



Minutes
Norco Academic Senate Meeting
On December 9, 2024
1:30 - 3:30 PM | CSS 217 & via [Zoom](#)

Meeting called to order at 1:33 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Maria Adams, John Alpay, Hayley Ashby, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Vivian Harris, Marie Hicks, Daren Koch, Dan Reade, Tim Russell, Erin Spurbeck, Jim Thomas, Patty Worsham, Steff Warsinski

Guests: Quinton Bemiller, Amy Blandford, Monica Green, Tenisha James, Jeff Julius, Kaneesha Tarrant

2. Approval of [Agenda](#)

M/ D. Reade, S/ J. Alpay; Approved by Consensus

3. Approval of Minutes for [November 18, 2024](#)

M/ D. Reade, S/ J. Alpay; Approved by Consensus

4. Comments from the Public

Mother of God Cult is recruiting on campus.

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

- DE negation update; the negotiation is not concluded; will meet over Winter Session to work towards a common solution

6. **Action Item: [Ratification of Senate President Appointments](#) (K. Bell)**

- Cameron Young to the Transfer Advisory Committee
- Vivian Harris to Student Support Council (Faculty Co-Chair)

M/ D. Reade, S/ J. Alpay

7. **Action Item: [Establishment and Modification of Course Caps](#) (Second Read)**

- Changes in course caps must be negotiated between faculty and administration
- A year of discussion has taken place; workgroup included all colleges and the district

M/J. Thomas, S/S. Warsinski; Approved by Consensus ([Senate#1](#))

8. **Action Item: [AP 2101 \(Independent Study Policy\)](#) (Second Read) (K. Bell)**

- One of the issues for consideration was whether the policy should be faculty-driven or student-driven
- Either approach works under the policy and would be beneficial for students and meet the needs for which it was originally proposed
- One of the questions was related to unit bloat, but addressed by assigning a lower unit value, 0.5-1 units
- Challenge is for students to find faculty mentors, so this policy could assist with that
- Could be helpful to ask for a presentation of the research at the Honors Conference
- Approved continuing the work on AP 2101
M/M. Hicks, S/D. Reade; Pass [\(Senate #4\)](#)

9. **Action Item: [Incomplete Grade Policy Revision](#) (Second Read) (P. Worsham)**

- Revised based on the feedback from three different senators/departments
- If approved by Senate this could go back to APC to make them aware of the suggested changes
- There is a separate process for students who are deployed (military withdrawal); would be covered in “D” as a catch-all
- The current version is vague while this proposed version is more specific and based on what several other colleges in the area have in place
- Approved unanimously to move forward to District Academic Senate
M/D. Reade, S/M. Bobo; Pass [\(Senate #5\)](#)

10. **Information Item: Faculty Replacement Hire (P. Worsham or designee)**

- APC approved moving forward with the replacement of a business faculty member to teach logistics (previously put on pause)
[\(Senate #11\)](#)

11. **Action Item: [Revised Early Alert Email Language](#) (K. Bell)**

- Language still seems sterile and needs to be humanized
- One consideration is to remove the professor’s signature
- At other places the early alert team follows up with the student, not the instructor
- The intention of this version is to serve as a stopgap pending further improvement to the process in Spring 2025
- Approved the updated language with the understanding that further refinement to the email will be included in the overall improvement to the process in Spring 2025
M/D. Reade, S/J. Alpay; Approved by Consensus [\(Senate #5\)](#)

12. **Information Item: Update on Childhood Education and Teacher Preparation Center-Stokoe (M. Adams)**

- Currently it takes 20 minutes to drive between Stoke and Norco College
- Some ECS GE courses are only offered at Norco College due to past issues with shared bathroom use, smoking, and the use of foul language around K12 students

- Dean Etchison has been supportive and has been working on issues related to windows and doors, but these issues have not been resolved
- College administration (Dean of Equity and Dean of Grants) must provide access through the lobby, but if they are not available, faculty must stay in the lobby to open the building (not a faculty role); need a permanent Dean for Stokoe
- Faculty offices and classrooms can be opened with any Stokoe employee's keys, so security is an issue
- Executive cabinet has discussed the schedule of classes for Spring 2025 and is ensuring coverage to check-in/check-out with backup assignments
- Trying to be respectful in communication with Alvord related to the issues that have come up
[\(Senate #4\)](#)

13. **Information Item: [Honoring Retiring Faculty](#) (K. Bell)**

- Reviewed list of 12 faculty retirees; these retirees have a lot of experience
- A retiree reception took place last week and was a wonderful event
- If you see a retiree, please wish them well
[\(Senate #11\)](#)

14. **Officer Reports**

A. Secretary/Treasurer (Hayley Ashby)

- N/A

B. Vice-President (Dan Reade)

- N/A

C. President (Kimberly Bell)

- Not able to get a Senate Spotlight presentation for December; change to Senate Spotlight schedule to present once a semester per college
- Faculty prioritization has been a hot topic in the district; the Standard of Care has been discussed since 2017; the Chancellor has provided a Standard of Care ratio for funding and has indicated that counselors cannot be funded through the faculty prioritization process; research literature has advised a Standard of Care ration of 370:1, but that may not be realistic; Guided Pathways has advised a ratio of 750:1; the Chancellor's ratio is based on FTES instead of headcount and is approximately 1500:1; the Chancellor is changing the way counselors are hired and funded; the three Senate presidents are in discussion regarding this issue; feel free to let Kimberly Bell know if you plan to provide a comment at the upcoming Board of Trustees meeting

15. **College Reports**

A. President (Monica Green)

- Approving faculty positions that have been recommended by the Academic Senate; five positions for 2024-2025 and two from 2023-2024; decided to hold off on hiring the two counseling positions – CRC Counselor and DRC Counselor; going outside the Standard of Care to approve the hire of the CRC Counselor; looking at the need in the DRC (categorically funded); intent is to allocate all seven positions this year, so the president will make a decision by the end of the week/semester

- Listened to feedback and will do a partial implementation of the Division Reorganization beginning in January; will update the Senate in Spring; discussed in detail at College Council
- B. Interim Vice President of Academic Affairs (Quinton Bemiller)
- Reminder for faculty to complete the faculty impact survey; helps with closing the equity gaps
 - Finals week, so faculty should post office hours on office door; if you have conflicts reach out to your Dean of Instruction
 - Still some outstanding load bank election form; please complete or deny the form in Adobe Sign
 - Norco College will participate in the California Job Fair on Saturday, January 25, 2025, at the Westin at LAX
 - Up to 87.2% of annual target, 97.7% of Winter target; 67% for Spring target; 12,210 student unduplicated headcount
- C. Vice President of Planning and Development (Tenisha James)
- Leading from the Middle Team will continue the work from the faculty impact study to close the equity gaps through high-impact practices
 - Provide feedback on the SPGM through comments on the draft or email to the IEGC Co-chairs; new draft will come to Senate for a first and second read in Spring 2025
 - Accreditation Leadership Team had an ambitious schedule to visit various groups to collect information and evidence based on the Standards; will be working over the Winter to prepare for continuation of the work in Spring
- D. Vice President of Student Services (Kaneesha Tarrant)
- Phones are back up and operational; respond to Susanna Ma's email with outstanding issues
 - SEM is now on the website under the planning documents; hard copies can be delivered; Dr. Bemiller will continue the work with the SEM team on implementation
 - Next project is the Standard of Care and has been granted an Institutional Effective Partnership Initiative Partnership Resource Team (IEPI PRT) to write a plan to implement the Standard of Care; will include a cross-functional team of college employees
 - Students of Distinction and Student Spotlight programs have been more clearly delineated with criteria for consideration in Spring 2025

16. **Standing Committees & Liaisons Reports**

- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
- B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

17. Meeting adjourned at 3:27 PM.

Appointment Ratification 12.9.24

Cameron Young – Transfer Advisory Committee

Vivian Harris – Faculty Co-Chair, Student Support Council

RCCD Establishment and Modification of Course Caps

References: Title 5 §§53200-53206; Title 5 §53002; Education Code Section 70902

Definitions of Four Principles of Defining Course Caps

Integrity of Teaching and Learning Practice

Considerations for determining Course Caps include but are not limited to:

- Discipline-based professional publications and/or organization guidance and best teaching practices for course type;
- Health, safety, accreditation, and legal requirements;
- Course type;
- Classroom instruction methods articulated by the discipline in course outline of record methods of instruction;
- Writing and other student assessments as required by C-ID descriptor, articulation requirement, course outcomes, and/or described in course outline of record methods of evaluation; and
- The general principles outlined in Section III on principles for discipline faculty in ASCCC's Spring 2012 paper "Setting Course Enrollment Maximums: Process, Roles, and Principles" pages 5-9.

Exceptions to Course Caps include courses in the Honors Program which follow the HTCC Course Cap guidelines and courses in learning communities. The Course Caps for all courses in a learning community should have the same cap, the lowest cap of courses in the community. Course Caps should be the same across delivery methods unless a discipline determines that modality changes the integrity of teaching and learning, in which case rationale must be provided.

Principles for Optimal Course Efficiency

Course Caps need to be optimized to maintain high efficiency/productivity. The district is on a compressed calendar.

- A typical 3-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 3-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- A typical 4-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 4-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- Limitation due to special programs may have an impact on setting caps.
- Course Caps are independent of Room Caps or Section Caps or equipment availability.

Workload Equity

Principles:

- Standard Course Caps, including online sections, must be consistent across the district by course although Section Caps may vary because of space/room limitations.
- Course Caps for new courses in a discipline should be consistent with existing Course Caps in the discipline unless a reasonable rationale is provided.
- New disciplines should have Course Caps consistent with their most closely related disciplines.
- Standard Course Caps must consider the nature of in-class instruction/learning.
- Comparisons across closely related courses within a discipline should adhere to principles of teaching and learning. Comparisons of courses across disciplines should not serve as the basis for each discipline's self-determination of Course Caps.
- Every discipline must be afforded right to "negotiate" caps on their courses.

Nature of work considerations:

These considerations apply at the course level and align with the Integrity of Teaching and Learning Practice.

- Time and nature of lecture/lab preparation.
- Time and nature of grading.
- Nature of in-class instruction/learning (i.e., courses that require hands-on work as central to learning or close observation by instructor for safety, optimal student learning, etc.)

Financial Sustainability

Financial Sustainability requires a *balance* of Course Caps in terms of:

- **Districtwide Efficiency of 595 Achievement**
- **Student Demand** – Optimize scheduling by offering high-demand courses to accommodate as many students as possible while scheduling low-demand courses in nuanced consideration of course rotation, student pathways, capstone courses, and program needs.
- **Space Needs** – Align the size and layout of classrooms or instructional facilities with course requirements to provide a safe and effective learning environment.
- **Space Utilization** – Scheduling classes throughout the day and across all days of the week to meet student need.
- **Class Cancellation** – Establish and adhere to class cancellation criteria due to low enrollment.
- **Resources** – Optimize instructional equipment and materials, technology, instructors, teaching assistants, and support services.

- **College/Program Accreditation Standards/Compliance** – Adhere to accreditation standards and regulations which often dictate Course Caps and student-faculty ratios.
- **Education Quality** – Preserve a high standard of instruction conducive to effective teaching and learning.
- **Diverse Modalities** – Sustain a blend of face-to-face, hybrid, and online instructional formats in a way that is financially sustainable and takes into account the current environment.

****No course caps will be changed administratively without first following due process as outlined in the following procedures, including consultation and agreement with appropriate discipline faculty as outlined in Article X.J.6. of the Agreement Between the Riverside Community College District and the RCCD FA CCA/CTA/NEA, 2021-24.**

Procedure for Proposing Modifications to Course Caps (Faculty)

1. Disciplines may propose course caps for new courses and course cap modifications for existing courses in their disciplines to the Vice-President of Academic Affairs (for college-specific disciplines) and to the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines).
2. Discipline faculty at the college(s) where the course is offered shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the “Four Principles of Defining Course Caps” as defined in this document. Discipline faculty shall submit evidence that proposal was considered and approved by the discipline faculty at their college. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.
3. After finalizing its proposal to modify a Course Cap, the discipline shall submit the proposal to the VPAA(s) at each college where the course is offered and to the Vice Chancellor, Educational Services and Strategic Planning. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.
4. The VPAA(s), and VC, in consultation with the College President(s) shall acknowledge receipt of the proposal within ten (10) business days. They shall respond to the content of the proposal within one month.
5. If VPAA(s), President(s), and VC have questions or concerns about the proposal, they shall meet with the discipline faculty representatives to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the “Four Principles of Defining Caps.” Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the faculty in the discipline within one month of receipt of the proposal.

6. If VPAA(s), President(s), and VC do not agree to any modification of course caps, they shall provide a detailed rationale rooted in the “Four Principles of Defining Caps.” Course caps shall not be changed if an agreement to modify cannot be reached.
7. The VC of Educational Services will communicate to the affected discipline, VPAA(s), and college academic senate presidents whether agreement has been reached to change current practice. The current course cap information will be updated and maintained by the office of VC of Educational Services.
8. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.

Procedure for Proposing Modifications to Course Caps (District or College Administrator)

1. A Vice President of Academic Affairs (for college specific disciplines) and the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines) may propose course caps for new courses and course cap modifications for existing courses to the affected discipline faculty.
2. Administrators shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the “Four Principles of Defining Course Caps” as defined in this document. For courses that exist at more than one college, administrators shall agree to a common proposal.
3. After finalizing their proposal to modify a Course Cap, VPAA(s) and VC shall submit their proposal to the Chairs of the affected discipline where the course is offered. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.
4. The Chairs shall share the proposal with discipline faculty. The Chairs or designees shall acknowledge receipt of the proposal within ten (10) business days during regular semesters. Faculty in the affected discipline shall convene as quickly as possible to discuss the proposal. If faculty reach consensus (or vote, depending upon their bylaws or operational guidelines) to agree to the proposal, they shall respond within one month of receiving the proposal. Upon agreement from the affected discipline faculty, the VPAA(s) and VC shall send the proposal to college President(s) to finalize the agreement.
5. If the discipline faculty have questions or concerns about the proposal, they shall meet with the VPAA(s) and VC of Ed Services to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the “Four

Principles of Defining Caps.” Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the VPAAAs and VC within one month of receipt of the proposal.

6. Time should be afforded to disciplines to communicate results of the discussion with administration to entire discipline faculty. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.
7. If the discipline faculty agree to the proposal after such consultation, chairs of the affected discipline faculty shall communicate to the VPAAAs and VC Ed Services. The VPAA(s) and VC shall forward the proposal and rationale to college President(s) with a mutually agreed rationale supporting the proposal to finalize the agreement. VC Ed Services will communicate the approved proposal to all affected parties including academic senate presidents.
8. If the representative discipline faculty do not agree with the proposal from VPAA(s) and VC, the discipline faculty shall provide a detailed rationale rooted in the “Four Principles of Defining Caps.” Course caps shall not be changed if an agreement to modify cannot be reached.
9. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.

Academic Affairs

AP 2101 INDEPENDENT STUDY

References:

Title 5 Sections 55230 et seq.

Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.

- Faculty direct contact hours:
 - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
 - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study?? [CCC Independent Study accounting method](#) (beginning p. 30)
 - $FTES = (\# \text{ Students} \times \text{"WCH"} \times \text{TLM}) / 525$
 - $1 \text{ student w/18 contact hours} = 0.034 \text{ FTES}$

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once within a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part. (Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the

Commented [KD1]: Questions remain around whether simply encouraging and describing student-driven projects only (like an honors project for non-honors students) vs. an outright prohibition of faculty-originating projects should be in the policy. Given that no faculty have research release as part of the RCCD load and we are a lower division institution, DCC is struggling to define this and answer questions and multiple scenarios asked about at the College Committees.

Commented [KD2]: Needs FA review before final Board approval

Commented [KD3]: Needs FA review before final Board approval; Legal for review as well (?) — to see if needed on BP? FA may want it there

Commented [KD4R3]: After RCC CC meeting, we realized we may have confused load and compensation; this was taken from somewhere else and offered as a suggestion — not what we are committed to. Committees want this as overload and need clarity on load equivalency per student and if there's a different of individual students with different projects vs. multiple students on same project; need guidance on fair load equivalency rate

Commented [KD5]: Standards didn't finish discussion; can add in at DCC if approved by colleges (and get college input)

independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

The Independent Study Learning Contract must include:

- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Agreement on terms addressing the credit/citations the student will receive in any publications incorporating the independent study work, if applicable to project.
- Faculty advisor requirements
 - Must be an RCCD full-time academic employee.
 - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
 - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
 - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
 - Student
 - Faculty advisor
 - Department chair
 - Division dean

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for transfer limitations and other details.

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

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

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

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

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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

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

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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

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

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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

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

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Proposed New Language INCOMPLETE Grades

Any student who is currently (i) enrolled in a class, (ii) has a consistent pattern of attendance in the class, and (iii) need only complete a final exam or a final major course project, may request a temporary grade designation of Incomplete (recorded as an "I") in the event of any of the following verifiable situations where the student is:

- (a) Suffering a serious or debilitating illness;
- (b) A care giver for a family-member suffering a serious or debilitating illness;
- (c) Experiencing an unavoidable work-related scheduling conflict; or
- (d) Experiencing an unanticipated bona-fide emergency not otherwise described or contemplated above.

For purposes of this policy, "family-member" is defined as a child, parent, grandparent, grandchild, sibling, spouse or registered domestic partner. "Child" means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a student or the student's domestic partner, or a person to whom the student stands in loco parentis. "Parent" includes a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the student when the student was a child. "Serious or debilitating illness" means an illness, injury, or physical or mental condition that involves either inpatient care or continuing treatment by a healthcare provider.

Students who have a temporary grade designation of Incomplete for a course is not permitted to re-enroll in another section of the same course.

An Incomplete designation is intended to indicate incomplete work for the course.

The Incomplete designation is not intended to provide students with additional time to improve their grades. Therefore, students that do not have a reasonable prospect of earning a passing grade in the class are not eligible for the Incomplete designation.

Concurrent with the awarding of the Incomplete designation, the student shall be required to execute an Incomplete Contract with the course instructor. The template agreement is available on MyPortal/WebAdvisor. Upon fulfillment of the terms of the contract by the student, the instructor shall change the final grade from Incomplete to the letter grade earned by the student.

Students shall have up to one (1) year to complete the terms of the Incomplete Contract. In the event the student fails to fulfill the terms of the agreement, the instructor shall adjust the Incomplete designation to the grade reflected in the contract. In the event the Incomplete Contract fails to specify a default grade, in the event of failure by the student to fulfill its terms, the instructor shall award a letter grade of "F."

*APC is asking Academic Senate to endorse this language then bring it forward to the District Academic Senate for them to approve replacing the existing language.

Norco College Message Templates (EARLY ALERT)
Draft 1(red-original, black-edited)

Dear Joseph Sinz,

Hello Joseph Sinz,

I am concerned about your progress in ADJ-E1A-27797. I am committed to assisting in your success and I ask that you do the following:

As your instructor, it is my hope to see every student pass ADJ-E1A-27797. After reviewing your grades, I wanted to share some resources available here at Norco College that could be beneficial to your academic experience and aid you in this course. I encourage you to do the following:

***Schedule an appointment with me to discuss your performance and attendance. Please check your syllabus for my contact information.

***Schedule an appointment with me to discuss how we can get your performance and attendance back on track. You will find my contact information in your syllabus. I look forward to chatting with you.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor. They may help you with writing and test preparation.

***Schedule a counseling appointment. Go to www.norcocollege.edu/services/counseling to schedule an appointment.

***Schedule a counseling appointment. Go to www.norcocollege.edu/services/counseling to schedule an appointment. They can assist you with your course scheduling needs and pathway.

Be sure to schedule your appointment(s) within the next two weeks.

Please schedule your appointment(s) within the next two weeks. I look forward to seeing your growth.

Sincerely,
Geoffrey Raya

Sincerely,
Geoffrey Raya

Faculty Retirees¹

The Senate recognizes and honors the significant contributions of faculty who retired in 2024. We thank them for their dedication and their contributions to the health and growth of Norco College:

- Melissa Bader, Professor, English
- Sarah Burnett, Professor, Early Childhood Education
- Elisa Chung, Associate Professor, Mathematics
- John Coverdale, Professor, Computer Information Systems
- Joseph DeGuzman, Associate Professor, Mathematics
- Mark Lewis, Associate Professor, Communication Studies
- David Payan, Associate Professor, Counseling
- Judy Perry, Professor, Computer Information Systems
- Mitzi Sloniger, Associate Professor, AER and English
- Walter “Buck” Stevens, Professor, Theatre Arts
- Jesus Vela, Associate Professor, Electricity
- Tim Wallstrom, Professor, Kinesiology

¹ This list includes faculty who retired from the District in Spring ‘24 and Fall ‘24.

CSEA's report to the Academic Senate, 12/9/24:

- Concerns have been brought to the attention of CSEA representatives regarding current hiring practices here at Norco College.
 - The concerns reference potential misalignment(s) with Board Policies & Administrative Procedures, Chapter 6 – Human Resources, subparts listed under the Recruitment & Hiring section.
 - CSEA's Norco College VP and Member at Large are currently addressing these concerns.

Global Learning and Study Abroad - December 2024

The following information items are worthy of note, particularly to Norco.

- Adam Martin is going to cover ENP-54 for the Tokyo Study Abroad Program in Summer 2025 since he is currently the only available faculty in RCCD with this FSA. The other faculty were unavailable or retiring this year.
 - To avoid cancellation of the Study Abroad, Adam Martin was appointed by GLSA leadership in coordination with the District.
 - GLSA approved this decision with consensus in our December 6th meeting.
- Currently, 70 students are enrolled for the Tokyo 2025 trip with 20 students on the waitlist. Students will all partake in an internship component while taking either ENP 54 (Adam Martin, Norco) or PSY 9 (Sarah Yerulshalmian, MVC).
- GLSA welcomes Norco College administrative, classified professional, and faculty input. Please share any thoughts or concerns with your GLSA Norco Representatives.

Thank you and Happy Holidays!

- Michael Bobo – Communication, Humanities, and Languages
- Michelle Ramin – Visual Arts & Performing Arts
- Peggy Campo – Natural Sciences, Health, & Kinesiology