

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: First Regular Meeting in February

DATE: Tuesday, February 2, 2010

TIME: 4:15 p.m.

PLACE: Board Room, AD 202
1000 West Foothill Boulevard, Glendora, California 91741-1899

AGENDA:

A. PLEDGE OF ALLEGIANCE

B. BOARD OF TRUSTEES

Dr. Gary L. Woods, President
Dr. Patricia Rasmussen, Vice President
Mrs. Joanne Montgomery, Clerk/Secretary
Dr. Edward C. Ortell, Member
Mrs. Susan M. Keith, Member
Ms. Karine Ponce, Student Trustee

C. COMMENTS: MEMBERS OF THE AUDIENCE

Members of the public may request the opportunity to address the Board regarding items on and not on the agenda. To do so, please complete the "*Request to Address Board of Trustees*" form and give it to the Recording Secretary of the Board (Christine Link). Public input is limited to five (5) minutes per person, so that everyone who wishes to speak to the Board has an opportunity to speak, and so that the Board can conduct its business in an efficient manner.

The Brown Act prohibits the Board from discussing or taking action in response to any public comments that do not address an agenda item.

D. REPORTS

Geraldine M. Perri, Ph.D., Superintendent/President

Irene Malmgren, Vice President of Academic Affairs

Jeanne Hamilton, Ph.D., Vice President of Student Services

Robert Sammis, J.D., Director of Human Resources

Carol Horton, Vice President of Finance and Administrative Services

Jack Call, Ph.D., Academic Senate President

Steve Siegel, Classified Employees

Karine Ponce, Student Trustee

Members of the Board of Trustees

E. MINUTES

1. Approval of the Regular Meeting Minutes of January 19, 2010

F. CLOSED SESSION PER THE FOLLOWING SECTIONS OF THE GOVERNMENT CODES:

1. Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA).
2. Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
3. Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL — EXISTING LITIGATION and CONFERENCE WITH LEGAL COUNSEL — ANTICIPATED LITIGATION

G. PUBLIC HEARING

Open a public hearing and invite members of the audience to present their comments with regard to the transfer of funds between state categorical programs. (Page 3)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	February 2, 2010	Resolution	_____
SUBJECT:	Public Hearing – Authorizing Transfer Between State Categorical Programs	Information	_____ X _____
		Enclosure(s)	_____

BACKGROUND

At the February 2, 2010, meeting, the Board will be presented with a resolution requesting authorization to transfer funds between the Academic Senate, Childcare Tax Bail Out, Equal Employment Opportunity, Economic Development, Apprenticeship, Part-time Faculty Office Hours, Part-time Faculty Health Insurance, Part-time Faculty Compensation, Transfer Education and Articulation, Matriculation, and Physical Plant and Instructional Support programs.

A public hearing at a regularly scheduled Board of Trustees meeting is required for the purpose of hearing comments and opinions from staff and the community. This hearing must take place prior to Board action on the Resolution authorizing the transfer of funds.

This item was prepared by Carol Horton, Vice President of Finance and Administrative Services.

RECOMMENDATION

Open a public hearing and invite members of the audience to present their comments with regard to the transfer of funds between state categorical programs.

Carol R. Horton
Recommended by

/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. _____ G. _____

H. INFORMATION AND DISCUSSION

1. Irwindale Chamber of Commerce Business of the Month Award – Irene Malmgren, Vice President of Academic Affairs (Page 5)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	February 2, 2010	Resolution	_____
SUBJECT:	Irwindale Chamber of Commerce Business of the Month Award	Information	_____ X _____
		Enclosure(s)	_____

BACKGROUND

Citrus College has been an active member of the Irwindale Chamber of Commerce since 1988. During this time, Citrus has participated in many chamber activities such as membership in the Environmental Committee and serving as a judge for the Young Citizen of the Year competition.

The Irwindale Chamber of Commerce has selected Citrus College as recipient of the Business of the Month award for January 2010 for the college's broad educational opportunities and strong community involvement.

Ms. Lisa Bailey, President/CEO and Board of Director's Chair, Ms. Anita Hernandez of the Irwindale Chamber of Commerce will present the award to the Citrus College Board of Trustees.

This item was prepared by Kim Holland, Director Workforce Development.

RECOMMENDATION

No action required; information only.

Irene Malmgren
Recommended by

/ _____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1. _____

I. ACTION ITEMS

1. Consent Items

Routine items of business placed on the consent agenda already have been carefully screened by members of the staff and reviewed in advance by Board members. Upon request of any Board member, an item on the consent agenda may be considered separately at its location on the meeting's agenda.

Recommendation: Moved by _____ and seconded by _____ to approve the CONSENT ITEMS as listed (with the following exceptions):

Remove from consent list: _____, _____, _____, _____, _____, _____

Business Services

- a. Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted. (Page 8)
- b. Authorization is requested to approve facility rentals and usage. (Page 10)
- c. Authorization is requested to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. (Page 12)
- d. Authorization is requested to approve Change Order #5 in the amount of \$76,688.00 for Project #06-0506, Vocational Technology Complex. (Page 14)

Academic Affairs

- e. Authorization is requested to approve a field trip for twenty-eight (28) students, one (1) faculty member and two (2) chaperones to travel to the Mexican Riviera over a 7 day period. The group will depart on June 20, 2010 and return on June 27, 2010. All expenses will be covered by monies secured from fundraising activities. (Page 20)

(CONTINUED)

I. ACTION ITEMS (continued)

1. Consent Items (continued)

Personnel

- f. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 23)
- g. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page30)
- h. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 33)

INDEPENDENT CONTRACTOR AGREEMENT
Board of Trustees Meeting – February 2, 2010

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>CHILD DEVELOPMENT CENTER</u>				
Razo, Jorge	\$7,000.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Reyes, Carmela	\$3,200.00max	Grant	2/2/10-6/30/10	FKCE Curriculum Translation
Reyes, Carmela	\$4,800.00max	Grant	2/2/10-6/30/10	Foster Care Ed
<u>FINE AND PERFORMING ARTS</u>				
Castler, Gary	\$5,400.00max	District	2/3/10-6/30/10	Costume Design
Geller, Ilona	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
Lanier, Nathan	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
Lanier, Victoria	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
Pargman, Joel	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
Wood, Michele	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
Zidow, Amanda	\$1,500.00max	District	2/3/10-6/30/10	Musician Services
<u>GOLF DRIVING RANGE</u>				
Rossman, Ricky	\$55.00 per hour	Fees	2/9/10-6/30/10	Private Golf Lessons
Rossman, Ricky	\$25.00 per student	Fees	2/9/10-6/30/10	Adult Group Lessons
Rossman, Ricky	\$25.00 per student	Fees	2/9/10-6/30/10	Junior Group Lessons
<u>HUMAN RESOURCES</u>				
Atkinson, Andelson, Loya, Ruud & Romo	\$300per hour max	District	8/1/09-Ongoing <i>Rate Increase</i>	Legal Advise & Investigations
<u>STEM GRANT</u>				
Mosaic Films	\$25,000.00max	Grant	2/3/10-6/30/10	STEM Video Production
<u>STUDY ABROAD</u>				
American Institute for Foreign Study	no fee	no fee to district	7/1/10-7/23/10	Florence – Summer 2010

Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

**Use of Facilities
February 2, 2010**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
Jun Asai	Recording Arts Studio	Piano Demo	1/8 & 1/21/10	\$200.00
Len Mink Ministries	Recording Arts Studio	Basic Tracking and Mixing	1/11 & 1/22/10	\$700.00
Ramsey Hallman	Recording Arts Studio	DVD Production	1/16 & 1/22/10	\$200.00
Charter Oak High School	Pool	Water Polo Team Practice	1/19 & 1/21/10	\$75.00 plus additional labor if required
FLS International	Campus Center East Wing	Orientation and Testing	1/22/2010	\$450.00 plus additional labor if required
FLS International	Campus Center East Wing	Orientation and Testing	2/8/2010	\$450.00 plus additional labor if required
Azusa Pacific University	Tennis Courts	Tennis Matches	Various Dates 2/13/10 through 4/27/10	\$340.00 plus additional labor if required
FLS International	Campus Center East Wing	Farewell Luncheon	2/19/2010	\$262.50 plus additional labor if required
Phase 1 Sports, Inc.	Stadium	Football Camp	2/20/2010	\$600.00 plus additional labor if required
Linda Everman	PA133	Piano Recital	6/5/2010	\$150.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	February 2, 2010	Resolution	
SUBJECT:	Disposal of Surplus Property	Information	
		Enclosure(s)	X

BACKGROUND

Education Code Section 81450 - 81455 authorizes the governing board of any community college district to exchange for value, sell or donate any personal property belonging to the district if the property is not required for college purposes. It further allows any district to contract with a private auction firm to dispose of these items. The Citrus Community College District contracts with The Liquidation Company of Fontana for these services.

From time to time the District sends items no longer needed for college use to The Liquidation Company to be sold at public auction to the highest bidder or donation to another public entity. A list of such items is submitted herewith for the Board of Trustees to approve for disposal.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity.

Carol R. Horton
Recommended by

/ _____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ I.1.c. _____

SURPLUS INVENTORY LIST

February 2, 2010

- 6 Microscope
- 3 Television
- 1 Couch
- 4 Stool
- 1 File Cabinet
- 1 Volley Ball Pole
- 2 Table
- 1 Coffee Dispenser
- 2 Storage Locker
- 1 Bread Toaster
- 1 Tennis Tower Ball Pitcher

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	February 2, 2010	Resolution	
SUBJECT:	Approval of Change Order #5, Project #06-0506, Vocational Technology Complex	Information	
		Enclosure(s)	X

BACKGROUND

At its meeting of November 6, 2007, the Board of Trustees awarded Project #06-0506, Vocational Technology Complex to PW Construction of Glendora, California. During the course of construction the District has identified some additional requirements. They are enumerated in the enclosed Change Order Request that is part of Change Order #5. The increase is \$76,688.00. The revised total of the contract after Change Order #5 is \$14,046,672.00. This change order will add twenty two (22) calendar days to the construction time.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to approve Change Order #5 in the amount of \$76,688.00 for Project #06-0506, Vocational Technology Complex.

Carol R. Horton
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ I.1.d. _____

CHANGE ORDER

tBP/Architecture
2300 Newport Boulevard
Newport Beach, CA 92663

PROJECT: Vocational Technology CHANGE ORDER # 5
Citrus Community College District DATE: January 8, 2010
CONTRACTOR: PW Construction Inc. D.S.A. # A03-110220 F19-C9
1905 E Route 66, suite 200 tBP # 20581.00
Glendora, CA

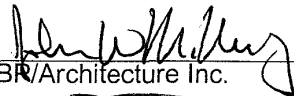

ORIGINAL CONTRACT AMOUNT: \$ 13,649,000.00
Previous Change Order: \$ 320,984.00
This Change Order: \$ 76,688.00
Total Change Order: \$ 397,672.00
REVISED CONTRACT AMOUNT: \$ 14,046,672.00

ORIGINAL CONTRACT COMPLETION DATE: December 14, 2009
Previous Change Order: 40 Calendar Days
This Change Order: 22 Calendar Days
Total Change Orders: 62 Calendar Days
REVISED CONTRACT COMPLETION DATE: February 14, 2010

Upon signing by the Owner and the Contractor, the above noted Contract is hereby changed per the terms of the contract and this Change Order including attached exhibit "A".

This change represents full and complete compensation for all cost, direct and indirect, associated with the work and time agreed herein, including but not limited to, all costs incurred for extended overhead, disruption or suspension of work, labor inefficiencies, and the change's impact on the unchanged work.

APPROVALS:

 DATE 1/15/10
tBP/Architecture Inc.
 DATE 1/20/10
PW Construction Inc.

Citrus Community College District DATE _____

- #1 DESCRIPTION: PMR 17025 (RFI 133 & 287)
Provide additional filters and regulators for air drops.
REASON: User group requirement for programming
REQUESTED BY: Mechanical Engineer / District
COST: \$1,505
TIME EXTENSION: 0 days
- #2 DESCRIPTION: PMR 17036R-2 (Bulletin 22)
Provide power to oven bake cleaning system per Bulletin 22.
REASON: Power required for oven bake cleaning system.
REQUESTED BY: Design Team
COST: \$6,515
TIME EXTENSION: 0 days
- #3 DESCRIPTION: PMR 17051(Bulletin 24)
At south/east corner of exiting building C, provide 2 riser stair with handrails on each side per Bulletin 24.
Note to DSA: see attached Bulletin 24.
REASON: 1' grade bust at edge of existing building
REQUESTED BY: Civil Engineer / Architect
COST: \$5,845
TIME EXTENSION: 2 days
- #4 DESCRIPTION: PMR 17054R-1(RFI 163 & 319)
Provide backflow protection between hose reels and domestic water connection.
REASON: To prevent backflow contamination of the water line.
REQUESTED BY: Plumbing engineer
COST: \$6,843
TIME EXTENSION: 2 days
- #5 DESCRIPTION: PMR 17055
Change air compressor specification in shop storage tank room.
REASON: Better conforms to user group and space requirements.
REQUESTED BY: District / Mechanical Engineer
COST: \$1,598
TIME EXTENSION: 0 days
- #6 DESCRIPTION: PMR 17057
Connect roof drains on south side of building to storm drain.
REASON: Architectural and Civil plans indicated connection at different locations.
REQUESTED BY: Civil Engineer / Architect
COST: \$4,449
TIME EXTENSION: 0 days
- #7 DESCRIPTION: PMR 17065 (Bulletin 19)
Revise interior paint scheme per Bulletin 19
REASON: Architect / District
REQUESTED BY: District
COST: < -\$1,414 >
TIME EXTENSION: 0 days

- #8 DESCRIPTION: PMR 17068
Relocate fire department connection at Barranca approximately 10' closer to the street.
REASON: Local fire authority request/requirement after a site visit.
REQUESTED BY: Local fire authority / District
COST: \$3,400
TIME EXTENSION: 0 days
- #9 DESCRIPTION: PMR 17073R-1
Revise grades and ramps at north/west corner of building.
Note to DSA: see attached DSA approved FCD 2.
REASON: Existing grading elevation at west side of the building is 1'-2" lower than expected.
REQUESTED BY: Architect / District
COST: \$6,504
TIME EXTENSION: 0 days
- #10 DESCRIPTION: PMR 17076
Remove unforeseen existing underground obstructions located during earthwork and demolition work.
REASON: Obstructions not indicated in as-builts or bid docs.
REQUESTED BY: District
COST: \$7,021
TIME EXTENSION: 6 days
- #11 DESCRIPTION: PMR 17077
Delays caused by locating unforeseen utilities.
REASON: Unforeseen existing utilities caused delays in the installation of new utility lines.
REQUESTED BY: District
COST: \$1,296
TIME EXTENSION: 1 days
- #12 DESCRIPTION: PMR 17078
Abate transite pip initially discovered on 10/1/09.
REASON: Existing transite pipe not indicated in hazardous material abatement contract.
REQUESTED BY: District
COST: \$12,676
TIME EXTENSION: 11 days
- #13 DESCRIPTION: PMR 17079
1. Credit for geotechnical report and engineer allowing reduced overexcavation amount than what is indicated on Civil plan
2. Cost for loss of overexcavation productivity time.
REASON: 1. Required overexcavation and recompaction was less than Civil plan indicated.
2. Existing subterranean unforeseen conditions caused disruptions to anticipated productivity.
REQUESTED BY: District
COST: <-\$2,100>
TIME EXTENSION: 0 days

- #14 DESCRIPTION: PMR 17081 (Bulletin 28)
Revise plant selection per Bulletin 28.
REASON: Indicated plant was not tolerant of direct sun.
REQUESTED BY: District
COST: <-\$177>
TIME EXTENSION: 0 days
- #15 DESCRIPTION: PMR 17083
Adjust catch basins, electric vault, and raise utilities west of P-1
REASON: Items needed to be raised to match final finish grade.
REQUESTED BY: District
COST: \$4,458
TIME EXTENSION: 0 days
- #16 DESCRIPTION: PMR 17084
Adjust and enlarge catch basins between building G and VoTech.
REASON: Sheet flow into planter obstructed by seat walls.
REQUESTED BY: Civil Engineer / Architect
COST: \$2,425
TIME EXTENSION: 0 days
- #17 DESCRIPTION: PMR 17085
Raise clarifier at south/east side of phase 2.
REASON: Clarifier was set per grades indicated on phase 1 Civil drawings. Phase 2
Civil drawings required clarifier to be at different elevation.
REQUESTED BY: Civil Engineer
COST: \$2,943
TIME EXTENSION: 0 days
- #18 DESCRIPTION: PMR 17087
Add condensate filters to the Kaiser air compressors.
REASON: Oily discharge from air compressor required filter.
REQUESTED BY: District / Plumbing Engineer
COST: \$865
TIME EXTENSION: 0 days
- #19 DESCRIPTION: PMR 17088 (Bulletin 27)
Revise routing and sizes of compressed air lines and provide shut-off valves to
Shop areas.
REASON: User preference and safety to have compressed air shut-offs at each shop
bay.
REQUESTED BY: District
COST: \$7,726
TIME EXTENSION: 0 days

- #20 DESCRIPTION: PMR 17089
Add floor drains at each wash sink in phase 2.
REASON: User preference at shop areas for ease of cleanup.
REQUESTED BY: District
COST: \$2,453
TIME EXTENSION: 0 days
- #21 DESCRIPTION: PMR 17090
Provide additional piping at Dynos.
REASON: Piping not shown on plumbing drawings.
REQUESTED BY: District
COST: \$5,226
TIME EXTENSION: 0 days
- #22 DESCRIPTION: PMR 17091
Provide floor drain FD-1 at motorcycle pits.
REASON: User preference and not indicated on plumbing drawings.
REQUESTED BY: District
COST: \$1,289
TIME EXTENSION: 0 days
- #23 DESCRIPTION: PMR 17092
Credit for alternative routing of center wasteline in phase 2.
REASON: Functionality is the same and credit.
REQUESTED BY: District
COST: <-\$4,658>
TIME EXTENSION: 0 days

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	February 2, 2010	Resolution	_____
SUBJECT:	Women's Ensemble Summer Tour June 20-27, 2010	Information	_____
		Enclosure(s)	X

BACKGROUND

The Women's Ensemble was created as a training ground for those interested in an education in the field of voice, performance and choral literature, with a high level of professionalism and practical experience. Each year this talented group has the opportunity to continue their education outside of the classroom, as well as exhibit the knowledge and performance skills they have acquired throughout the year, by participating in a summer tour. (MUS 222 Women's Ensemble summer Tour)

This summer the members of The Women's Ensemble will be traveling to the Mexican Riviera aboard the Carnival cruise ship, PRIDE. They will be performing on board the ship in the atrium and will be the opening act for one of the headliners that week. They will do a "question and answer" experience with the performance cast aboard the PRIDE to see what it is like to be a working performer.

This summer tour will consist of twenty-eight (28) students, one (1) faculty member and two (2) chaperones. All expenses will be covered by monies secured from fundraising activities.

The estimated costs for the tour are as follows:

7 Staterooms	\$19,654.00
Soundman (\$60/hour – estimated 2 hours)	<u>\$120.00</u>
TOTAL ESTIMATED BUDGET FOR 2010 TOUR:	\$19,774.00

This item was prepared by Autumn Leal, Secretary for Fine Arts, and Keely Milliken, faculty member for Music.

Aye__Nay__Abstained__

Item No. _____ I.1.e. _____

Women's Ensemble Summer Tour
June 20-27, 2010

Estimated Budget

Based on 28 students, 1 staff and 2 Chaperones for a 7 day tour.

7 Staterooms	\$19,654.00
Soundman (\$60/hour – estimated 2 hours)	<u>\$120.00</u>
TOTAL ESTIMATED BUDGET FOR 2010 TOUR:	\$19,774.00

Roster

Faculty

1. Keely Milliken

Chaperones

1. Alison Hopper
2. Ryan Milliken

Students

1. Jacklyne Aceves
2. Joana Albanese
3. Chrisy Alcaraz
4. Ashley Almanza
5. Alisha Avila
6. Miriah Avila
7. Courtney Clark
8. Jennifer Eazell
9. Liana M. French
10. Jackie Gerrero

11. Megan Glass
12. Chrstitina Gonzalas
13. Aurora Hale
14. Kylee Henderson
15. Miracle Jackson
16. Gayle Jett
17. Lauren Smolka
18. Katie Mathey
19. Stacey McDonald
20. Ashley Odiozola
21. Ana Ortiz
22. Desiray Ortiz
23. Vanessa Reed
24. Kayla Rubio
25. Saki Tachino
26. Kazuko Takahashi
27. Milanda Tiji
28. Victoria Vives

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Alverson, David	Instructor		Hourly as needed	Recording Arts	02/16/10	06/30/10	\$44.90	hr.
Au, Algie	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Beach, Kriste	Instructor	ADN Mentor	Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Boxley, Jackie	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Brawner, Mary	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Burkemper, Bruce	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Cowgill, Darian	Instructor		Hourly as needed	Recording Arts	02/16/10	06/30/10	\$44.90	hr.
Croy, Richard	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Dingwall, Stephanie	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Dunaj, Joshua	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Fowler, Jonathan	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Garner, Jennifer	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Gomez, Steven	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Goodman, Robert	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Greer, Maury	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Gunstream, Marilyn	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Guttman, Kenneth	Instructor	Lead Instructor Spring 2010	Stipend	Study Abroad	02/18/10	05/15/10	\$2,000.00	tl.
Han, June	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Hartman, Steven	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Hester, Dana	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Hollenshead, Marcia	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Johansen, Gregory	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Kondo, Arnold	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Kyle, Timothy	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Lee, Monica	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Lofthouse, Peter	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
McCabe, Dale	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Mejia, Hardy	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Merandi, Michael	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Mitzen, Kathy	Interim Director	ADN Program	Hourly as needed	Health Sciences	02/03/10	06/30/10	\$680.00	da.
Mondrala, Scott	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$50.72	hr.
Morrison, Scott	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Noonan, Benjamin	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Norman, Scott	Instructor	During unassigned time	Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Oropeza, Raymond	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Parsons, Karla	Instructor	ADN Mentor	Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Pineda, Selene	Intern		Volunteer	Library	02/03/10	06/30/10		
Pires, Marcelo	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Ponciano, Ronald	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Purves, Dianne	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Shaw, Nickawanna	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Shimano, Brooke	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Smith, Stephen	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Stone, Traci	Instructor	During unassigned time	Hourly as needed	Physical Education	02/16/10	06/30/10	\$44.90	hr.
Tsark, Eleanor	Instructor	Proctor, DSP&S Students	Hourly as needed	DSP&S	02/03/10	06/30/10	\$44.90	hr.
Wilhite, Brandi	Instructor		Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Wilhite, Brandi	Instructor	ADN Program	Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Williams, Monique	Instructor	ADN Mentor	Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Wise, Jody	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.
Wurst, Clifton	Instructor		Hourly as needed	Physical Education	02/16/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
2009-2010 LAB SUPERVISORS
FEBRUARY 2, 2010**

Name	Adjunct or Full Time	Department	Begin	End	Placement	Hourly Rate
Dupee, Carrie	A	Nursing	02/17/10	06/30/10	1-1	\$27.68
Wilhite, Brandi	A	Nursing	02/17/10	06/30/10	1-1	\$27.68

**ACADEMIC EMPLOYEES
SPRING 2010 ADJUNCT
FEBRUARY 2, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Alverson, David	Recording Arts	Lec	1-1	\$1,025	\$58.54
Cowgill, Darian	Recording Arts	Lec	1-1	\$1,025	\$58.54

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	REASON	DEPT.	MOS.	PRCT.	BEGIN	END	RANGE & STEP	MONTHLY RATE
Canales, Olivia	Administrative Clerk III	Upgraded to 100% employee	Learning Center	11.5	100%	9/1/08		29-7 (26- 7+3A)	\$4,092.66
Macias-Ruiz, Benjamin	Interim Campus Security Supervisor	Temporary upgrade extension	Security		100%	2/3/10	2/28/10	9-1	\$4,878.00

**CLASSIFIED EMPLOYEES
SEPARATIONS
FEBRUARY 2, 2010**

Name	Classification	Department	Reason	Date(s) of Separation
Ramirez, Jose	Custodian	Custodial	Retirement	12/28/09

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Boylan, John	Stipend	Music Arranging "Battle of the Big Bands Round 7"	Performing Arts	2/5/10	2/5/10		\$250/tl.
Cline, Ericka	Student Services Assistant	Review sessions for students enrolled in BIO 105	STEM Grant	2/3/10	6/30/10	17-1	\$13.10/hr.
Corona, Daisy	Student Services Assistant	Review sessions for students enrolled in BIO 105	STEM Grant	2/3/10	6/30/10	17-1	\$13.10/hr.
Deeb, Jacqueline C.	Student Services Assistant	Provide student with guidance and support with important transitions to calculus	STEM Grant	2/18/10	6/30/10	17-1	\$13.10/hr.
Hahn, Shelley	Stipend	Coordinator, Child Development Training Consortium	Behavioral Sciences	9/1/09	6/30/10		\$10,200/tl.
Liskey, Renee	Stipend	Music Arranging "Hello Dolly"	Performing Arts	2/3/10	2/15/10		\$750/tl.
Milewski, Dave	Student Services Assistant	Review sessions for students enrolled in ASTR 116	STEM Grant	2/3/10	6/30/10	17-1	\$13.10/hr.
Milliken, Keely	Stipend	Musical Director "Hello Dolly"	Performing Arts	2/3/10	2/17/10		\$1500/tl.
Mixson, Vonetta	Stipend	Music Arranging "Hello Dolly"	Performing Arts	2/3/10	2/17/10		\$2000/tl.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
FEBRUARY 2, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Ramirez, Jose	Custodian	Fill a vacant position	Custodial	1/20/10	6/30/10	22-7	\$19.86
Tanwongprasert, Kesirin D.	Student Services Assistant	Provide student with guidance and support with important transitions to calculus	STEM Grant	2/18/10	6/30/10	17-1	\$13.10/hr.
Vilter, Dan	Stipend	Lighting Design "Hello Dolly"	Performing Arts	2/8/10	2/28/10		\$1000/tl.
Waugh, Christine	Volunteer		Counseling	2/3/10	6/30/10		
Wigglesworth, Ruth	Student Services Assistant	Provide student with guidance and support with important transitions to calculus	STEM Grant	2/18/10	6/30/10	17-1	\$13.10/hr.

**PROFESSIONAL EXPERTS
FEBRUARY 2, 2010**

Name	Classification	Begin	End	Department	Rate
Noonan, Benjamin	Assistant Football Coach/Athletic Recruiter	2/3/10	2/3/11	Physical Education	\$50,000.00/yr.
Ponciano, Ron	Head Football Coach	2/3/10	2/3/11	Physical Education	\$70,000.00/yr.
Ameral, Marne	Interpreter II	2/3/10	6/30/2010	DSP&S	27.95/hr.
Cadena, Kimberleigh	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Distelrath, Jason	Interpreter V	2/3/10	6/30/2010	DSP&S	39.34/hr.
Geerer, Sheri	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Glenn, Anna	Interpreter II	2/3/10	6/30/2010	DSP&S	27.95/hr.
Holm, Dorene	Interpreter I	2/3/10	6/30/2010	DSP&S	23.81/hr.
Howell, Terri	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Hurtado, Aimee	Interpreter I	2/3/10	6/30/2010	DSP&S	23.81/hr.
Lopez, Leah	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Louden, Gerrie	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Mussack, Teri	Interpreter I	2/3/10	6/30/2010	DSP&S	23.81/hr.
Navarro, Carol	Interpreter I	2/3/10	6/30/2010	DSP&S	23.81/hr.
Quatro, Tina	Interpreter V	2/3/10	6/30/2010	DSP&S	39.34/hr.
Quintana, Sergio	Interpreter I	2/3/10	6/30/2010	DSP&S	23.81/hr.
Sengupta, Regina	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.
Shaffer, Rachel	Interpreter III	2/3/10	6/30/2010	DSP&S	31.06/hr.
Thomas, Yvonne	Interpreter VI	2/3/10	6/30/2010	DSP&S	46.59/hr.
Williams, Brandy	Interpreter II	2/3/10	6/30/2010	DSP&S	27.95/hr.
Zachman, Amy	Interpreter IV	2/3/10	6/30/2010	DSP&S	34.16/hr.

I. ACTION ITEMS (continued)

Business Services

2. Authorization is requested to approve Resolution #2009-10-04 to transfer \$1.00 or more between the Academic Senate, Childcare Tax Bail Out, Equal Employment Opportunity, Economic Development, Apprenticeship, Part-time Faculty Office Hours, Part-time Faculty Health Insurance, Part-time Faculty Compensation, Transfer Education and Articulation, Matriculation, and Physical Plant and Instructional Support programs. (Page 38)
3. Authorization is requested to approve the Quarterly Financial Status Report for the fiscal quarter ended December 31, 2009, and the forwarding of this report to the Chancellor's Office and the Office of the Los Angeles County Superintendent of Schools. (Page 40)

Personnel

4. Authorization is requested to approve the Tentative Agreement between the Citrus Community College District and the Citrus College Faculty Association, effective January 1, 2009, through December 31, 2011, ratified by a majority affirmative vote of the unit membership. (Page 45)

General

5. Authorization is requested to approve the second reading of Board Policies BP4021 – Program Discontinuance; BP 4060 – Delineation of Functions Agreement; BP 4106 – Nursing Programs; BP 4220 – Standards of Scholarship; BP 4225 – Course Repetition; BP 4260 – Prerequisites, Co-requisites and Advisories; BP 4290 – Classroom Interference; BP 4300 – Field Trips and Excursions; and BP 4400 – Community Education Programs. (Page 46)

At this time, the board may adjourn to closed session to discuss Item No. F.

J. ADJOURNMENT

Dates to remember:

February 12, 2010	HOLIDAY – Lincoln's Birthday
February 15, 2010	HOLIDAY – Washington's Birthday
February 16, 2010	Spring FLEX Activities & Board of Trustees Meeting
February 17, 2010	First Day of Spring Semester
March 2, 2010	Board of Trustees Meeting
March 16, 2010	Board of Trustees Meeting

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	February 2, 2010	Resolution	X
SUBJECT:	Transfer Between State Categorical Programs	Information	
		Enclosure(s)	X

BACKGROUND

The 2009-2010 Budget Act provides districts with categorical flexibility for specified programs. Under this flexibility provision, districts are allowed to redirect funds from any of the specified categorical programs to any other categorical program funded in the state budget. Districts that elect to redirect categorical funds in this manner are deemed to be in compliance with the statutory regulatory and provisional language associated with the specified categorical programs.

This item was prepared by Rosalinda Buchwald, Director of Fiscal Services.

RECOMMENDATION

Authorization is requested to approve Resolution #2009-10-04 to transfer \$1.00 or more between the Academic Senate, Childcare Tax Bail Out, Equal Employment Opportunity, Economic Development, Apprenticeship, Part-time Faculty Office Hours, Part-time Faculty Health Insurance, Part-time Faculty Compensation, Transfer Education and Articulation, Matriculation, and Physical Plant and Instructional Support programs.

Carol Horton
Recommended by

Moved / Secoded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. 1.2.

**RESOLUTION #2009-10-04 OF THE BOARD OF TRUSTEES OF THE
CITRUS COMMUNITY COLLEGE DISTRICT REGARDING
AUTHORIZING THE TRANSFER BETWEEN
STATE CATEGORICAL PROGRAMS**

WHEREAS, the Citrus Community College District has been certified for \$3,073,912 in state categorical program funding for 2009-10; and

WHEREAS, the 2009-10 Budget Act provides categorical flexibility for specified programs (Academic Senate, Childcare Tax Bail Out, Equal Employment Opportunity, Economic Development, Apprenticeship, Part-time Faculty Office Hours, Part-time Faculty Health Insurance, Part-time Faculty Compensation, Transfer Education and Articulation, Matriculation, and Physical Plant and Instructional Support) in 2009-2010, 2010-2011, 2011-2012, and 2012-2013; and

WHEREAS, districts that elect to redirect categorical funds under this categorical flexibility provision are deemed to be in compliance with the program and funding requirements contained in statutory, regulatory and provisional language associated with the specified programs;

NOW THEREFORE, BE IT RESOLVED, that the Governing Board of the Citrus Community College District hereby authorize the transfer of \$1.00 or more between Academic Senate, Childcare Tax Bail Out, Equal Employment Opportunity, Economic Development, Apprenticeship, Part-time Faculty Office Hours, Part-time Faculty Health Insurance, Part-time Faculty Compensation, Transfer Education and Articulation, Matriculation, and Physical Plant and Instructional Support programs.

PASSED AND ADOPTED by the Board of Trustees of the Citrus Community College District this 2nd day of February 2010 by the following votes:

Ayes: _____

Noes: _____

Absent: _____

Gary L. Woods
President, Board of Trustees

Dated: February 2, 2010

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q

Fiscal Year: 2009-2010

District: (820) CITRUS

Quarter Ended: (Q2) Dec 31, 2009

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2006-07	Actual 2007-08	Actual 2008-09	Projected 2009-2010

I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	58,609,178	61,088,434	61,098,914	58,700,254
A.2	Other Financing Sources (Object 8900)	202,230	153,272	443,916	193,930
A.3	Total Unrestricted Revenue (A.1 + A.2)	58,811,408	61,241,706	61,542,830	58,894,184
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	55,091,980	58,022,054	59,141,288	58,734,592
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	2,588,672	2,423,910	1,611,193	1,562,557
B.3	Total Unrestricted Expenditures (B.1 + B.2)	57,680,652	60,445,964	60,752,481	60,297,149
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,130,756	795,742	790,349	-1,402,965
D.	Fund Balance, Beginning	4,850,264	5,981,020	6,776,762	7,567,112
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	4,850,264	5,981,020	6,776,762	7,567,112
E.	Fund Balance, Ending (C. + D.2)	5,981,020	6,776,762	7,567,111	6,164,147
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	10.4%	11.2%	12.5%	10.2%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	11,437	11,848	12,952	11,550
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III. Total General Fund Cash Balance (Unrestricted and Restricted)		As of the specified quarter ended for each fiscal year			
		2006-07	2007-08	2008-09	2009-2010
H.1	Cash, excluding borrowed funds		17,812,095	18,106,767	21,887,508
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	13,040,677	17,812,095	18,106,767	21,887,508

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	58,700,254	58,700,254	33,010,343	56.2%
I.2	Other Financing Sources (Object 8900)	193,930	193,930	40,394	20.8%
I.3	Total Unrestricted Revenue (I.1 + I.2)	58,894,184	58,894,184	33,050,737	56.1%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	58,734,592	58,734,592	24,325,122	41.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,562,557	1,562,557	1,537,176	98.4%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	60,297,149	60,297,149	25,862,298	42.9%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-1,402,965	-1,402,965	7,188,439	
L	Adjusted Fund Balance, Beginning	7,567,112	7,567,112	7,567,112	
L.1	Fund Balance, Ending (C. + L.2)	6,164,147	6,164,147	14,755,551	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	10.2%	10.2%		

V. Has the district settled any employee contracts during this quarter?

NO

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?
Next year?

NO
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

**District: (820) CITRUS
2009**

**Fiscal Year: 2009-2010
Quarter Ended: (Q2) Dec 31,**

Chief Business Officer		District Contact Person	
CBO Name:	Carol R. Horton	Name:	Carol Cone
CBO Phone:	626-914-8886	Title:	Budget Supervisor
CBO Signature:	_____	Telephone:	626-914-8885
Date Signed:	_____		
Chief Executive Officer Name:	Geraldine M. Perri, Ph.D.	Fax:	626-914-8604
CEO Signature:	_____	E-Mail:	ccone@citruscollege.edu
Date Signed:	_____		
Electronic Cert Date:	01/22/2010		

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE:	February 2, 2010	Resolution	_____
SUBJECT:	Agreement Between the Citrus Community College District and the Citrus College Faculty Association (CCFA/CCA/CTA/NEA)	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Citrus Community College District (District) and the Citrus College Faculty Association (CCFA/CCA/CTA/NEA) reached Tentative Agreement during the negotiations process.

The CCFA/CCA/CTA/NEA bargaining unit membership, by a majority affirmative vote, ratified the Tentative Agreement, and on December 9, 2009, notified the District. The governing board is required to take official action to approve the new agreement. A summary of the Tentative Agreement will be provided separately for both the Board of Trustees and for guests at the Board meeting.

Upon official Board approval, the successor agreement will become effective retroactively to January 1, 2009. The duration of the three-year agreement is from January 1, 2009 through December 31, 2011.

This item was prepared by Sandra Coon, Confidential Administrative Assistant, Human Resources

RECOMMENDATION

Authorization is requested to approve the Tentative Agreement between the Citrus Community College District and the Citrus College Faculty Association, effective January 1, 2009, through December 31, 2011, ratified by a majority affirmative vote of the unit membership.

Robert L. Sammis
Recommended by

_____/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. I.4.

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4021 PROGRAM DISCONTINUANCE

References:

Education Code 78016;
Title 5 Sections 51022 and 55130

Citrus College has established its Program Discontinuance Policy in accordance with Title 5, Section 51022. The primary purpose of this policy is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process.

Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program discontinuance should be considered only if, after most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside the college's mission and master plan, as well as the department's goals and objectives. The policy should not be construed as an inducement to look for programs to discontinue, or as a threat to honest participation in an academic process such as program review.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4021 PROGRAM DISCONTINUANCE

References:

- Education Code 78016;
- Title 5 Sections 51022, 55000, and 55130;
- Program Discontinuance: A Faculty Perspective (ASCCC adopted Spring 1998);
- Mission College Academic Senate Policy and Process for Program Discontinuance (May 17, '01)

I. Definitions

For the purposes of this AP, this procedure applies to the programs as listed in Appendix A (List of Courses/Organizational Taxonomy) of the Citrus College Program Review Handbook.

II. Initiating a Discussion on Program Discontinuance

- Program discontinuance discussions can begin in a variety of places, including: the Steering Committee, the Office of Academic Affairs, the Educational Programs Committee, the Office of Student Services, and individual Divisions or Departments.
- The Academic Senate and its committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic matters.

III. Discussion Criteria

The discussion concerning any specific program considered for discontinuance must necessarily have two components: Qualitative and Quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to either continue or discontinue a program.

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:

- The pedagogy of the discipline.
- The development of the whole student.
- The balance of college curriculum.
- The effect on students of discontinuing the program.
- The potential for a disproportionate impact on diversity at Citrus College.

- The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committee input for technical/career programs, and the community.
- The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.
- The replication of programs in the surrounding area.

B. Quantitative Indicators

The list of quantitative indicators is long. Any and/or all of these quantitative indicators need to be reviewed to inform the discussion on program discontinuance. They include, but are not limited to:

- The projected demand for the program in the future.
- The persistence of students in the program.
- Weak enrollment trends over a sustained period of time.
- Rapid reduction in a enrollment due to a change in graduation, transfer, or certificate requirements.
- Insufficient frequency of course section offerings.
- Poor term to term persistence (significantly below the college average) of students within the program.
- Poor retention or success rates (significantly below the college average) of students.
- Productivity in terms of the FTEs (actual) per FTEF ratio (the version of WSCH/FTE that takes enrollment activity for all attendance types into consideration).
- Number of graduates or certificate completers from the program (where applicable).
- Diversity issues: For example, has the ethnic distribution of department enrollees become more reflective of the overall student body over time?
- The decline in importance of service to those in related programs.

C. Discussion Guidelines

- Discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Extraordinary efforts must be employed, if necessary, to ensure that the student and community voice is heard.
- Discussion of program discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications including print, email, and voicemail.
- Discussions will be conducted using the best practices for meeting

facilitation following an agreed upon timeline, including agreed upon ground rules, and recording and publishing outcomes of discussions.

- Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
- A written record of all discussions will be kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with a copy kept by the Office of Academic Affairs.
- Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy.

IV. **Possible Outcomes of Program Discontinuance Discussion**

There are three potential outcomes of the Program Discontinuance process. A program may be recommended to continue, to continue with qualification, or to discontinue.

A. **Recommendation to Continue**

A program recommended to continue will do so when after full and open consideration it is decided that it is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing by an agreed upon party established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. No further action is required.

B. **Recommendation to Continue with Qualifications**

A program may be recommended to continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. All interventions and timelines will be published in writing by an agreed upon sub-committee established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. After the specified qualification period is completed the program will be reviewed again.

The Program Intervention and Improvement Plan will look at all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access issues. The use of the U.S. Department of Education "Five Step Process for Improving Performance," is recommended as a format for developing a Program Intervention and Improvement Plan. This five step process involves:

1. Documenting program results.
2. Analyzing key performance indicators by a variety of comparisons.
3. Identifying direct or root causes of concerns.
4. Selecting best solutions to impact desired program performance.
5. Pilot testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

C. Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program falls outside the college's mission and/or the department's goals and objectives. Any recommendation for program discontinuance will include the following:

- The criteria used to arrive at the recommendation.
- A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their program of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
- A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.

The recommendation and discontinuance plan will be documented in writing by an agreed upon party, will include the signatures of the Vice President of Academic Affairs, the Superintendent/President and other appropriate administrators, ASCC President and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval if deemed necessary.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4022 COURSE APPROVAL

Reference:

Title 5 Section 55100

All new programs and program deletions shall be approved by the Board of Trustees and shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required. All new and deleted courses must be approved by the Board.

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the Curriculum Committee and the Office of Academic Affairs.

Procedures for course approval of non-degree-applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

- These courses must be approved by the Curriculum Committee.
- The individuals on the Curriculum Committee must have received the training provided for in Title 5, Section 55100.
- Unless modified to properly address the reasons for denial by the State Chancellor's Office, no courses may be offered that were previously denied separate approval by the State Chancellor's Office.
- No student may be permitted to count 18 or more semester units of coursework approved under this procedure toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree.
- No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs Code may be linked to one another by means of prerequisites or co-requisites.
- All courses approved must be reported to the State Chancellor's Office.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4060 DELINEATION OF FUNCTIONS AGREEMENT

Reference:

Education Code Sections 8535 and 8536

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the Superintendent/President shall present an appropriate memorandum of understanding to the Board of Trustees for approval.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4060 DELINEATION OF FUNCTIONS AGREEMENTS

References:

Education Code Sections 8535 and 8536

Whenever the District is approached by another educational agency (public school district or community college district) to assume responsibility for any or all of that agency's adult education apportionment, the following procedure will be implemented.

The Vice President of Academic Affairs will receive the proposal from the requesting school district, containing a list of the courses that it wishes to transfer to the District, as well as an enrollment history for these courses for the last two years.

The Vice President of Academic Affairs will forward the proposal to the Curriculum Committee for review to determine whether the proposed classes fit within the District's mission and curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, and faculty credential requirements. The Curriculum Committee will present the proposal to the Vice President for review with a recommendation about whether or not the proposed transfer should be accepted.

If approved by the Vice President of Academic Affairs, a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the requesting school district. The agreement shall contain all legal and contractual obligations of either or both districts under the program with appropriate time requirements. Furthermore, the written transfer agreement shall specify 1) that only courses that qualify as community college noncredit education under Education Code, Section 84711 shall be transferred and 2) the number of FTES proposed to be transferred from the district with the existing program.

The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the Board of Trustees for approval. If approved by the Board, appropriate paperwork and reports required by the State Chancellor's Office will be completed and submitted for implementation.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

BP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, 70101-70106, 70120, 70124, 70125, 70128.5, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521;
Health and Safety Code Section 128050.

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

The District shall consider all of the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework; and
- Any relevant work experience.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, 70101, 70106, 70120, 70124, 70125, 70128.5, 78260, 7861.3, 78261.5, 87482, 89267, 89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521;
Health and Safety Code Section 128058

The State of California Board of Registered Nursing requires the Associate Degree Nursing Program faculty to determine admission criteria within the CCCC Guidelines for ADN Program admission based on the Ed. Code, Title 5, and Health and Safety Code Sections.

Faculty will annually review the admission criteria, and analyze the data related to the pool of applicants and the accepted students

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

The District shall consider all of the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework; and
- Any relevant work experience.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4220 STANDARDS OF SCHOLARSHIP

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55020 et seq., 55030 et seq., and 55040 et seq.

The Superintendent/President in consultation with the Academic Senate shall develop procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 55020 et seq., 55030 et seq., 55040 et seq. and Board Policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the District's catalog.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4222 REMEDIAL COURSEWORK

Reference:

Title 5 Section 55035

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college-level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4225 COURSE REPETITION

References:

Title 5 Sections 55040, 55041, 55042, 55044, and 58161

Students may repeat courses in which: substandard grades (less than "C") were earned; extenuating circumstances exist and can be demonstrated; a significant lapse of time has occurred; or, the repetition is necessary to meet a legal mandate as a condition of continued pay or voluntary employment.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are set forth in AP 4225.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4225 COURSE REPETITION

References:

Title 5 Sections 55040, 55041, 55042, 55043, 55253, and 56029

A student may not repeat a course in which the student received a grade of C or better, with the following exceptions:

- The course description in the college catalog states that the course may be repeated for credit.
- A student may petition to repeat a course once where it has been determined by the college that there has been a significant lapse of time since the student previously took the course. The units and grade points of the first enrollment in the course shall be used in computing the student's grade point average at Citrus College and the permanent academic record shall be so annotated.
- When repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment. The grade received by the student each time will be included in computing the student's grade point average.

Students may repeat a course once when a "D", "F", "FW", "NC", "NP", or "W" has been earned. When a student repeats a class to alleviate substandard academic work, the previous grade and credit shall be disregarded in the computation of grade point average. The permanent academic record shall be annotated in such a manner that all work (including the original course grade) remains legible.

To take the course a third time, a student must file a petition and receive approval. The petition will be considered only if the withdrawal or substandard grade on the second attempt was the result of extenuating circumstances. Extenuating circumstances shall be defined as verified cases of accident, illness or other circumstances beyond the control of the student. When the course is repeated, the units and grade points of the higher grade only shall be used in computing the student's grade point average at Citrus College, and the permanent academic record shall be annotated in such a manner that all work (including the original course grades) remains legible.

A student may repeat a course at another accredited college to alleviate a final grade of "D", "F", "FW", or "NC" earned at Citrus College. The student shall file a petition and verify the grade with an official college transcript. The units and grade points of the higher grade only shall be used in computing the student's grade point average at Citrus College, and the permanent academic record shall

be annotated in such a manner that all work (including the original course grade) remains legible.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history. Nothing herein shall be construed in such a way that it conflicts with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4260 PREREQUISITES, CO-REQUISITES AND ADVISORIES

References:

Title 5 Sections 55000 and 55003

The Superintendent/President in consultation with the faculty is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

Prerequisites, co-requisites, and advisories shall be identified in the Citrus District/College publications available to students.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4260 PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

Title 5 Sections 55000 and 55003

The Citrus Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board of Trustees recognized that, if these prerequisites, co-requisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

I. College Policies and Procedures

A. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisite and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.ⁱ
3. Define advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

The college shall establish a process by which a student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.ⁱⁱ

2. Grounds for challenge shall include the following:
 - a. Those grounds for challenge specified in Section 55201(e) of Title 5.

 - b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayedⁱⁱⁱ by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.

 - c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.^{iv}

3. The college shall formally establish a challenge process including:
 - a. Who makes the determination of whether the challenge is valid: For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.

 - b. What possibility of appeal exists: If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.

 - c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or

ought to be in the college's own records, then the college has the obligation to produce that information.^v

C. Curriculum Review Process

The curriculum review process at the college shall at a minimum be in accordance with all of the following:

1. Establish a Curriculum Committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the Academic Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner. See II.C. below.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course;^{vi} and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - i. involvement of faculty with appropriate expertise;
 - ii. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
 - iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - v. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - vii. maintain documentation that the above steps were taken.

- (b) The prerequisite or co-requisite meets the scrutiny specified in one of the following: II.A. 1 a. through A.1.g. and specify which.^{vii}
 - (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.^{viii}
- (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum Committee.
 - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.^{ix}
 - (c) A course which should have a prerequisite or corequisite as provided in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:^x
 - i. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Section 55002) or
 - ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.^{xi}
- b. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.3.a.(1)-(4).

D. Program Review

As a regular part of the Program Review process or at least every six years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Prerequisites or co-requisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or co-requisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment
Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.^{xii}

F. Instructor's Formal Agreement to Teach the Course as Described
The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but rather an advisory on recommended preparation and must be identified as such in the Schedule and Catalog. Establishing advisories does not require all the following steps. (See II.B below.)

A. Prerequisites and Co-requisites

1. Levels of Scrutiny

Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:^{xiii}

a. The Standard Prerequisites or Co-requisites^{xiv}

The college may establish satisfactory completion of a course^{xv} as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines^{xvi}

A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A. 1.g.
- (3) The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills.^{xvii} This determination must be approved both by the faculty in the discipline as provided in I.C.3.a and by the Curriculum Committee as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.^{xviii}

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses.^{xix} If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law.^{xx} Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.^{xxi}

f. Health and Safety^{xxii}

A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- (2) Data are gathered according to sound research practices in at least one of the following areas:
 - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to co-requisite is necessary.
 - (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
 - (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.^{xxiii}
 - (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.
- (3) The standard for any comparison done pursuant to II.A.2.(A)(D) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite.^{xxiv} The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, the college may establish the proposed prerequisite or co-requisite as a recommended

preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

- (4) If the Curriculum Committee has determined as provided in I.C.3.A.(4)(a) or (b) that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years^{xxv} while research is being conducted and a determination is being made, provided that
- (a) All other requirements for establishing the prerequisite or co-requisite have already been met; and
 - (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.^{xxvi}
 - (c) Prerequisites and co-requisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)

2. Additional Rules

Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here.

B. Advisories on Recommended Preparation

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in I.C. above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

C. Limitations on Enrollment

The types of limitation on enrollment specified below^{xxvii} may only be established through the curriculum review process by the discipline or department faculty and the Curriculum Committee specified above including the requirement to review them again at least every six years, for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. The college includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact.^{xxviii} If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512.)

2. Honors Courses^{xxix}

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections^{xxx}

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Footnotes

i. Colleges should also publish this information in the student handbook, if the colleges publishes one, or in whatever other documents that are published to assist students in understanding college rules and procedures.

ii. The college has an obligation to resolve challenges in a “timely manner.” [See Section 55201(e).] However, the student should not wait until the last minute to file the challenge. If the college could not meet the one-week timeline, it could reserve a seat for the student or make provision in its policies on maximum class size to exceed the set size for such a student.

iii. If other courses are available which meet the same requirement, the student is not being delayed. There is no obligation to honor a student’s preference. The point is that this type of limitation on enrollment should not even be established unless alternative choices exist to meet any graduation requirement satisfied by taking the performance course.

iv. The Federal Government’s Americans with Disabilities Act of 1990 requires further that if a student with a disability seeks admission to a course which has a prerequisite designed to protect health and safety, then the burden is on the college to establish that there is no accommodation available that would protect health and safety and permit the student to enroll without undue costs to the district.

v. For example, if a student challenges on the basis of claiming that a prerequisite was not established properly, that the student must show some legitimate reason for believing that the prerequisite was not established properly. However, if the student makes a prima facie case, the college must then produce the relevant information from its own files and not expect the student to request the files and search out the information.

vi. The main point here is that the faculty, and the curriculum committee as well, must approve the prerequisite as a separate action from any approval of the course. However, it is not required that the faculty in the department in fact approve the course, although there are obvious reasons why that is recommended good practice. Title 5 requires only approval of the course by a curriculum committee that is a committee of the Academic Senate or established in a manner agreeable to the Senate and the campus administration (Section 55002). Title 5 further requires that prerequisites and all academic and professional matters be matters for the board to rely primarily on the Senate or reach joint agreement with it. (Sections 53200 et seq.)

vii. It is strongly encouraged that this review be based on the actual syllabus, texts, and tests for the course. Only in that way is it possible to determine not merely what the course theoretically should be requiring students to know but, rather, what in practice the course actually does require students to know. If the course is new and exams have not yet been written, an advisory could be established instead of a prerequisite or the instructor could prepare sample tests and submit them at the same time the course is being proposed. If the prerequisite or co-requisite is required for the course to be approved for degree applicable credit, then the instructor shall be required to submit sample tests at the same time the course is being proposed.

viii. Individual courses will need to be reviewed first to determine whether, if appropriate academic standards are upheld, the students would need to have met a prerequisite or enroll in a co-requisite: “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 co-requisites which are established, reviewed, and applied in accordance with the requirements of Article 2 (commencing with Section 55200),” and “If Success in the course is dependent upon communication or computation skills, then the course shall require. . . as pre- or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.” [Section 55002(a)(2)(E), emphasis added] Secondly, the texts and other grading criteria for the course would need to be examined to see whether in actual fact the students do need to have the indicated skills or knowledge. If a course should require a prerequisite as determined by the first review, but does not meet the criteria required for establishing the prerequisite, then it must be revised so it does meet that standard, or it may not be offered as a degree applicable credit course.

ix. See II.A.1.c.(3) for the treatment of a course which would be required to have a prerequisite or co-requisite in order to be a degree applicable course but for which data is normally required before such a prerequisite or co-requisite could be established.

x. It is possible to have degree applicable courses which have no prerequisites at all. For example, although reading would be assigned in an art history class, it might be possible to learn enough through visual and auditory means to get a satisfactory grade even though the student had difficulty with the reading and, yet, the level of instruction be collegiate.

xi. For example, the committee receives a proposal for a physics course that is described as requiring calculus. The curriculum committee would first determine whether a calculus prerequisite seemed necessary to the course being taught at the indicated level. Since this course would appear to need a calculus prerequisite, the second step is to see whether all the requirements have been met for establishing such a prerequisite. If they have not, then the committee could not approve the course unless either (a) the further work was done to meet all the requirements for a prerequisite; or (b) the course was approved only for non-degree applicable credit, non-credit, or community service.

xii. For example, this further information might require waiting for a final grade from the previous semester to be submitted or an assessment test to be scored. If a college is not able to put information into its data base from the transcripts of all students transferring into the college, it could simply inform the student that, according to their data, he or she has not met the prerequisite. If the student believes a course taken at another institution should satisfy the prerequisite, the student could then file a challenge and be enrolled in the course pending the resolution of the challenge. A college may also routinely ask students at the time of registration if they have met the prerequisite for the course in question and permit the student to enroll if the student says he or she has met the prerequisite. The college must then routinely check to confirm that the student has indeed met the prerequisite and, if not, the student’s enrollment be canceled even if instruction has already begun.

xiii. Certain types of prerequisites need not be reviewed in this way until the next time the program of which they are a part is due for Program Review. See Section 55201(d).

xiv. This section would allow the standard and obvious prerequisites to be established with a minimum of review, enhancing the transfer function in particular and allowing for the resources of the college to be expended on the problematic cases. Examples that would fit well here are standard science class prerequisites or standard foreign language classes. Since this section is intended for very common cases, a college that is having difficulty finding three UC or CSU campuses that have the same prerequisite and the same courses should instead seek to establish the prerequisite under another subsection. However, the CAN system might provide a quick source of information on which

campuses teach the most common courses. The Subject A English course is required by all UC campuses as a prerequisite for English composition classes.

xv. Some courses have more than one prerequisite. Each prerequisite would have to be approved as provided.

xvi. Vocational courses often have obvious prerequisites, but the courses are not offered at enough UC or CSU campuses to meet the requirements of II.A.1.a. Although most such prerequisites would be within the discipline, others would not. For example, the health professions commonly have prerequisites outside the discipline such as anatomy and physiology for nursing. The same level of scrutiny could be used for establishing one course in reading or writing courses as a prerequisite for another course in reading or writing except that such prerequisites would need to be changed to advisories on recommended preparation if the data collected to establish cut-off scores on assessment tests were not sufficient for that purpose. See II.A.1.e. below.

xvii. That percentage need not be so high that the student who lost all those points would be certain to obtain an unsatisfactory grade. For example, if the student would lose 25% of the total points possible by failing the research paper assignment, then he or she could receive a "C" only be obtaining more than 90% of the remaining points, a very difficult task.

xviii. For example, if calculus is required and if problems involving calculus are on the exams but there are also extra credit opportunities sufficient to offset point lost by lacking the knowledge of calculus, then calculus is not in fact necessary. If material that is presented in reading assignments tested is also presented in class, so that it is realistic that a student with less than the recommended reading skills could nonetheless learn the material through the classroom presentations, then that level of reading preparation should only be an advisory on recommended preparation rather than a prerequisite.

xix. Assessment tests and cut scores may only be established in the manner prescribed in "Standards, Policies and Procedures of the Evaluation of Assessment Instruments Used in the California Community Colleges," August, 1992.

xx. These requirements are spelled out in the document referenced in the previous footnote.

xxi. If a college wishes to establish requirements to complete a course or courses before admission to a program in order to establish priorities for admission to the program, such a requirement may only be established as provided in Section 58106 of Title 5 on enrollment priorities. For example, nursing programs sometimes require completion of all requirements for the associate degree prior to admission to the nursing program itself.

xxii. Districts should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities.

xxiii. Student performance could be measured using final grades, or it could be measured using their performance up to any point as early as six weeks into the course. The later the date chosen for measuring student performance, the more extraneous factors like change in work schedule or personal illness will also affect the data. The option described in g.(2)(b) above would permit the instructor to adjust for such irrelevant factors and even for the student who is doing the work but unsuccessfully or provide for these other factors in some other way in the research design. On the other hand, others believe that the use of faculty perception is more subjective and grades more

objective. This issue is left for discussion at the campus, since all of these approaches are legitimate research methodologies, and there are no conclusive reasons to require any one of them.

xxiv. This standard, that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite, is not an additional measure but, rather, is the point of whatever measure is used. Whether the comparison is with student final grades or with a midterm grade or student satisfaction with the prerequisite or faculty assessment of student preparation, the point is to confirm that the student would be unlikely to succeed unless he or she met the prerequisite.

xxv. Although this language would permit two years of grace, the intent is that normally the issue would be resolved during the first year. A second year is permitted only if unanticipated problems arise in the data collection process itself such that the data are lost or are rendered meaningless or unintelligible.

xxvi. Provision is made here for admitting students who have not met the prerequisite since collecting meaningful data on the value of the prerequisite requires being able to compare students who did meet it to students who did not. However, since a prerequisite of this type has been judged to be vital to maintaining academic standards, the qualified students should be at least 80% of any section of the course. The college might implement this provision through labeling such prerequisites as provisional and, then, permitting individual students to challenge on that basis. The college may also simply program its computer to permit students to enroll on a first-come, first-served basis and, until the 20% limit is reached, permit students who do not have the prerequisite to simply enroll in the regular registration process. In any case, the issue of how to implement this provision is left to the district to college to determine so long as students are notified of their right under this section and so long as students who lack the prerequisite are in some manner limited to not more than 20% of the total enrollment in any one section.

xxvii. These limitations on enrollment are academic matters and need to be established through the curriculum process. Other limitations on enrollment may also be determine to be academic and professional matters as provided in Section 53200 et seq., or be included in collective bargaining agreements or be imposed by outside agencies such as fire departments. This document should not be interpreted to require or encourage any particular method for establishing other limitations on enrollment.

xxviii. The determination of disproportionate impact should normally be done by comparing students enrolled in the course to the general student population.

xxix. If the honors section is a separate course, and an articulation agreement exists that treats the course differently upon transfer or if there are other extrinsic, concrete benefits to taking the honors course, then restriction on enrollment should be established as provided for prerequisites rather than as provided here for limitations on enrollment.

xxx. The Puente Program is perhaps the most well-known example of such a program.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4290 CLASSROOM INTERFERENCE

Any person who enters the classroom of a course in which they are not officially enrolled without prior permission of the instructor shall be considered as interfering with instruction and disrupting the class. Students currently enrolled at Citrus College may be suspended or expelled for violation of this policy.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4300 FIELD TRIPS AND EXCURSIONS

Reference:

Title 5 Section, 55220

The Superintendent/President shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus. The Superintendent/President or designee is authorized to establish rules and regulations that govern the scheduling of field trips and maintain the health and safety of students.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4300 FIELD TRIPS AND EXCURSIONS

Reference:

Title 5 Section 55220

Field Trips & Excursions

Citrus College encourages students to participate in field trips and excursions in connection with courses of instruction or college related social, educational, cultural, athletic or musical activities in California, or any other state, the District of Columbia, or a foreign country [Title 5, section 55220a1]. The District shall provide supervision of students involved in field trips or excursions by engaging instructors, supervisors, and other personnel as may be necessary who desire to contribute their services over and above the normal period for which they are employed by the District [Title 5, section 55220a2].

During the field trip itself, the faculty member who is the designated teacher of record shall be responsible for students. This responsibility constitutes a twenty-four hour commitment including all scheduled and unscheduled activities. Students will be expected to comply with all college regulations including those related to Student Conduct (per BP ~~5439~~ 5500).

The District shall, at the discretion of the Vice President of Academic Affairs and with prior approval of the Board of Trustees, transport students, instructors, supervisors, and chaperones by use of District equipment, contract to provide transportation or arrange transportation by use of other equipment.

As soon as it is determined that an out-of-state trip is planned, the Division/ Department responsible for the trip shall request that **the** item be placed on the board agenda through the office of The Vice President of Academic Affairs. Included in the board agenda item will be:

- Justification and background for the field trip
- Names of all participants including students, instructors, staff, and chaperones;
- Complete itinerary for the trip
- Preliminary list of all plans/arrangements for all costs and sources of funding
- Arrangement for coverage of classes missed by the accompanying instructor, including sections missed, day, and hours, and names of substitutes **who will** cover sections.

Transportation

The District shall, at the discretion of the supervising Dean, transport students, instructors, staff, and chaperones, or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment [Title 5, section 55220a3].

In order for faculty or staff to use a District vehicle and gas card on an approved field trip or excursion they must complete a transportation request form and submit the form to the transportation office at least two weeks in advance of the trip.

Any student driving a District vehicle on a trip or excursion must be listed as an approved trip participant, have a valid driver's license, and if required possess the proper vehicle class license.

Students who wish to drive their own vehicles and/or transport other students must complete a Voluntary Field trip and/or Performance Tour request form. This form must be completed in its entirety and be submitted to the division/department office. Once clearance is obtained the student may use his/her personal vehicle and may transport other students to the approved field trip or excursion.

Liability

All students participating in out-of-state or international field trips or excursions must complete a Voluntary Field trip and/or Performance Tour assumption of risk, and Medical Treatment Authorization Form. The division office shall retain for a minimum of two years forms including a complete list of students, faculty, staff, chaperones, dates, and locations. All completed student participation forms, emergency contact forms, and medical release forms shall be retained by the faculty/staff during the field trip.

When a group of students under the direction of a faculty member participates in out-of-state and/or international trips, all students shall return to their original point of departure unless alternate travel arrangements have been approved by the District. Students or volunteers who desire to continue on after the trip/excursion conclusion date shall assume all liability and risk from that point forward.

Expenses

No student shall be prevented from participating in a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds [Title 5 section 55220b]. No group shall be permitted to take a field trip or excursion, which is integral to the completion of a course if any student who is a member of such an identifiable group will be excluded from participation because of lack of funds. However, the District may not be prevented from offering a study abroad program because a particular student or group of students is unable to participate in the course or program due to a lack of funds [Title 5 section 55220c]

Expenses of students participating in a field trip or excursion may not be paid with public funds, except where auxiliary (not considered public funds (Title 5, Section 55220c),

grant or categorical programs permit use of such funds consistent with the requirements of the funding source (Title 5, Section 55220d).

Faculty, Staff, and Chaperones

The expenses of students, faculty, chaperones, and/or other personnel participating in a field trip or excursion authorized by the District may be paid from District funds, and the District may pay from District funds all incidental expenses for the use of District equipment during such field trip or excursion (Title 5, Section 55220f). Faculty and staff must complete a Travel/Conference Request & Expense Report, secure approval signatures prior to the field trip or excursion, and follow all established District procedures for reimbursement.

Claim for Apportionment

The attendance or participation of a student in a field trip or excursion authorized by the District may be claimed for apportionment to the extent that the field trip or excursion is part of a course. However, attendance claimed for apportionment as a result of a field trip or excursion shall be limited to the amount of attendance that would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus (Title 5, Section 55220g).

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4400 COMMUNITY EDUCATION PROGRAMS

Reference:

Education Code Section 78300

The District shall maintain a not-for-credit, fee-based community education program in addition to the credit and noncredit instructional programs. Classes and activities offered through this program may include, but are not limited to: civic, career, business, literacy, science, fitness, health, homemaking, technology, arts, travel, college for kids and general education.

The community education program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it.

Community education courses and programs shall be open for admission of adults and of those minors who, in the judgment of the District, may benefit.

General fund monies shall not be used to establish or maintain community education courses. Students involved in community education shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

Office of Primary Responsibility: Academic Affairs

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES
CITRUS COMMUNITY COLLEGE DISTRICT

January 19, 2010

The Board of Trustees of the Citrus Community College District met for the Regular Meeting on Tuesday, January 19, 2010, in the Administration Building Board Room.

Board President Woods called the meeting to order at 4:17 p.m. Board President Woods led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL – Present: Susan M. Keith, Joanne Montgomery, Edward C. Ortell, Patricia Rasmussen, Gary L. Woods, and Karine Ponce (Student Trustee).
Absent: None.

RESOURCE PERSONNEL PRESENT: Geraldine M. Perri, Superintendent/President; Jeanne Hamilton, Vice President of Student Services; Carol R. Horton, Vice President of Finance and Administrative Services; Irene Malmgren, Vice President of Academic Affairs; Robert Sammis, Director of Human Resources; Jack Call, Academic Senate President; Steve Siegel, CSEA President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Paula Green, Lan Hao, Greg Hinrichsen, and Sylvia Smythe

Faculty: Jack Call

Supervisors/Confidential: Tedd Goldstein, Marilyn Grinsdale, and Lari Kirby

Classified Employees: None

Adjunct Faculty: None

Students: Karlyn Bradley

VISITORS: Mark Ferrari, Tom Gerfen, and Joe Guarrera

Geraldine M. Perri, Ph.D., Superintendent/President, began her report by welcoming everyone to the New Year at Citrus College.

Dr. Perri reported that she and Dr. Jack Call, Academic Senate President, participated in the State Chancellor's Circle with Chancellor Jack Scott and Community College

League of California CEO, Mr. Scott Lay. The meeting was held at Chaffey College's Community Center and included community colleges from Los Angeles, Riverside, and San Bernardino counties. Chancellor Scott stressed that this will be a very tough year for community colleges. He noted that the Governor's budget is predicated on \$6.9 billion in federal funds, which may not materialize. The Chancellor recommended that we keep our legislators informed of all we are doing to serve our students. Mr. Lay said CCLC is recommending support of the current tax system for one more calendar year, which would provide \$2.2 billion for K-12 and community colleges, and an increase in student fees to \$32 per unit, with a restoration of the 10-unit per semester cap on fees that existed in 1993.

Regarding our accreditation, the college has contacted the accrediting commission to inquire about recent actions. Dr. Perri said official notification from the commission will be sent the last week in January.

The Governor's proposed budget was released on January 8, 2010. Dr. Perri said the budget presents serious concerns for California's community colleges. It calls for the following reductions: a \$10 million reduction to EOP&S; a \$10 million reduction to part-time faculty compensation; no backfill of the \$35 million in federal funds received in 2009/2010; potential suspension of competitive Cal Grants for fall 2010; and a \$22.9 million reduction in apportionment to account for a -0.38% COLA. On the positive side, the Governor proposed \$126 million for enrollment growth or 2.2%; an increase for career/technical education of \$20 million; and student fees maintained at \$26 per unit.

Regarding enrollment, Dr. Perri reported that our winter intersession has 3,308 students enrolled, which is a 28% decrease from last year. Our spring semester has 9,481 students enrolled, which is 665 less than last spring and equals a 6.56% decrease.

Dr. Perri introduced Mr. Tedd Goldstein, Student Employment Services Supervisor, who along with Ms. Lari Kirby, Distance Education Supervisor, presented the Student Worker of the Semester Award. The recipient was Ms. Amber Marrufo, who works in the Child Development Center (CDC) with the Foster Youth Program. Ms. Marrufo was presented a certificate and a check from the Supervisor/Confidential Team for \$150.

Irene Malmgren, Vice President of Academic Affairs, reported that the instructional team is working on next year's schedule and they are focusing on maximizing student access to courses they need to complete certificates and degrees. She said it is a delicate balancing act requiring a great deal of analysis.

As a result of STEM collaborations with Cal State Fullerton, the university has offered to make "special accommodations" for our STEM students who are transferring to their institution. In essence, they will be treated as Tier One transfers. In other STEM news, Ms. Malmgren said Mr. Eric Rabitoy, Dean of Physical and Natural Sciences, and Ms. Sylvia Smythe, Director of College Success, are planning to meet with the new Monrovia Unified School District Superintendent, Dr. Linda Wagner, to discuss STEM

collaborations. During the winter intersession, both Success Centers are operational and the Math Success Center is offering math clinics.

Ms. Malmgren said the CDC was able to serve 40 families during the winter break, allowing working parents to remain on the job.

Ms. Malmgren reported that the Chancellor's Office will approve Citrus College's two new Energy System Technology Associate in Science degrees and two new certificates of achievement. Developing these new AS degrees and certificates represents a tremendous amount of work, and Ms. Malmgren thanked Ms. Kim Holland, Director of Workforce Development, for her efforts in that regard. The Chancellor's Office has also approved our Mathematics Associate in Science program.

Jeanne Hamilton, Ph.D., Vice President of Student Services, reported that Ms. Martha McDonald, Dean of Students, has worked with the Glendora Chief of Police to update a memorandum of understanding between the college and the Glendora Police Department. The memorandum addresses such issues as who will conduct investigations and how they will assist the college when they are needed. Ms. McDonald has included the Glendora Police Department in our contact team meetings, and our Security Department is very pleased with the increased support from the Glendora Police Department.

Carol R. Horton, Vice President of Finance and Administrative Services, reviewed various aspects of the Governor's proposed budget. Some of the Governor's proposed solutions to ease the crisis include increased categorical flexibility; suspension of some state mandates; and suspension of the full-time faculty obligation. Mrs. Horton said if the proposed growth funding of 2.2% does not materialize, we will face a very serious problem. She added that the final budget that is passed later in the year often looks very different than the budget that was proposed in January.

Mrs. Horton said our construction projects have been impacted by the rain. Work on the Voc Tech Building has been temporarily halted, but interior work on the Student Services Building is proceeding.

Jack Call, Ph.D., Academic Senate President, reported on the Academic Senate meeting of December 9, 2010. At the meeting, Mr. Sam Lee, Dean of Language Arts and Enrollment Management, and Ms. Malmgren explained the college's decision-making process regarding section cuts. Accreditation co-chairs, Dr. Hamilton and Ms. Roberta Eisel, provided an update on the accreditation site visit. The senators continued to work on board policies and administrative procedures and approved the first 15 of 36 that were on the agenda. They will work on the remaining 21 at their first meeting of the spring semester on March 10, 2010.

Dr. Call said the Department Chairs Task Force met on January 14, 2010, and agreed to meet weekly through February. He also said that the Sabbatical Policy Review Committee has had feedback on its recommendations from Ms. Malmgren, the deans

and Dr. Robert Sammis, Director of Human Resources. They hope to have a final version to submit for the formal approval process at the beginning of the spring semester.

Cathy Napoli, CSEA Past President, introduced Mr. Steve Siegel, the new CSEA President. Mr. Siegel thanked Ms. Napoli for serving as CSEA President for the past nine years, and he complimented her for her dedicated service and hard work on behalf of the classified staff. Mr. Siegel announced the CSEA leadership team for 2010, including Ms. Marian Manfre, First Vice President; Mr. Steve Handy, Second Vice President; Ms. Rose Ann Manfre-Campillo, Treasurer; Ms. Lorry Williams, Secretary; Mr. Mike Ramos, Political Action Officer; Mr. Robert Coutts, Public Relations Officer; and Ms. Cathy Napoli, Past President.

Mr. Siegel said the classified staff are currently working on the job description project with Dr. Sammis.

Karine Ponce, Student Trustee, reported that the students have elected five new ASCC senators. The students have also elected a new Student Trustee, who Ms. Ponce will assist in training. Regarding other ASCC activities, ASCC is in the process of planning several spring events. They will be also be partnering with Sports Chalet to provide shoes for earthquake victims in Haiti. Ms. Eisel attended the recent ASCC meeting to discuss "Hot Shots."

Patricia Rasmussen, Vice President, Board of Trustees, thanked Mrs. Horton for the update on construction and commented on the value of these new, modern facilities to our students. She also commented on the retirement of Mr. Jim Pierce, Chief Engineer, saying he has served the college for many years and will be greatly missed.

Susan M. Keith, Member, Board of Trustees, expressed her appreciation to the college community for their condolences on the passing of her father.

The Board's Legislative Ad Hoc Committee, composed of Trustees Mrs. Keith and Dr. Ortell met on January 13, 2010. The meeting was also attended by Dr. Perri and Ms. Marilyn Grinsdale, Protocol and Government Relations Officer. Mrs. Keith provided a report from the meeting. The committee has drafted talking points for SanFACC meetings with legislators during the CCLC Legislative Conference in Sacramento. The Citrus College delegation is planning to meet separately with Assemblymember Anthony Adams. The committee has proposed campus tours for Congressional Representative Judy Chu and Senator Bob Huff this spring, and the committee is considering an event to highlight a report entitled, "California Middle-Skills Jobs," which describes job skills that will soon be demanded by many employers. The committee is also looking at possible federal appropriations as a way to bridge the cuts in state funding. Mrs. Keith said the committee will continue to develop advocacy strategies as the spring semester moves forward.

Joanne Montgomery, Clerk/Secretary, Board of Trustees, thanked Ms. Napoli for her many years of service as CSEA President. She also commented on the *2009 Report to Our Community*, saying it was a wonderful public relations document. She thanked Ms. Paula Green, Director of Communications, and her staff for their work. Mrs. Montgomery reported that our men's and women's basketball teams are currently undefeated.

Dr. Edward C. Ortell, Member, Board of Trustees, complimented Mrs. Montgomery on her guest column that appeared in the *Pasadena Star News* over the holidays.

INFORMATION AND DISCUSSION

Measure G Citizens' Oversight Committee Annual Report – Carol R. Horton, Vice President of Finance and Administrative Services

Mrs. Horton introduced Mr. Mark Ferrari, chair of the Measure G Citizens' Oversight Committee. Mr. Ferrari presented the Measure G Citizens' Oversight Committee Annual Report. Mrs. Horton thanked Mr. Ferrari and the committee and said they have been a pleasure with which to work. Board President Woods said that the committee works many hours and does a tremendous amount of work in service to the college. He added that Mrs. Horton and her staff do an exemplary job of managing the many aspects of Measure G funding and construction projects. Dr. Perri and the entire Board expressed their appreciation to the committee.

Instructional Support Program Review: Performing Arts Center 2009-2010 – Irene Malmgren, Vice President of Academic Affairs

Ms. Malmgren referred the Board to the Instructional Support Program Review for the Performing Arts Center, which was part of the agenda for information only. The Board and Dr. Perri expressed their appreciation to Mr. Greg Hinrichsen, Director of the Performing Arts Center, for his leadership in preparing the detailed and thorough report.

INDEPENDENT CONTRACTORS

Item 2: Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve the attached list of independent contractor/consultant agreements as submitted. 5 Yes.

FACILITY USE

Item 3: Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve facility rentals and usage. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 4: Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve A & B Warrants for November and December 2009. 5 Yes.

- Item 5:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve purchase orders for November and December 2009. 5 Yes.

CONSTRUCTION – CAPITAL PROJECTS

- Item 6:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve Change Order Two in the amount of a decrease of \$5,109.00 and add zero (0) days to the time for completion for bid #10-0607, Student Services Building. 5 Yes.

- Item 7:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve Change Order Number One in the amount of \$64,477.07 and add zero (0) days to the time for completion for project number 01-0607, Campus Security Building. 5 Yes.

SURPLUS PROPERTY

- Item 8:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. 5 Yes.

FIELD TRIP

- Item 9:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve a field trip for twelve (12) students and one (1) faculty to compete/supervise at the Kennedy Center American College Theatre Festival held in Saint George, Utah on Monday, February 8, 2010, through Saturday, February 14, 2010. 5 Yes.

PERSONNEL RECOMMENDATIONS

- Item 10:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. 5 Yes.
- Item 11:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.
- Item 12:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

RESOLUTION

- Item 13:** Moved by Mrs. Montgomery and seconded by Dr. Rasmussen to approve Resolution #2009-10-03 adopting a non-resident tuition fee of \$183.00 per semester unit, plus a \$37.00 capital outlay surcharge, effective for the 2010-2011 fiscal year (commencing with the summer term, 2010). 5 Yes.

BIDS

- Item 14:** Moved by Dr. Rasmussen and seconded by Mrs. Montgomery to adopt the new bid threshold of \$78,500 effective January 1, 2010, for the procurement of equipment, materials, supplies, non-construction services, and maintenance repairs. 5 Yes.

CURRICULUM

- Item 15:** Moved by Mrs. Montgomery and seconded by Dr. Rasmussen to approve the new courses, new programs, deleted courses, and deleted programs. 5 Yes.

EMPLOYMENT – FACULTY

- Item 16:** Moved by Dr. Rasmussen and seconded by Mrs. Montgomery to accept the rank order of the full-time faculty positions recommended by the Faculty Needs Identification Committee. Consistent with the District's forecasted hiring obligation for fall 2010, it is requested that the Board of Trustees authorize recruitment of three (3) full-time faculty positions effective fall 2010. Per the Faculty Needs Identification Committee's recommendation, this will result in the hiring of two (2) Librarians and one (1) Cosmetology Instructor. Each job posting will bear the statement, "Position is contingent upon funding and final Board approval." 5 Yes.

BOARD POLICIES

- Item 17:** Moved by Mrs. Keith and seconded by Dr. Rasmussen to approve the first reading of Board Policies BP4021 – Program Discontinuance; BP 4060 – Delineation of Functions Agreement; BP 4106 – Nursing Programs; BP 4220 – Standards of Scholarship; BP 4225 – Course Repetition; BP 4260 – Prerequisites, Co-requisites and Advisories; BP 4290 – Classroom Interference; BP 4300 – Field Trips and Excursions; and BP 4400 – Community Education Programs. 5 Yes.
- Item 18:** Moved by Mrs. Montgomery and seconded by Dr. Rasmussen to approve the second reading of BP 5200 Student Health Services, BP 5205 Student Accident Insurance, BP 5410, Associated Students Elections, and BP 5420 Associated Student Finance. 5 Yes.

CLOSED SESSION: At 5:18 p.m., Board President Woods adjourned the meeting to closed session per the following sections of the Government Code:

Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA).

**Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE
DISCIPLINE/DISMISSAL/RELEASE**

RECONVENE OPEN SESSION: At 6:43 p.m., Board President Woods reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 6:44 p.m., it was moved by Mrs. Keith and seconded by Dr. Rasmussen to adjourn the meeting.

Date

Joanne Montgomery
Clerk/Secretary
Board of Trustees

For the supplemental documents as presented in this meeting, go to:
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Agendas>