325*	FCS 170
AG 114	ART 115	BUS 121	DANC 183★	EMS 328	FCS 171
AG 121	ART 120	BUS 130	DANC 185★	EMS 401*	FCS 199
AG 122	ART 121*	BUS 141	DANC 186★	EMS 416*	FILM 101
AG 125	ART 124	BUS 160	DANC 199	ENGL 100*	FILM 102
AG 130*	ART 144*	BUS 189	DANC, all activity	ENGL 101*	FILM 103
AG 135	ART 160	BUS 302	DRMA 103	ENGL 102*	FILM 104
AG 150	ART 161	BUS 303	DRMA 104	ENGL 103*	FILM 105
AG 152	ART 162	BUS 386	DRMA 106*	ENGL 105	FILM 106*
AG 153	ART 163	CA 120	DRMA 110	ENGL 106*	FILM 110
AG 154	ART 164	CA 124	DRMA 111	ENGL 107	FILM 111*
AG 155	ART 165	CA 125	DRMA 199N	ENGL 108	FILM 114
AG 156	ART 199	CA 129	ECON 101*	ENGL 110	FILM 115
AG 157	ART 366	CA 323	ECON 102*	ENGL 130*	FILM 116*
AG 158	ART 367	CBIS 101	ECON 121	ENGL 131*	FILM 117
AG 179D	ART 368	CBIS 112	ECON 130	ENGL 132*	FILM 118*
AG 307	ART 380*	CBIS 141	ECON 141	ENGL 133*	FILM 120
AG 312*	ART 381*	CBIS 142	ECS 100	ENGL 135*	FILM 121
AG 314	ART 382*	CBIS 371	ECS 101	ENGL 137*	FILM 123
AG 324	ART 383*	CBIS 372	ECS 104	ENGL 139*	FILM 125
AJ 101	ASL120	CBOT 100	ECS 303	ENGL 145*	FILM 126
AJ 103	ASL121*	CBOT 131	EDTC 300	ENGL 146*	FILM 127
ANTH 101	ASL124*	CBOT 312	EL 104	ENGR 100	FILM 380*
ANTH 102	ASL130*	CBOT 333	EL 105	ENGR 124*	FILM 381*
ANTH 103	ASTR 100	CBOT 337	EL 107*	ENGR 126	FRCH 101
ANTH 105	ASTR 121	CBOT 350*	EL 108*	ENTR 101	FRCH 102*
ANTH 110*	AT 100	CBOT 351*	EL 109	ENVT 101	FSN 109
ANTH 122	AT 133*	CBOT 360	EL 118*	ENVT 150	FSN 110
ANTH 199	AT 303*	CBOT 361	EL 119*	ENVT 151*	FSN 112
ARCH 111	AT 313*	CHEM 110	EL 122*	ENVT 152	FSN 132
ARCH 121	AT 323	CHEM 120*	EL 123**	ENVT 153	FT 101
ARCH 122	AT 341	CHEM 140*	EL 125*	ENVT 154	FT 102
ARCH 131	AT 343	CHEM 150*	EL 126*	ENVT 155	FT 103
ARCH 151*	AT 370	CHEM 151*	EL 135*	ET 100	FT 104
ARCH 152*	ATH 104	CS 102	EL 136*	ET 104	FT 379
ARCH 160	ATH 106*	CS 111*	EL 179	ET 117	FT 300
ARCH 370	BIOL 100	CS 112*	EL 320	ET 140*	GBST 141
ART 101	BIOL 120	CS 131*	EL 332	ET 145*	GEOG 101
ART 103	BIOL 132	CS 181*	EL 370	ET 370	

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- ***Course Requisites** – Students who wish to take CN courses must meet the stated academic prerequisites or co-requisites. Courses with pre/co-requisites are listed on this list with an asterisk *.
- **★Auditions** – Courses with a ★require an audition or limitation on enrollment, or admittance to a program.

GEOG 102	LBRY 170	MUS 112*	PE 141 	POLS 105	WLDT 370
GEOG 103	LDER 111	MUS 113*	PE 142 	POLS 106	WLDT 399
GEOL 100	LS 101	MUS 114*	PE 143 	POLS 199A	
GEOL 114	MATH 100*	MUS 115	PE 146 	PROD 301	
GEOL 131	MATH 121*	MUS 116	PE 154 	PSY 101	
GEOL 141	MATH 123*	MUS 117	PE 160 	RE 100	
GRPH 110	MATH 131*	MUS 118	PE 164 	REC 101	
GRPH 111*	MATH 135*	MUS 119*	PE 167 	REC 103	
GRPH 112*	MATH 141*	MUS 120*	PE 170 	REC 105	
GRPH 113*	MATH 181*	MUS 121*	PE 172 	REC 107	
GRPH 114*	MATH 182*	MUS 123*	PEIA 195	REC 109	
GRPH 115	MATH 183*	MUS 124*	PHIL 101	RVT 300	
GRPH 118	MATH 184*	MUS 125	PHIL 102	SOC 101	
GRPH 130	MMAC 101*	MUS 126*	PHIL 105	SOC 102	
GRPH 127	MMAC 102*	MUS 128	PHIL 112	SOC 110	
HED 100 (no DL Section)	MMAC 112	MUS 129	PHIL 114*	SOC 120	
HIST 101	MMAC 114	MUS 132★	PHIL 121	SOC 122	
HIST 102	MMAC 115	MUS 137★	PHIL 122*	SOC 155	
HIST 103	MMAC 116*	MUS 140★	PHSC 111*	SOC 160	
HIST 104	MMAC 117	MUS 143	PHSC 112*	SPAN 101	
HIST 105	MMAC 118*	MUS 144★	PHTO 110	SPAN 102*	
HIST 107	MMAC 125	MUS 145★	PHTO 120*	SPAN 103*	
HIST 108	MMAC 126	MUS 146	PHTO 130*	SPAN 104*	
HIST 109	MMAC 127	MUS 151★	PHTO 140*	SPAN 105*	
HIST 110	MMAC 128	MUS 160	PHTO 150*	SPAN 111*	
HIST 111	MMAC 199	MUS 179	PHTO 170	SPAN 112*	
HIST 112	MMAC 380*	PD 100	PHTO 199	SPCH 101	
HUM 101	MMAC 381*	PD 101	PHTO 380★	SPCH 106	
HUM 102	MMAC 382*	PD 110	PHTO 381★	SPCH 108	
HUM 103	MT 109	PD 115	PHTO 382★	SPCH 110	
HUM 104	MT 301	PE 100	PHTO 383★	STEM 100	
HUM 105	MT 113	PE 106	PHTO 384★	WFT 101	
HUSV 101	MT 302	PE 120 	PHTO 385★	WFT 102	
HUSV 102	MT 303	PE 121 	PHYS 100	WFT 103	
HUSV 103	MT 307	PE 122 	PHYS110*	WFT 104	
HUSV 104	MT 370	PE 123 	PHYS 141*	WFT 105	
HUSV 105	MUS 100	PE 128	PHYS 142*	WFT 301	
HUSV 106	MUS 101	PE 129 	PHYS 161*	WFT 302	
HUSV 107	MUS 102	PE 130 	PHYS 162*	WLDT 106	
HUSV 110	MUS 104	PE 132 	PHYS 163*	WLDT 107*	
HUSV 111	MUS 106	PE 133 	POLS 101	WLDT 306*	
HUSV 112	MUS 110	PE 134 	POLS 103	WLDT 307*	
HUSV 113	MUS 111	PE 140 	POLS 104	WLDT 308*	



TO: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers

FROM: Alice Perez,
Vice Chancellor, Educational Services & Support

RE: Requirement Changes to Certificates of Achievements

This memorandum is a formal notification that the California Community College Chancellor's Office has revised the unit threshold that classify specific certificates as Certificate of Achievement (title 5 §55070). The purpose of the revision is to assist students in obtaining financial aid assistance. The unit thresholds for a Certificate of Achievement has been lowered to be consistent with guidelines set forth in federal financial aid standards, as well as permit colleges to transcript lower unit Certificates of Achievement. As a result, Certificate of Achievements are now defined with the following unit thresholds:

1. 16 or more semester units (24 or more quarter units): Accordingly, all certificates that are now 16 or more semester units (24 or more quarter units) must be submitted to the Chancellor's office for approval/chaptering. If colleges currently have certificates from 16 to less than 18 semester units (24 to less than 27 quarter units) that have not been approved/chaptered by the CO, those certificates must now be submitted into the Chancellor's Office Curriculum Inventory (COCI) system in order to go through the approval process.
 - a. Colleges are now able to submit the lower new unit certificates, 16 or more as Certificates of Achievement; however, the dropped down menu in COCI currently states 'Certificate', not Certificate of Achievement. The Tech Center is addressing the problem and the goal is to have the issue corrected by March 15, 2019. Once the update has been made in COCI, it will auto repopulate the fields to read Certificate of Achievements. For colleges that are entering a new Certificates of Achievement and not an update please be aware that the 'Approval Letter' will be incorrect and will have to be reprinted once the update has been made in COCI.
2. 8 to less than 16 units (12 to less than 24 quarter units): These lower unit certificates may be submitted for CO approval/chaptering if colleges wish to do so. Certificates that have not been approved/chaptered by the CO may not be listed on student transcripts.

If you have questions, please contact Dean Raul Arambula via email at raramubula@cccoco.edu.

cc: Raul Arambula, Dean, Curriculum and Intersegmental Support



In-Depth Analysis of the State Budget: Update on Governor's Budget

BACKGROUND

This analysis was developed jointly by:

- Association of California Community College Administrators (ACCCA)
- Association of Chief Business Officials (ACBO)
- California Community Colleges Chancellor's Office (Chancellor's Office)
- Community College League of California (League)

Its purpose is to provide factual information about the Governor's budget proposal as a common resource for each organization's further analyses and advocacy efforts. Over the next several months, updated analyses will describe the Governor's May Revision and the enacted budget.

INTRODUCTION

On January 10, Governor Newsom released his budget proposal for the 2019-20 fiscal year. Below we provide overviews of the proposed state budget and the budget for California Community Colleges (CCC). We then review the Governor's proposed CCC budget adjustments in detail, followed by specifics on several proposals outside the CCC budget that would have direct effects on CCC districts and students. We conclude with information about the state and district budget processes.

STATE BUDGET OVERVIEW

Significant Budget Growth. Under the Governor's proposal, the overall state budget would increase by \$7.7 billion (3.8%) from the enacted 2018-19 budget, to \$209.1 billion. General Fund spending would increase by \$5.5 billion (4.0%), to \$144.2 billion.

Continued Growth in Long-Term Forecast. The administration expects continued growth in the three largest General Fund revenues—personal income tax, sales and use tax, and corporation tax. The forecast assumes annual growth in these three revenues combined will average 3% over the forecast period (through 2021-22). The administration assumes property tax revenues, estimated to increase 6% and 6.8% in the current and budget years, respectively, will continue growing steadily. The Governor acknowledges rising risks, however, most notably from the state General Fund's heavy reliance on income from capital gains and on taxes paid by the top 1% of income earners.

Focus on Budget Resiliency. The proposed budget makes substantial commitments to reduce state debt, builds reserves, and allocates a large majority (87%) of discretionary spending in 2019-20 to one-time initiatives. Specifically, the budget would:

- Pay down pension liabilities. Includes \$3 billion General Fund toward the state's share of the California Public Employees' Retirement System (CalPERS) unfunded liability for state employees and \$1.1 billion from Proposition 2 debt payments toward the state's share of the California State Teachers' Retirement System (CalSTRS) unfunded liability for school and community college employees. Also includes \$2.3 billion General Fund toward districts' share of the CalSTRS unfunded liability for school and community college employees and \$700 million to subsidize the 2019-20 and 2020-21 employer contributions.
- Pay off all remaining budgetary debt and deferrals (\$4.4 billion).
- Increase the Rainy Day Fund (which has been accumulated from funds that do not count toward the state's obligation to schools and community colleges) from \$13.5 billion at the start of 2019-20 to \$15.3 billion at the end of the fiscal year and \$19.4 billion by the end of 2022-23.
- Increase the Safety Net Reserve to \$900 million.



Major Initiatives. Many of the Governor’s proposals would address longstanding challenges college students face in their lives and communities, from food and housing insecurity to access to affordable child care and health care. Major proposals, by program area, would:

Education and Workforce

- Expand kindergarten and pre-kindergarten availability, expand child care facilities, and support workforce education (\$1.25 billion one time) and add 10,000 preschool slots (\$125 million ongoing).
- Augment funding significantly for University of California (UC) and California State University (CSU) operations, enrollment growth, student success, students’ basic needs, and deferred maintenance (\$540 million ongoing and \$417 million one time). Extension program funding is to expand degree and certificate completion programs for adults.
- Increase college affordability by expanding the California College Promise to a second year of tuition-free college for first-time, full-time CCC students; creating a supplemental award for Cal Grant recipients who are parents; and increasing the number of competitive Cal Grants (\$171 million ongoing).
- Expand workforce training for mental health workers (\$50 million one time through the Office of Statewide Health Planning and Development), and fund job training and apprenticeship opportunities focused on disadvantaged communities (\$27 million annually for five years from the Greenhouse Gas Reduction Fund).

Health and Human Services

- Increase CalWORKs grant payments by 13.1% (\$348 million ongoing).
- Extend Medi-Cal eligibility to young adults ages 19 to 25 regardless of immigration status (\$134 million ongoing) and centralize drug price negotiations for Medi-Cal.
- Reinstate an individual mandate to maintain health insurance and use proceeds to expand Covered California health insurance subsidies.
- Seek federal authorization to develop a single payer program.

Family and Worker Benefits

- Expand the state’s Earned Income Tax Credit and rename it the Working Families Tax Credit (\$600 million ongoing, to be offset by conforming to federal tax law changes mainly impacting business income).
- Extend paid family leave from six weeks eventually to six months between two care givers, for each child.

Affordable Housing and Homelessness Services

- Promote housing development through additional cash grants, loans, and state tax credits (\$1.3 billion one time).
- Support local government efforts to address homelessness (\$500 million one time).

CALIFORNIA COMMUNITY COLLEGES BUDGET OVERVIEW

The administration’s budget summary totals all support for CCC including federal, state, and local funding, to \$16.3 billion. (Local revenues include local property taxes as well as income from various fees and sales activities of colleges and districts.) The majority of funding for community colleges and districts—and nearly all of the funding controlled by the state—falls under Proposition 98, a state constitutional amendment approved by the voters in 1988. Proposition 98 established a process for determining annual school and community college funding to be supported by a combination of local property tax and state General Fund dollars. Below we explain the Proposition 98 estimates underlying the Governor’s proposed CCC budget and the resulting CCC funding levels.



Proposition 98 Estimates

Minimum Guarantee. Each year, the state calculates a “minimum guarantee” for school and community college funding based on a set of formulas established in Proposition 98 and related statutes.

To determine which formulas to use for a given year, Proposition 98 lays out three main tests that depend upon several inputs including K-12 attendance, per capita personal income, and per capita General Fund revenue, as shown in Table 1. Depending on the values of these inputs, one of the three tests becomes “operative” and determines the minimum guarantee for that year. Depending on the test operative in a given year, the state can either create or pay off Proposition 98 debt, called maintenance factor.

Table 1: Proposition 98 Inputs

INPUTS	2017-18	2018-19	2019-20
Growth Rates			
K-12 average daily attendance	-0.13%	-0.33%	-0.12%
Per capita personal income (Test 2)	3.69	3.67	5.07
Per capita General Fund (Test 3) ^a	10.20	3.48	3.33
K-14 cost-of-living adjustment	1.56	2.71	3.46
Operative Test	1	3	1
Maintenance Factor			
Amount created (+) or paid (-)	-\$1,201	\$143	—
Total outstanding ^b	—	143	\$150

^a As set forth in the State Constitution, reflects change in per capita General Fund plus 0.5 percent.

^b Outstanding maintenance factor is adjusted annually for changes in K-12 attendance and per capita personal income.

The state very rarely provides funding above the estimated minimum guarantee for a budget year. As a result, the minimum guarantee determines the total amount of funding for schools and community colleges. Though these formulas determine total funding, they do not prescribe the distribution of funding. The Governor and Legislature have significant discretion in allocating funding to various programs and services.

Estimates of the Guarantee. The Legislative Analyst’s Office (LAO) estimates the minimum guarantee each November, and the Department of Finance (DOF) provides its estimates as part of the Governor’s budget proposal. Table 2 compares the LAO and DOF estimates for the minimum guarantee in the prior, current, and budget years. The LAO and DOF estimates of the guarantee for the budget window are relatively close. The DOF estimates have been used to build the final state budget in recent history. These estimates are adjusted periodically, and the state has a process to true up funding if it determines funding fell below the final minimum guarantee in a previous year.

Table 2: Estimates of the Proposition 98 Minimum Guarantee (In Millions)

YEAR	ESTIMATE	MINIMUM GUARANTEE	YEAR-TO-YEAR CHANGE	FUNDING			FUNDING ABOVE GUARANTEE
				GENERAL FUND	LOCAL PROPERTY TAX	TOTAL	
2017-18	LAO	\$75,391	5.2%	\$52,911	\$22,556	\$75,467	\$76
	DOF	75,453	5.3%	52,887	22,610	75,497	44
2018-19	LAO	77,932	3.4%	54,230	24,096	78,326	394
	DOF	77,867	3.2%	54,028	23,839	77,867	-
2019-20	LAO	80,765	3.6%	55,447	25,318	80,765	-
	DOF	80,680	3.6%	55,295	25,384	80,680	-



YEAR	ESTIMATE	MINIMUM GUARANTEE	YEAR-TO-YEAR CHANGE	FUNDING			FUNDING ABOVE GUARANTEE
				GENERAL FUND	LOCAL PROPERTY TAX	TOTAL	
2020-21	LAO ^a	81,728	1.2%	55,193	26,535	81,728	-
	DOF	unavailable	n/a	56,882	unavailable	n/a	-
2021-22	LAO ^a	82,530	1.0%	55,053	27,477	82,530	-
	DOF	unavailable	n/a	58,485	unavailable	n/a	-
2022-23	LAO ^a	85,957	4.2%	57,424	28,533	85,957	-
	DOF	unavailable	n/a	60,248	unavailable	n/a	-

^a Uses midpoint between guarantee amounts in LAO's continued growth and moderate recession scenarios.

Both LAO and DOF (to the extent its forecasts are available) project modest growth for Proposition 98 in the next few years. In the event of a recession during the forecast period, the minimum guarantee could be lower than reflected in the table.

Lower Guarantee for Current and Prior Years. Both LAO and DOF estimate that the minimum guarantee declined compared to the projections when the 2018-19 budget was enacted in June of last year. Such a decline can occur if school enrollment, economic growth, or state revenues turn out to be lower than expected. The funding above the guarantee indicated in Table 2 reflects this decline for 2017-18 and 2018-19. Because estimates were higher in the enacted budget, the amount of funding provided for 2017-18 exceeds the current estimates of the minimum guarantee in that year. The administration adjusted funding for 2018-19 to match the revised guarantee in that year.

CCC Funding Levels

Table 3 shows the Governor's proposed Proposition 98 funding levels for CCC in the prior, current, and budget years, based on DOF's estimates of the minimum guarantee in each year. For each of these years, CCC's share of Proposition 98 funding is 10.93% (the traditional share). The percentage is being applied after appropriations for certain programs are subtracted from the total.

Table 3: California Community Colleges Proposition 98 Funding by Source (In Millions)

Source	2017-18 REVISED	2018-19 REVISED	2019-20 PROPOSED	CHANGE FROM 2018-19	
				Amount	Percent
General Fund	\$5,257	\$5,364	\$5,408	\$44	1%
Local property tax	2,963	3,119	3,321	202	6%
Totals	\$8,220	\$8,484	\$8,729	\$246	3%

Note: Prior to calculating the CCC share of Proposition 98 funding, funding for the Adult Education, Adults in Correctional Facilities, and K-12 Strong Workforce programs (\$515 million, \$706 million, and \$724 million in the prior, current, and budget years, respectively) is excluded from the total.

GOVERNOR'S PROPOSED CCC ADJUSTMENTS

Below, we display proposed CCC funding changes and highlight two of the Governor's CCC proposals—expanding the California College Promise and continuing implementation of the Student Centered Funding Formula. We also detail local support by program area, capital outlay funding, and state operations funding in the proposed budget.



Changes in Funding

The Governor proposes \$272 million in ongoing policy adjustments for CCC, as reflected in Table 4.

- The bulk of new funding (\$262 million) is for 3.46% cost-of-living adjustments (COLA) for apportionments and certain categorical programs.
- The budget funds the Strong Workforce program at current levels, though it funds part of the program (\$77 million) with settle-up and reappropriated funds, which are one-time funds, in 2019-20. The administration has committed to continuing to fund the program at this level in 2020-21. This commitment assumes that sufficient ongoing Proposition 98 resources will be available at that time.
- The Governor proposes to make permanent a 2018-19 one-time appropriation to fund a contract with nonprofit legal services organizations to provide immigrant legal services for eligible students.

Table 4: Proposed 2019-20 Changes in California Community Colleges Proposition 98 Funding (In Millions)

2018-19 REVISED BUDGET^a	\$8,484
Technical Adjustments	
Student Centered Funding Formula base adjustments	\$112
Remove one-time spending	-110
Other technical adjustments	-28
Subtotal	-\$26
Policy Adjustments	
Provide 3.46% cost-of-living adjustment (COLA) for Student Centered Funding Formula	\$248
Use settle-up and reappropriation funds for CCC Strong Workforce program	-77
Expand California College Promise (AB 19)	40
Fund 0.55% enrollment growth	26
Provide 3.46% COLA for certain categorical programs ^b	14
Adjust Student Success Completion Grant funding for workload	11
Make legal services to undocumented immigrants ongoing	10
Subtotal	\$272^c
Total Changes	\$246
2019-20 PROPOSED BUDGET^a	\$8,729

^a Amounts exclude Adult Education Program and K-12 Strong Workforce Program funding.

^b Applies to CalWORKs, Campus Childcare, DSPS, EOPS, apprenticeships, and Mandates Block Grant programs.

^c Administration's \$402 million total policy change reflects this amount plus funding formula base adjustments (above, technical) and \$18 million in Adult Education COLA not shown here.



Expansion of College Promise

Additional Funding. The Governor proposes \$40 million in new funding to expand the California College Promise (Assembly Bill 19 of 2017). The additional funds are estimated to be the amount needed to cover students' second year of attendance.

Allocations. The Chancellor's Office would continue to allocate funds in accordance with AB 19 (2017). Each college would receive sufficient funding to waive student fees for all first-time, full-time students for two years. The Chancellor's Office would distribute remaining funding based on enrollment and the number of Pell Grant recipients in each college.

Use of Funds. Although this initiative is associated with "free college," the structure of the initiative allows districts to decide how best to use the dollars. Under current law, districts can use funds to waive or buy out enrollment fees for any first-time, full-time California students for up to one year. Districts also can decide to use the funds for other purposes, such as providing grants to students to pay non-fee expenses, working with local education agencies to promote college preparedness and attendance, or providing other services to foster better outcomes for students. Under the Governor's proposal, districts would be authorized to waive fees for up to two years.

College Eligibility. The requirements for districts to participate in the California College Promise remain unchanged from the original AB 19 implementation. Colleges must partner with local education agencies to establish an Early Commitment to College program, improve college readiness, reduce the need for remediation, use "multiple measures" for assessment and placement, participate in the Guided Pathways program, ensure that students complete the federal or state financial aid application, and participate in the federal student loan program.

Implementation of Student Centered Funding Formula

Planned Implementation. The Student Centered Funding Formula, as implemented beginning in 2018-19, apportions funding to districts using a base allocation linked to enrollment, a supplemental allocation designed to benefit low-income students, and a student success allocation based on each district's student outcomes. Under the planned three-year phase-in of new formula factors, the base allocation would decline from about 70% of total funding to 65% in 2019-20 and 60% in 2020-21. The student success allocation, conversely, would increase from about 10% to 15% and 20% in the three years, respectively. The supplemental allocation would constitute about 20% of total funding in each year of the phase-in. This implementation would occur through changes in the funding rates for the base allocation and student success allocation.

Implementation Using 2018-19 Rates, Adjusted for COLA, in 2019-20. The Governor's budget proposal continues the Student Centered Funding Formula but adjusts the implementation provisions, pending further data analysis. Specifically, funding rates for 2019-20 would not shift to 65% for the base allocation and 15% for the student success allocation, but would instead reflect the 2018-19 rates plus a COLA. (The funding rates for 2020-21 and beyond would remain unchanged from current law.) As under current law, in 2019-20, a district would receive the highest of the following calculations: (1) the amount calculated pursuant to the Student Centered Funding Formula for 2019-20, (2) the amount calculated pursuant to the Student Centered Funding Formula for 2018-19, or (3) the amount the district received in 2017-18, adjusted by the COLAs in 2018-19 and 2019-20. The Chancellor's Office would work with the advisory workgroup on Fiscal Affairs to determine how these changes would get implemented.

Additional Changes. The proposed budget limits year-to-year growth in the total amount of funds calculated for the student success allocation to 10%. In addition, proposed trailer bill language would modify the definition of the number of students who transfer to four-year universities.

Table 5 shows the proposed funding rates under the Student Centered Funding Formula through the forecast period. These rates are subject to adjustment based on updated CCC enrollment reports and student metrics.



Table 5: Student Centered Funding Formula Factors and Rates

FACTORS	2018-19	2019-20	2020-21	2021-22	2022-23
Base Allocation (per FTES)					
Credit FTES ^a	\$3,727	\$3,856	\$3,133	\$3,225	\$3,318
Credit FTES of special admits	5,457	5,646	5,807	5,977	6,150
Credit FTES of inmates in correctional facilities	5,457	5,646	5,807	5,977	6,150
Noncredit FTES	3,347	3,463	3,562	3,666	3,772
CDCP noncredit FTES	5,457	5,646	5,807	5,977	6,150
Basic Allocation (by category)					
Single college district, fewer than 10,000 FTES	3,917,752	4,053,306	4,169,231	4,290,972	4,415,411
Single college district, 10,000-19,999 FTES	5,223,670	5,404,409	5,558,975	5,721,297	5,887,215
Single college district, 20,000 or more FTES	6,529,588	6,755,512	6,948,719	7,151,622	7,359,019
Multi-college district, fewer than 10,000 FTES	3,917,752	4,053,306	4,169,231	4,290,972	4,415,411
Multi-college district, 10,000-19,999 FTES	4,570,712	4,728,859	4,864,104	5,006,136	5,151,314
Multi-college district, 20,000 or more FTES	5,223,670	5,404,409	5,558,975	5,721,297	5,887,215
Rural college designation	1,246,086	1,289,201	1,326,072	1,364,793	1,404,372
State approved centers	1,305,918	1,351,103	1,389,744	1,430,325	1,471,804
Grandparented centers, 100-249 FTES	163,241	168,889	173,719	178,792	183,977
Grandparented centers, 250-499 FTES	326,479	337,775	347,436	357,581	367,951
Grandparented centers, 500-749 FTES	652,958	675,550	694,871	715,161	735,901
Grandparented centers, 750-999 FTES	979,437	1,013,326	1,042,307	1,072,742	1,103,852
Grandparented centers, more than 1,000 FTES	1,305,918	1,351,103	1,389,744	1,430,325	1,471,804
Supplemental Allocation (per headcount)					
Pell Grant recipient	919	951	978	1,007	1,036
California College Promise Grant recipient	919	951	978	1,007	1,036
AB 540 Fee Waiver recipient	919	951	978	1,007	1,036
Student Success Allocation (per outcome)					
All Students					
Associate degree for transfer	1,760	1,821	3,621	3,726	3,834
Associate degree	1,320	1,366	2,716	2,795	2,876
Baccalaureate degree	1,320	1,366	2,716	2,795	2,876
Credit certificate requiring 16 or more units	880	910	1,810	1,863	1,917
Transfer-level math and English courses completed within the student's first academic year of enrollment	880	910	1,810	1,863	1,917
Transfer to an accredited four-year university	660	683	1,358	1,397	1,438
9 or more career technical education units completed	440	455	905	932	959
Regional living wage obtained within one year of community college completion	440	455	905	932	959



FACTORS	2018-19	2019-20	2020-21	2021-22	2022-23
Additional for Pell Grant recipients					
Associate degree for transfer	666	689	1,370	1,410	1,451
Associate degree	500	517	1,028	1,058	1,088
Baccalaureate degree	500	517	1,028	1,058	1,088
Credit certificate requiring 16 or more units	333	345	685	705	725
Transfer-level math and English courses completed within the student's first academic year of enrollment	333	345	685	705	725
Transfer to an accredited four-year university	250	259	514	529	544
9 or more career technical education units completed	167	173	343	353	363
Regional living wage obtained within one year of community college completion	167	173	343	353	363
Additional for California College Promise Grant recipients					
Associate degree for transfer	444	459	913	940	967
Associate degree	333	345	685	705	725
Baccalaureate degree	333	345	685	705	725
Credit certificate requiring 16 or more units	222	230	457	470	484
Transfer-level math and English courses completed within the student's first academic year of enrollment	222	230	457	470	484
Transfer to an accredited four-year university	167	173	343	353	363
9 or more career technical education units completed	111	115	228	235	242
Regional living wage obtained within one year of community college completion	111	115	228	235	242

^a For some districts, existing law supersedes these rates with district-specific rates.

	Applied BS	Bus	Counseling	English	Fine Arts	Health
			Julie Vasques			
			Maria Zepeda d R			
	AJ AS 27	Accounting AS 27	Lib A&H AA 18	Engl AA 21	Animation AS 34	Dental AA 32
	Cul Cert 15	Account Cert 15	Lib M&S AA 18		Multimedia AS 35	Dental Cert 32
	Cul Baking Cert 15	Bookkeeping Cert 12	Lib Soc/Beh AA 18		Graphics AS 35	Med Asst Cert 26.5
	Cul Catering Cert 15	Bus AA 25	Lib Elemen AA 29		Photography AS 34	Med Bill Cert 16
	Cul Dietetic Cert 20	Bus Cert 24			Web Design Cert 15	Nurs Cert 30
	Cul Food Prod Cert 10	Bus Manage AS 33			Art AA 30	Nurs Home Cert 2
	Cul FS Prod Cert 2	Bus Marketing AS 33			Dance AA 32	Nurs Asst Cert 12
	Cul Rest M Cert 32	Bus Customer Cert 3			Dance Cert 32	Nurs EKG Cert 1.5
	Culinology AA 23	Bus Executive Cert 3			Drama Cert 15	Nurs Reg AS 26
	ECS Cert/AS 39	Bus HR Cert 3			F&Vid AS 36	Nurs Voc AS 47
	ECS Bilingual Cert/AS 42	Bus Law Cert 3			F&Vid Cert 36	Nurs Voc Cert 47
	ECS Elementary AS 42	Bus Sales Cert 3			Music AA 32	Nurs Rest Cert 1.5
	ECS Bilingual Cert 42	Bus Sup-Man Cert 3			Sound Tech Cert 19	
	ECS Preschool Cert/AS 38	CBIS Fund Cert 3			Thea Design Cert 64.5	
	ECS Special Ed Cert/AS 41	CBIS Office Cert 15			Thea Act Cert 78	
	Fam Fash CS AS 23	CBIS Systems Cert 13.5				
	Fam Fash Merch Cert 16	CBIS Web Cert 10				
	Fam Fash Cert 17	CBIS Office Cert 5				
	Fam Int Design Cert/AS 24	CBIS Database Cert 17.5				
	HS AS 28	CBIS info Arch Cert 16.5				
	HS Cert 28	CBIS Info Tech Cert 9				
	HS Addict Cert/AS 42	CBOT Sec Cert/AS 29				
	HS Addict Found Cert 12	CBOT Skills Cert 15				
	HS Addict Basic Cert 12	CBOT Skills Cert 4				
	HS Addict adv Cert 12	CBOT present Cert 4.5				
	HS Co-Occ Cert 49	CBOT Legal Sec Cert/AS 30				

	Applied BS	Bus	Counseling	English	Fine Arts	Health
	HS Fam 1 Cert 15	CBOT Word Cert/AS 24				
	HS Fam 2 Cert 7	Entrp AS 36				
	HS Fam 3 Cert 9	Entrp Sm Bus Cert 17.5				
	HS Fam Stu Cert 28	Paralegal AS 36				
	HS Help Cert 15	Paralegal Cert 24				

IT	Kin Rec Athletics	Lang & Comm	L&PS	Math	Public Safety	Soc & BS
Programs						
Arch Draft AS 40	Kin AA 21	ESL Cert 14	Eno/Vit AA 22	Comp Sci AA 19	EMS Cert/AS 34	Global AA 34
Arch Draft Cert 40	Rec Man AS 2	Spanish AA 18	Wine & Food 3	Engr AA 35	EMS Acad Cert 7.5	Psych AA 25
Auto Body AS 23	Rec Man Cert 21	Span Skill I Cert 13	Vit Cert/AS 26	Math /CS AA 27	EMS Cardiac Cert 3	Soc Sci AA 18
Auto Body Metal Cert 19	Sports Med AS 33	Span Skill II Cert 13	Wine Bus Cert 22	Math/Phys AA 30	EMS Med Tech Cert 6.5	
Auto Body Refinish Cert 15		Span Skill III Cert 9	Bio AA 23		EMS Refresh Cert 1.5-2	
Auto Engine AS 33		Speech AA 21	Chemistry AA 40		EMS 1st Res Cert .5	
Auto Service AS 30		Speech Health Cert 7	Physics AA 35		EMS Param Cert 29	
Auto Tune AS 30		Speech Bus Cert 10	RVT Cert 20		ENVT Cert/AS 30	
Auto Chassis AS 30		Speech Pro Cert 10			ENVT Tech Cert 16	
Auto Tune Up Cert 30					ENVT Haz Mt Cert 2	
Auto Emission Cert 30					ENVT Haz Cert .5	
Auto Trans Cert 30					Fire Tech Cert 12	
Elec Eng AS 42					LE Acad Cert 22.5	
Elec Tech AS 22					Wild Log AS 30	
Elec Digital Cert 22					Wild Oer AS 30	
Elec Train Cert 18					Qwild Prevent AS 30	
Mecha AS 52						
Mecha Cert 52						
Elec Net AS 24						
Elec NET Cert 24						
Engr Tech AS 24						
ET Civil AS 23						
ET Draft Cert 15						
Mach AS 30						
Mach Cert 30						
Weld AS 31						

IT	Kin Rec Athletics	Lang & Comm	L&PS	Math	Public Safety	Soc & BS
Weld Cert 31						
Weld Metal Cert 20						
Weld Pipe Cert 19						