

MINUTES
Mendocino College Academic Senate
Friday, September 9, 2016
11:30a.m. - 1:00p.m., Room 4210

Call to order Edington called the meeting to order at 11:36a.m.

Present Jordan Anderson, Doug Browe (arrived at 12:33p.m.) Maria Cetto, Jessica Crofoot, Jason Davis (arrived at 11:47 a.m.), Jason Edington, Catherine Indermill, Vivian Varela, Tascha Whetzel

Absent Conan McKay

Guests Anastasia Simpson-Logg

Recorder Amy Nelson

Agenda Approval **M/S/C (Whetzel/Indermill) to approve the agenda as presented.**

Minutes Approval **M/S/C (Varela/Anderson) to approve the minutes of August 18 as corrected.**
Page 3, under Senators' Report, the reference to EOPS was changed to DSPS. Ayes – Anderson, Cetto, Indermill, Whetzel; Nays – none; Abstain – Crofoot, Varela

Consent Calendar **Item #3 from the Consent Calendar was removed by Crofoot.**
M/S/C (Crofoot/Varela) to approve the Consent Calendar
Edington informed the Senate that the Consent Calendar is reserved for non-controversial, clearly stated items, but any item can be pulled from the Consent Calendar for further discussion. If clarification is needed on an item on the Consent Calendar, it is permissible to contact Edington before the meeting, but any discussion on an item on the Consent Calendar should be reserved for the Senate meeting.

Public Comment None

Reports **Presidents Report:** Edington provided a written report. Whetzel asked for clarification on the Promise Program. Edington explained that the Promise Program is designed for students who graduated from high school to attend their local community college and not pay tuition for a year or two. Edington continued to explain that most high school students already qualify for the BOG fee waiver or financial aid. The HSI grant was briefly discussed along with the ongoing discussion regarding designing a centralized space where students can go to

receive all needed services. Edington commented that President Reyes is open to recommendations regarding this redesign.

Senators' Report: None

Committee Reports: Varela provided a written report regarding activity with the Distance Education Committee. Varela commented that all distance education courses will be offered via Canvas by summer 2017. There was a discussion regarding 'shells' in Canvas for face-to-face courses and the amount of training that is necessary for faculty to set-up these 'shells'. Varela continued to explain that there was a robust discussion at the Distance Education Committee meeting regarding these trainings. The DE committee agreed that training was needed for all faculty using Canvas regardless, but there was disagreement on how extensive that training needed to be primarily for those who want to utilize Canvas for their on-ground courses. Indermill included there was a discussion at the DE meeting regarding those who may not all into either category. Training for these individuals should be on a case-by-case basis. Varela believes all should attend training and suggested a shorter, more focused training for those who want to use Canvas for their face-to-face courses. Edington explained the he and Varela have talked about this issue along with the role of the DE committee. Etudes required training for anyone using their system regardless the modality of the course, but Canvas does not, so the requirements are not as clear. The Senate was informed that Canvas will be available for face-to-face courses starting in spring and faculty should inform their Dean about their desire to use a 'shell' in Canvas at their spring scheduling meetings. It was concluded that the discussion around training requirements would continue at the next senate meeting on 9/23.

Action Items

1. M/S/C (Anderson/Varela) to appoint Brianna Zuber to the Mendocino Coast Field Station Committee. Edington stated that it is not typical for a 1st year faculty member to serve on a committee, but an exception was made in this case because Zuber will be using the facility for instruction and noted it would be beneficial for her to be involved. Cetto felt it was a big responsibility to ask of a 1st year faculty member and expressed her concerns. Indermill commented that she also has reservations about a 1st year faculty member serving on a committee; however, she noted that the CBA doesn't restrict it and noted that Zuber's involvement with the committee could be valuable since she was going to be utilizing the facility for instruction. Cetto questioned whether there had been any problems with instructors serving on a committee before tenure and suggested faculty involvement without officially being assigned to the committee. Edington added that, while he agrees that first year faculty

should not generally be placed on committees, if being on the committee would help a faculty member in their duties, or if a faculty member feels strongly about being involved, he would have a difficult time denying that request. Ayes – Anderson, Crofoot, Varela, Whetzel; Nays – none; Abstain – Cetto, Indermill

2. Robert's Rule/Brown Act Discussion

Indermill lead a discussion on Robert's Rules and the Brown Act. Indermill started the discussion with reminding everyone of the importance of compliance with the Open Meetings Act and read the following excerpt from the *Local Senates Handbook* - "Title 5 requires that local community college governing boards must recognize their local academic senate and thus local senates are subordinate creations of local boards of trustees". Indermill further explained that as an open meeting, if an item is not on the agenda, it should not be discussed. The discussion turned to the posting of the agenda and what was required. Edington informed the Senate that the agenda will be posted outside of room 4210 in the LLRC since that is where meetings are held. Whetzel inquired about posting the agenda at the Centers. Edington stated that the agenda can be posted anywhere, but for Brown Act compliance, the agenda must be posted close to the meeting site. Crofoot questioned the previous decision to post the agenda in the break room and in MacMillan Hall. Edington stated that the agenda will not be posted in MacMillan Hall as President Reyes denied the request. Edington explained that according to President Reyes the bulletin board in MacMillan Hall is reserved for the Board of Trustees and the Foundation. Crofoot expressed concern over this decision. Edington explained that it is President Reyes' opinion that Academic Senate documents are handled differently than Board documents, and thus it is not appropriate to post the documents in that location.

Indermill continued the discussion with Robert's Rules and the importance of adopting and following parliamentary practice and while it may seem cumbersome, following such procedures will ensure meetings remain open by following the agenda which will help to keep the Senate on track. Indermill referenced page 53 in the *Local Senates Handbook* in regards to parliamentary practice and highlighted the fact that this practice gives responsibility to Senate Presidents to do their job by clarifying the motion that is about to take place which in turn gives responsibility to senators to know what action they are about to make. Parliamentary practice is also beneficial by allowing the President to redirect the meetings and keep them on topic.

Action items on agenda were the next topic discussed. Indermill stressed the importance of needing to take action on an action item even if that action is to table the item or postpone an action. Tabling or postponing an item can be time definite or time indefinite.

The Senate was reminded that an item can be pulled from the consent agenda for further discussion. Crofoot asked if clarification is needed can she contact someone before the meeting. Edington indicated yes, a senator could contact him, but for a simple clarification only. Edington added that if further discussion is needed, to request the item be removed. He also reminded everyone that senators can pull any item at any time before the motion to approve the Consent Calendar and they do not need to clarify why they wish to pull an item.

Voting was the following topic. Indermill stressed the importance of clear, public voting. She stated that there can be no secret ballots and/or votes. If voting is not clear, the President can ask for a roll call vote. Abstentions should not be asked for by the President; abstentions should be clearly voiced by own will.

Motions were discussed. Indermill clarified that motioning on an item is not endorsement of that particular item but is merely opening the item for discussion. The Senate was again reminded that discussion on a particular item cannot commence until the motion has been completed.

3. Federal Work Study

Federal work study requests were discussed. Edington noted that there were more requests than funds available and explained that benefits also need to be calculated into the final budget. Edington explained that federal work study is beneficial for students as it helps to build a relationship between student and faculty and it also fills gaps in the hiring needs of the college. In the past, the Federal Work Study funds had been more concentrated into fewer areas, but Ulises Velasco, Director of Financial Aid, has been working to have the funds be more widely available, and has allocated \$4250 to the Senate to share with faculty. Edington added that currently there are no guidelines on how this money given to the senate is to be allocated. There was discussion about possibly creating an ad hoc committee and the need to create an official proposal form and the best timing for these requests to be submitted. Whetzel expressed concern over several of the request being for tutors and the need to follow the procedure already in place on campus for students to be qualified and approved for tutoring. Edington included that requests need to be

based on need and not an individual. Anderson suggested that one method we could choose would be to proportionally allocate to all of the requestors. It was concluded that everyone would individually rank all request and submit to Edington within a week and would be discussed at a future meeting.

4. Faculty Meeting Assignments

A schedule was presented for upcoming faculty meetings in which the senators were asked to volunteer to run and coordinate the monthly faculty meetings. Indermill will help coordinate the meetings, as necessary. Indermill previously signed up for September, Varela volunteered for October, Browe for November, and Cetto for December. Spring meetings will be assigned at a later date.

5. M/S/C (Indermill/Browe) to approve the change in term for Student Equity member Tascha Whetzel to end in 2018. Crofoot asked for clarification on the adjusted term and if the adjustment would cause everyone's term to expire at the same time. Edington reassured Crofoot that if Whetzel's term expiring in 2018 would cause a problem, the Senate will take action on it.

Discussion Items:

1. Pass Grading

Director of Admission and Records, Anastasia Simpson-Logg, addressed the Senate regarding Mendocino College's current practice regarding the use of pass (P) grading toward graduation requirements. The current practice is students can't use more than nine credits with the P grade towards graduation and none of the units can be used in the major. Simpson-Logg informed the Senate that our practice is more stringent for our local degrees and certificates than it is for transfer degrees. A student can graduate with a transfer degree with all P grades, but they currently cannot graduate with our local degrees and certificates. Simpson-Logg continued to inform the Senate that this practice is beginning to become a problem for students' particularly life-long learners and Veterans' who can receive credit for past military experience. This credit is granted with a P grade. Students in turn need to repeat courses at other institutions for a letter grade since courses aren't repeatable after a P grade has been assigned. Simpson-Logg is asking the Senate to align our practices with the PCAH (Program and Course Approval Handbook) and Title 5. It was concluded that this discussion would continue at a future meeting.

2. Updating Committees

No discussion due to lack of time.

3. Senate Operations/Senators Roles

No discussion due to lack of time.

Adjournment

The meeting adjourned at 1:05p.m.

Next Meeting

Friday, September 23, 2016 from 11:30a.m. - 1:00p.m.
Location: LLRC, room 4210

ACADEMIC SENATE PRESIDENT'S REPORT

September 9, 2016

Respectfully submitted by Jason Edington, Academic Senate President

1. **Part Time Faculty Orientation:** I attended both the Ukiah and Lake Part-Time Faculty Orientations where I gave a presentation on creating a syllabus that is inviting and encouraging to all students. In Ukiah, Ginny Buccelli joined me for the discussion. In Willits, Leslie Banta gave a similar discussion. Unfortunately, no faculty were able to attend Fort Bragg – but I intend to go to the next Part Time orientation offered there.

Overall comments from the part-time faculty that attended was that they really enjoyed the format of the evening and found most all of the discussions very useful.

2. **Assistant for Academic Senate/Minutes:** On 8/23 I met with Arturo and Eileen (VP Finance) to discuss the need for someone to take minutes for the senate. As there has previously been money in our budget to pay someone for this (which was rolled into our travel budget for my involvement in the Professional Development College last year through ASCCC), we have money to pay for someone. Arturo, Sabrina (HR), and I are working together to find a long-term solution to this.

(UPDATE: Amy Nelson will be our note taker for our 9/9 meeting and our 9/23 meeting. I met with Arturo and Sabrina on 9/6, and we are currently working to find a long term solution.)

3. **Professional Development Committee:** On 8/24 the Professional Development Committee met. We put together a rubric to score the 57 requests that were received through Program Review and are working to rank these.

I brought up a concern that there appeared to be four administrators and only one faculty and one classified representative. Everyone agreed and it was decided that Classified and Faculty would each invite one more representative. Further, Sabrina (HR) will chair the committee, Dennis A., Rebecca M. will stay on, and Debra will step off the committee. This gives us a balanced group, with two members from each constituency group, aside from the chair.

Further, I brought up the discussion of combining following committees: Professional Development, Flex, and Faculty Professional Development Leave. This has been something that several previous AS Presidents, as well as many faculty, have discussed. There seems to be an openness to this idea. It was pointed out that it may be best to have some of the duties of Flex and Faculty Professional Development Leave be handled by sub-committees, and there is much to discuss to make this happen, but I believe it is something we can get done!

4. **PBC: 8/30/16**
District Budget Update. Eileen will have a more formal update coming. We've revised our target FTES from 1285 for the fall to 1250. Summer was about 321 (target 325). FTES Funding went up about \$300 per FTE to \$5,004.

Strategic Planning Retreat

The Strategic Planning Retreat is scheduled for 9/23. It was particularly difficult to find a date that would work for everyone, but this date seemed to work for most.

HSI Grant Update

Arturo announced that we have been awarded a 5-year HSI Grant that is worth around \$2.2 Million!

He explained that the Latino population was 23% 3-4 years ago, and it is now over 30% thanks to outreach efforts. The incoming class this semester is over 40% Latino, which is much closer to the demographics of the K-12 districts that we draw from.

The grant was written to provide a first year experience for incoming students, including counselors and a full-time outreach person. The objectives are based on showing progress over the five years, looking at long term improvements over baseline, and to help build capacity to serve more students.

One of the challenges is to find a place, a location, to serve these first year students – a First Year Experience Center (or whatever it will be officially called; this was just a working title.) This location would provide tutoring, counseling, and supplemental instruction for all students. It would be a one-stop-shop for all services.

Included in the grant is Professional Development funding.

Arturo also announced that MESA is being expanded so all transfer level students in math and science have tutoring and other services that used to be available only to MESA students.

Many details will be coming soon as an initiative of this size will have the entire campus involved!

Staffing Committee Report/Recommendations

The work of the staffing committee from last semester was presented to PBC. Debra P. will be presenting more information to us in order to help PBC do their rankings.

5. **Meeting with Acting VP Polak 8/30/16:** After PBC, Catherine and I met with Acting VP Debra Polak to discuss EAP and Enrollment Management. Meetings have been set for EAP and Enrollment Management should be setting up soon.
6. **Discussions on Promise Program:** After being approached by the idea from Conan McKay, on 9/1 Conan McKay and I met with Katie Fairbairn to discuss the possibility of starting a 'Promise Program' here at Mendocino College. There seems to be a lot of energy around what is certainly a noble idea and we will be meeting with Arturo to discuss next steps.

7. **Institutional Effectiveness Partnership Initiative:** On 9/2 I attended training in Sacramento for the Institutional Effectiveness Partnership Initiative as I have been assigned to a Partnership Resource Team. I expect to learn more about the process by my involvement, and plan to bring back what I learn to Mendocino College.

8. **Federal Work Study:** On 9/6, I met with Interim Dean of Student Services and Director of Financial Aid Ulises Velasco to discuss the Federal Work Study allocation given to the Academic Senate. We discussed the merits of the FWS program, and how it is important to give students the opportunity to learn job skills while working with professors on projects. We also discussed the importance of helping to fill college needs benefiting student success. He advised that how the Academic Senate decides to use its allocation is up to us. We both agreed that it would be a good idea to start the process at the end of next spring so that the Academic Senate could make it's decision early on, perhaps even during the summer retreat.

9. **Committee Handbook:** Finally, I have been spending any spare time working on the Committee Handbook. My short-term goal on this is to be able to get our committees fully staffed and to work on staggering all appointments to committees where more than one faculty member is appointed. However, I have also decided to work to ensure that by the end of my term, not only is the handbook completely up to date, but a process is in place to ensure that it stays up to date. I plan to work on this with Minerva and the other Committee Chairs.

September 5, 2016

Distance Education Report to Academic Senate September 9, 2016

The Distance Education Committee met on August 30th and the main topic of the meeting was the transition to Canvas Learning Management System (LMS). Several items were part of the agenda including the original implementation timeline, the first cohort of faculty trained during the July 2-week Canvas Basics course, the Canvas In-Service presentation on August 18th and the demand for ongoing training.

The original timeline for implementation was 4 courses in the summer pilot & the first 2-week training class in July (limited to 30 participants currently teaching online) → 25% of online classes to be offered in Canvas for fall 2016 (2-week & 4-week training classes in fall) → 50% more classes in Canvas for spring 2017 → fully in Canvas summer 2017.

But the response was overwhelming for the July training and we had 40% of our online program in Canvas for fall semester! Twenty-two faculty members successfully completed the training and we are offering 59 classes (both online and face-to-face F2F) in Canvas for the fall.

At the four hour in-service on Canvas August 18th, I shared the vision for the future of Canvas at Mendocino College and the audience was very receptive to rolling out the LMS to the entire campus (overwhelming comment, ASAP – Please!). I told the audience that we would discuss the possibilities at the upcoming Distance Education committee meeting and that I would share the consensus of the in-service participants at that meeting.

At the Distance Education meeting, I shared the desire from our adjunct faculty to have Canvas made available to everyone and that training should not be made mandatory as it was expressed that it would be unnecessary for on-campus only use. There was some spirited conversation regarding the training both in general and specifically about mandating some level of proficiency with the basic tools of Canvas. Several ideas were expressed including having all faculty take the 2-week Canvas Basics course, offering a shorter Basics course specifically tailored to the needs of on-campus only use, opening the Basics course for review but not for certification, and not requiring any training at all for on-campus only use.

Consensus was to require the 2-week Basics class for all users of Canvas. The rationale was a trained faculty would facilitate a smooth rollout for students, staff, and faculty lessening the need for extra help desk assistance and that the tools within Canvas would be understood and used appropriately, especially in regards to meeting accessibility mandates.

Based on that decision, the committee established three training sessions for the fall semester: September 12 – 25 Canvas Basics (12 hour course) for all faculty (with priority to those who currently teach online), October 3 – 30 for the 4-week @One Introduction to Teaching Online with Canvas (40 hour course), and a second Canvas Basics November 7 – 20 for all faculty. Additional sessions will be scheduled for the spring semester, to be determined based on need.

An email asking for sign-ups went out and the response was, again, overwhelming. Seventeen people have signed up for the September course (a mix of current online faculty and those wishing to use it online F2F), eleven for the 4-week October course, and seven so far for the November course. One person expressed displeasure with being forced to take a training class to use Canvas for F2F classes but signed up.

As we move forward, the Deans will collect names/classes for those faculty who wish to use Canvas for their spring classes as part of the upcoming scheduling meetings. This will provide us with a clear picture of the demand for the future.

Due to the short turnaround for creating course 'sandboxes' and rosters, the training dates and other information had to be released prior to the Academic Senate meeting on September 9th.

Vivian Varela

Distance Education Coordinator and DE Chair

	Description	Hours Needed	Wage	Salary	Salary plus Benefits
Computer Science	Mentor/Tutoring for Programming Courses (CSC 221, 221L, 220)	108 hours over year	11/hour	1188	\$ 1,301
Computer Science	Support Department Workload Organization	40	11/hour	440	\$ 482
Computer Science	Develop student information site/social media presence	40	11/hour	440	\$ 482
Theater	Set Painting	66.66 hours per semester	15/hour	1827	\$ 2,000
Business/Accounting	Tutoring	4 hours per week per semester	10.50/hour	1260	\$ 1,380
Spanish	Spanish Dept. Tutor for three classes	7.5 hours per week, both semesters	10.50/hour	2362.5	\$ 2,587
Physics	Work with Tim Beck on the Meteor Tracking Cameras that will be installed at the Willits Center	2 hrs/week, all year	10.50/hour	630	\$ 690
				Total	\$ 8,922
				Allocation	\$ 4,250
				Difference	\$ (4,672)

Federal Work Study Allocation Information and Narrative

The following areas have had allocations made to them already, each for \$4250 (Child Development Center received an allocation of \$7000):

Agriculture	Financial Aid
Admissions & Records	Human Resources
Athletics	Instruction Office
Automotive	Lake Center
Business Office	Learning Center
CalWORKs	Library
Child Development Center	Mendocino Coast Center
EOPS	North County Center
Facilities	Student Services

Faculty – Academic Senate: We have also been issued an allocation of \$4250, and tasked with the job of allocating and managing it. It was suggested that this amount of money is worth about 360 hours if the student is paid at \$10 per hour (will be \$11 per hour beginning January 1, 2017).

The following are the summaries of requests I have received to date. There was no official form to fill out, and there has been no official process. This is something we should work on putting together for the next year.

Computer Science:

Task 1: Mentor/Tutoring Support for Programming courses (CSC221, CSC221L, CSC220)

Student would provide tutoring support for programming in Java (CSC221/221L) and Arduino (CSC220). Level of support expected to average from 3-5 hours per week (say 4/wk for say 12 wks this semester and 15 weeks in Spring = 108 hrs). Requirement is student has completed CSC221.

Task 2: Support department workload organization

There are any number of projects that students could work on including but not limited to:

- Inventory and organize robotics kits for CSC220 (40 hrs)
 - Itemize all parts
 - Organize and kit all parts
 - Check all parts for function
 - Develop parts list to purchase
- Work on 3D printer project to explore/find simple to use design software program for student projects (40 hours)

Task 3: Develop student information site/social media presence

Student to develop content for CSC web and social media site(s) for information on the programs, job opportunity, careers, training, etc.. Level of effort will depend upon skills that the student brings but as this is an ongoing project, would probably take a student about 40 hours to get a solid baseline going.

Theater:

I would love to have XXXX as a scenic Artist to help paint the sets and assist in the Fall Production as well as for the spring if possible. She has in the past worked closely with David Wolf and Reid on productions and comes highly recommended. I'm not sure how much to pay XXXX, I would guess that if we pay 15/hr I would need 66.66 hours per semester which will still most likely be light for how much work there is.

Business/Economics:

Yes, I would be interested in an allocation for mentoring and tutoring! That being said, if there is another department that you think needs it more, I understand. I do have some Perkins funding (maybe 30 hours) for an accounting lab class aid. However with my enrollments/courses, the students could definitely benefit from more tutoring and mentoring.

60 hours of tutoring per semester. I would approximate *no less than* 4 hours of tutoring per week @15 weeks. I can speak from experience that is a minimum need (because I usually do most of the one-on-one tutoring myself).

Spanish:

I have a great student ready to work for the Spanish dept. as a tutor for three classes. What should I do regarding papers and anything else needed. She would work 7 and a half hours a week for 10 dollars an hour for both semesters

Physics:

I have a student I would like to be considered for work-study. His name is Jeremy Ronco and I want his help with our meteor tracking cameras that will be installed at the Willits center.

...I think that it would work out to about 2hrs/week over both semesters.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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May 20, 2014

AA 14-01
VIA E-MAIL

TO: Chief Instructional Officers

FROM: Erik Skinner
Deputy Chancellor

SUBJECT: **Update from Academic Affairs Division**

Stand-Alone Credit Courses

Assembly Bill 1029, amended California Education Code (CEC), sections 70901 and 70902, with a January 1, 2014 sunset date of community college districts delegated authority to approve and offer non-degree-applicable credit courses and degree-applicable credit courses, which are not part of an approved educational program (commonly known as "stand-alone" courses). However, while stand-alone authority delegated to community colleges ended on January 1, 2014, the CCCCCO Curriculum Inventory inadvertently assigned course control numbers to locally approved stand-alone course submissions until March 15, 2014. Based on this approval, we understand that some colleges have proceeded to include some of these courses in their course catalogs.

To remedy this situation, the Chancellor's Office will provide the colleges that submitted courses during the January to March period with limited approval to offer these stand-alone courses during the 2014-2015 academic year (July 1, 2014 to June 30, 2015). In addition, these courses are currently being reviewed by curriculum analysts at the Chancellor's Office, and colleges will be notified if revisions are required in order for the courses to remain approved after June 30, 2015. If the college does not receive a revision request by December 31, 2014, then stand-alone courses submitted during January to March 2014 have been reviewed and approved.

C-ID Review for ADT Degrees (radio button added to ADT)

According to the 5th edition of the Program and Course Approval Handbook (PCAH) page 122, all courses with C-ID descriptors that are identified on an Associate Degree for Transfer (ADT) Template must have course outlines submitted to C-ID (www.c-id.net) for review prior to the Chancellor's Office review and approval of the ADT.

Unfortunately, the Chancellor's Office continues to receive ADTs with courses for which a C-ID descriptor exists that have not been submitted to C-ID for review. Therefore, a "radio button" is being added to the SPO2 Program Award field for both AA-T and AS-T programs that states: "College has submitted all C-ID descriptor courses to C-ID for review (Y/N)." When a college submits an ADT, it will send an automated message to the Chancellor's Office to inform our staff that C-ID submittal has occurred. Again, please submit courses to C-ID prior to submission of an ADT. This will greatly improve the processing for AA-T and AS-T degree programs.

Note: ADTs with C-ID descriptor courses that have not been submitted to C-ID will be denied by the CCCCCO.

“P” (Pass) Grade for ADTs – Errata

At a recent meeting of the System Advisory Committee for Curriculum (SACC), the committee unanimously recommended a change to the Program and Course Approval Handbook for the ADT Catalog Description (page 123). The current language states that pursuant to SB 1440, section 66746, the program description must include the following information: ADTs require that “students must earn a ‘C’ or better in all courses required for the major or area of emphasis. A ‘P’ (Pass) grade is not an acceptable grade for courses in the major.” The last sentence, relating to a “P” grade, was erroneously included in the PCAH. To address this, the committee recommended that the sentence be removed from PCAH as an errata.

Accordingly, the passage will be amended as follows: “students must earn a C or better in all courses required for the major or area of emphasis. ~~A ‘P’ (Pass) grade is not an acceptable grade for courses in the major.~~” SB 1440 states in section 66746 that students must achieve “attainment of a minimum grade point average of 2.0.” There is no reference in SB 1440 to a “P” grade. Moreover, Title 5, Article 6, section 55063 on the Associate Degree, states each course “must be completed with a grade of ‘C’ or better, or a ‘P’ if the course is taken on a ‘pass-no-pass’ basis.”

The recommendation from SACC has been sent to the CCCCCO legal office where it will be submitted through the process required to amend the Program and Course Approval Handbook.

cc: Linda Michalowski, Student Services and Special Programs, CCCCCO
Cris McCullough, Academic Affairs, CCCCCO
Academic Affairs Division Staff, CCCCCO
Beth Smith, ASCCC
System Advisory Committee for Curriculum (SACC)