Meeting Summary from September 18, 2015—The September 18, 2015 Meeting Summary was approved.

Chancellor’s Office Update:

- **Baccalaureate Degree Pilot** – A $750,000 grant was established to support the pilot baccalaureate program development. Title 5 changes associated with the baccalaureate degree will be postponed until the pilot programs have been implemented. Until then, a handbook, currently in work, will be submitted to the Consultation Council for review and the Board of Governors for approval. The Baccalaureate Degree Pilot group is discussing issues, such as faculty minimum qualifications, associated with the implementation of the baccalaureate programs. SACC requested to be part of the review process.

- **Approval Process/Inventory Update** – The new formula for calculating hours and units was discussed. Questions from the field have been minimal, although there is concern about activity hours included in Course Outline of Record. There has also been discussion about the intersection between this formula and the Federal definitions; the recent reauthorization of the Higher Education Act requires accredited institutions to define credit hours as institutional policy statements. All upcoming regional events will include a short presentation on credit hour definitions. The Academic Senate will consider a resolution to revise the definition to align them with the federal definition.

- **Course Review and Approval Process** – The CCCCO is changing its approval process for non-substantive changes. The CCCCO returned 444 proposals for non-substantive changes to the 41 colleges who submitted them, and requested the colleges to certify that the course changes are non-substantive. A similar message will be sent to all colleges. CCCCO staff are also working with Governet to develop an automated process for ensuring the two required attachments for non-substantive changes are included (i.e., the course outline of record and a certification). Currently, there are 786 credit courses and 45 noncredit courses awaiting review and approval.
By eliminating the non-substantive change reviews, the queue will be reduced to 342 credit courses. SACC also discussed the submission of courses that eventually will be program applicable but for which an instructional program does not yet exist: new courses that will eventually be applicable to a program should be submitted as such.

- **Military Credit and AB 2462** – State legislators have requested guidelines that address awarding credit to veterans for previous experience and coursework. The CCCCO and SACC will establish a workgroup to review existing practices, with additional representation from ACE, the Academic Senate, CIOs and from colleges with existing veterans’ programs.

- **Dual Enrollment** – The CCCCO Government Relations Office staff are meeting with an advisory group to discuss concerns about dual enrollment. AB 288 was signed by the Governor and is will be effective in January. CIOs have a workshop (presented by the RP Group) at the fall conference.

- **Inmate Education** – Following a summit in Sacramento, an advisory committee is being formed. All four pilot colleges (Antelope Valley, Lassen, Folsom and Chaffey) will be ready to offer classes in January 2016.

- **Prerequisites** – Since 2011, colleges have submitted an annual report on pre- and co-requisites. The report does not require colleges to report on the adverse impact on students of color. The regulations do require that the CCCCO work with colleges where disproportionate impact has taken place. SACC discussed whether the reporting requirements should be expanded or if equity planning, which requires colleges to look holistically at the progression of all students, would include an examination of disproportionate impact.

**Reports from Members and Representative Groups** (CIO, ASCCC, CCAOE, SCCC, others)

- **CIO Group** – The upcoming conference will focus on dual enrollment, enrollment management, and student programs. Pre- and post-conference topics will include a session with the Academic Senate and a review of the PCAH revisions. The conference will also feature morning-long regional meetings. The spring conference (April 2016) will be combined with other groups (CCCAOE, CSSO and CIOs) in Sacramento.

- **Academic Senate** – The Plenary is in Irvine (November 5 – 7), with the Academic Senate Executive Committee meeting on November 4. Panel Discussion will take place on the Accreditation Task Force report. There are also upcoming Curriculum Regional meetings at Mt. SAC in the south and Solano College in the north. These one day sessions are at no cost to attendees. The Academic Senate Executive Committee approved a white paper on effective local curriculum processes in response to the Workforce Task Force report. Other upcoming events include CTE discipline meetings and, on January 21, an Institute at the Riverside Convention Center which will focus on innovations inside and outside the classroom.

- **CCCAOE** – The conference next week in San Diego is fully subscribed, with pre-workshops on Perkins. The CCCAOE Board is looking at low-unit certificates and baccalaureate degree programs, as many are related to CTE. A closing panel will address the California Career Pathways Trust.

- **ACCE** – One day workshops will be held in October in the north at the CCCCO and in November at North Orange CCD in the south.

**C-ID Update** – Two discipline input groups will be meeting in the next two weeks to discuss CTE disciplines. The Academic Senate C-ID Director (Robert Corall (Ventura)), is working with Erik Shearer, the Academic Senate’s Director of Curriculum. Michelle Pilates is in her last term, mentoring both of them. Two new Area of Emphasis TMCs have been approved: Social Justice and Global Studies. Both have new TOP Codes which, once in place, will allow the process to begin, but the 18 month rule will not apply because local degrees in these new TOP codes do not currently exist. SACC discussed the pathways for these degrees: Social Justice, for example, can have multiple local ADTs (e.g., Chicano studies, African American studies). While the respective CSUs are responsible for defining the
appropriate major pathways, all of the CSU disciplines involved are very eager to declare that transfer pathways exist.

**TMC Templates: Double-counting in GE** – Many of the ADTs returned from the CCCCO to the colleges were due to errors in the calculation of double counting general education (GE) and major preparation units. Guidelines were developed last spring to help the field with correct calculations. However, how units are traditionally double counted for GE and how the CCCCO have been double counting units are different, specifically in the calculation of an additional unit count for lab time for science courses. Before SACC endorses language to be inserted in the Program and Course Handbook (PACH) Guidelines, this discrepancy needs to be resolved. Dave DeGroot and Jackie Escajeda will work with the CCCCO staff to finalize language for the PACH Guidelines and present that language at the next SACC meeting.

**Stand Alone Courses** – The CCCCO has prepared a legislative proposal to restore local approval of Standalone courses. Possible supporters include the CIOs, CCAOE, the Academic Senate, and CEOs. The three foci/purposes of standalone courses are to improve the colleges’ ability to respond to employer needs, provide basic skills instruction, and to assess interest in new fields. The report submitted to the legislators at the time the regulation expired was insufficient. SACC will re-examine the courses that were submitted as standalone to determine the breadth of the standalone course subject matter and the frequency of issues, to see if the three categories would be sufficient.

**Substantive and Non-Substantive Change** – SACC discussed the need for defining the difference between substantive and non-substantive changes for courses which are currently listed on page 114 in the fifth edition of the PCAH.

**Membership and Bylaws** – SACC discussed adding a Curriculum Specialist to the SACC membership. SACC discussed methods for identifying a representative and what body would appoint that representative. The SACC Co-Chairs will talk with the CCC Classified Senate (CCCCS) and report at the next meeting.

**PCAH Update** – Since the last meeting, the credit hour component has been finalized and the writing team is nearing the completion of their task. There will be a final meeting with the writers and a final draft will be reviewed and endorsed by SACC.

**Low Unit Certificate Workgroup** – The Work Force Task Force recommended that the CCCCO recognize certificates that require fewer than 12 units. Considerations include industry requirements, lower unit limits, title 5 changes, regional consortium approval, transcription, inclusion in the score card, etc. Colleges can report low unit certificates by TOP Code and the CCCCO will provide a report on these certificates. SACC will continue to address this item at future meetings.

**CDC Catalog** – The Technology Center labeled courses listed in the California Virtual Campus Catalog as ADT applicable. The Academic Senate wrote a resolution to examine how this happened and to make needed corrections. SACC will address this topic as needed in future meetings.

**Basic Skills Non Credit Progress Indictors** – An ad hoc committee has met regarding noncredit progress indicators for the subset noncredit instructional categories eligible for CDCP funding (Basic Skills, ESL, Short-term CTE and Workforce Preparation). The committee’s recommendation was to require colleges to collect progress indicators for those courses but this represents an unfunded mandate. The field was surveyed to determine the cost of implementing this as a requirement. The CCCCO Fiscal Services has suggested an alternative to budgeting for an unfunded mandate: require colleges to implement this process as a condition of receiving CDCP funding (currently, 42 districts have CDCP programs but this number will likely grow as a result of implementing the Adult Education Block Grant). Ten percent of the colleges who have CDCP programs collect 90 percent of the CDCP apportionment. Those districts also represent 80 percent of the CDCP courses. SACC discussed the implications for course repetition and the
burden on colleges with smaller noncredit programs that lack the infrastructure and funding that the larger noncredit programs have secured.

Next Meeting: November 20, 2015