

Meeting Agenda		Date: 3/25/2022 Location: Virtual Time: 2:00-3:00 pm
Type of Meeting: <i>Regular</i>		
Committee Members: Zia Nisani, Christos Valiotis, Andrew Mashhour, Kaitlin Bessinger, Dang Huynh, Osvaldo Larios, Lauren Conroy, Jedidiah Lobos, Andrés Carrillo, Patricia Butterworth, Joshua Shipp, Barb Fredette, Matthew Rainbow, Patricia Palavecino, George Shahla, Lena Coleman,		
Items	Person	Discussion
1. Dean update	<i>Christos Valiotis</i>	<p>* Covid update: Dean updated everyone on the new covid mandate. Faculty cannot enforce mask requirements, but they can encourage students to wear them. He also went over the procedure for reporting covid cases and quarantines.</p> <p>* There were some errors in the summer and fall schedule. He urged everyone to be patient as these errors are being fixed. However, if an error is spotted, he told the faculty to please report it to the Chair.</p> <p>* Went over some of the legislative changes, Such as Title 5, that are coming. Specifically, as it deals with Distance Education (see attachment).</p> <p>* Announced that hiring process for the 2 new faculty has started.</p>
2. Basic Needs	<i>Andrew Mashhour</i>	* Mr. Mashhour from The Basic Needs Committee (BNC) encouraged everyone to add the statement prepared by the BNC. The statement was sent to everyone via email.

3. ITS update	<i>Zia Nisani</i>	<p>*Fillable forms (Digital): Faculty were informed that from now on all forms are completed and signed electrically.</p> <p>*Two-point Authentication: Informed the faculty that 2-point authentication is coming and what options faculty have.</p>
4. Regulations (See attached file)	<i>Zia Nisani</i>	<p>*Title 5 changes: Discussed during dean update.</p> <p>*Distance Education Regulation Changes: Discussed during dean update.</p> <p>*Common Course Numbering: Informed the faculty that statewide there is a proposal to use common numbers for courses. This will minimize confusion and help students.</p>
5. Lab Safety & Regulations	<i>Zia Nisani</i>	<p>*Faculty were informed that they should enforce and be role models when it comes to lab safety.</p>
6. Open comments	***	<p>*Faculty asked further questions on 2-point authentication and talked about wifi issue in the Uhazy Hall.</p>

Next Meeting: April 22nd 2-3pm

Proposed Regulatory Action Amending Title 5, of the California Code of Regulations, to Include Diversity, Equity, Inclusion, and Accessibility Standards in the Evaluation and Tenure Review of District Employees

This document contains underline and strikethrough text, which may require adjustments to screen reader settings.

A NEW SUBCHAPTER 1, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 52510. Definitions.

The following definitions shall apply to this chapter.

(a) “Academic employee” refers to any employee categorized as an educational administrator or faculty member pursuant to section 53402.

(b) “Accessibility” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

(c) “Administrator” means a person who is employed in a position designated by the governing board of the district as having direct responsibility for supervising the operation of, or formulating policy regarding, the administration of non-academic functions of a college or district.

(d) “Anti-Racism” and “anti-racist” refers to policies and actions that lead to racial equity.

(e) “Classified administrator” means any person employed by the governing board of a district in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

(f) “Competencies” refer to skills, knowledge, abilities, and behaviors all employees shall develop and utilize in interactions with students and colleagues, and the performance of their job duties.

(g) “Criteria” refer to the elements used in employee evaluation and tenure review processes to measure performance.

(h) “Cultural Competency” refers to the practice of acquiring and utilizing knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. The development of cultural competency is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competency includes the ability to teach students from cultures other than one’s own successfully. It entails developing interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

(i) “DEIA” is an acronym for the terms “diversity, equity, inclusion, and accessibility.”

(j) “Diverse” and “diversity” refers to the myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, based on race, sex, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, and mental and physical ability.

(k) “Educational administrator” means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.

(l) “Evaluation” refers to a tool to provide and receive constructive feedback to promote professional growth and development.

(m) “Faculty” or “faculty member” means those employees of a district who are employed in academic positions and who are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Cod. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisory, nonmanagement community college certification qualifications.

(n) “Inclusion” refers to bringing traditionally excluded individuals or groups into processes, activities, and decision and policy making in a way that shares power.

(o) “Minoritize” refers to the subordination of a person or group’s status to a more dominant group or its members based on social identities such as race or ethnicity.

(p) “Non-academic employee” means any employee categorized as a classified administrator or staff member.

(q) “Staff” or “staff member” means those employees of a district who are not encompassed within the definitions in subdivisions (a), (c), (e), (k), or (m), whether or not they are part of the classified service as defined in sections 88003 or 88076 of the Education Code.

Note: Authority cited: Sections 66700, 70901 and 87001, Education Code. Reference: Sections 87001, 87002 and 87003, 88003 and 88076, Education Code.

SUBCHAPTER 1, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS RENUMBERED AS SUBCHAPTER 2.

SUBCHAPTER 2, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS RENUMBERED AS SUBCHAPTER 3.

SUBCHAPTER 3, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS RENUMBERED AS SUBCHAPTER 4.

SUBCHAPTER 4, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS RENUMBERED AS SUBCHAPTER 5, AND AMENDED AS FOLLOWS:

§ 53400. Scope.

This subchapter implements provisions of the Education Code that govern the minimum qualifications for employment in a community college district as an administrator, a faculty member, or a member of the classified staff. This subchapter implements, and should be read in conjunction with, the requirements of Education Code sections 87001, 87002, 87003, 87356 and 87359 concerning minimum qualifications for community college faculty and administrators.

Note: Authority cited: Sections 66700, 70901, 87001, 87356 and 87359, Education Code. Reference: Sections 87001, 87002, 87003, 87356, and 87359, 88003 and 88076, Education Code.

§ 53401. Applicability to Community Service and Contract Classes.

Community service ~~classes, and~~ or contract classes which that do not award college credit, and are not supported by state apportionment are not subject to ~~exempt from~~ the provisions of this ~~subchapter~~chapter unrelated to the advancement of diversity, equity, inclusion, and accessibility principles. Contract classes which award college credit are subject to this Subchapter, even if they are not supported by state apportionment.

Note: Authority cited: Sections 70901(b)(1)(B) and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 78020 through 78023 and 78300, Education Code.

~~§ 53402. Definitions.~~

The following definitions shall apply to this subchapter.

(a) “Classified administrator” means any person employed by the governing board of a district in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

(b) “Educational administrator” means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.

(c) “Faculty” or “faculty member” means those employees of a district who are employed in academic positions and who are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisory, nonmanagement community college certification qualifications.

(d) “Staff” or “staff member” means those employees of a district who are not encompassed within the definitions in subdivisions (a) through (c), whether or not they are part of the classified service as defined in sections 88003 or 88076 of the Education Code.

Note: Authority cited: Sections 66700, 70901 and 87001, Education Code. Reference: Sections 87001, 87002 and 87003, Education Code.

§ 53403. Applicability of Amendments.

Amendments to this chapter related to minimum qualifications or the implementation of a discipline list adopted by the Board shall not disqualify an incumbent employee from employment in their current position. Notwithstanding changes that may be made to the minimum qualifications established in this division, or to the implementing discipline lists adopted by the Board of Governors, the governing board of a community college district may continue to employ a person to teach in a discipline or render a service subject to minimum qualifications, if he or she, at the time of initial hire by the district, was qualified to teach in that discipline or render that service under the minimum qualifications or disciplines lists then in effect.

Note: Authority cited: Sections 70901(b)(1)(B) and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

§ 53425. Ability to Work with Diverse Individuals and Communities

In addition to the category-specific qualifications required by this chapter, all district employees shall demonstrate the ability to work with and serve individuals within a diverse community college campus environment.

Note: Authority cited: Sections 66030, 66050, 66051, 66052, 66053, 66700, 70901, 87356, 87360,-87626, 88003 and 88076, Education Code. Reference: Section 70901, Education Code.

SUBCHAPTER 5, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS RENUMBERED AS SUBCHAPTER 6.

SUBCHAPTER 7, OF CHAPTER 4, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED AS FOLLOWS:

§ 53601. Chancellor’s Publication of DEIA Competencies and Criteria

(a) The Chancellor shall adopt and publish a guidance describing DEIA competencies and criteria in collaboration with system stakeholder groups. The DEIA guidance shall be maintained to include current and emerging evidence-based practices developed within the California Community Colleges, or described in DEIA-related scholarship.

(b) The DEIA competencies and criteria identified by the Chancellor shall be utilized in community college district performance evaluations of employees and faculty tenure reviews as specified in this subchapter.

Note: Authority cited: Sections 66030, 66050, 66051, 66052, 66053, 66700, 70901, 87356, 87360, 87626, 88003 and 88076, Education Code. Reference: Section 70901, Education Code.

§ 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

(a) District governing boards shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the DEIA competencies published by the Chancellor.

(b) The evaluation of district employees must include consideration of an employee’s demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility

(DEIA)-related competencies that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.

(c) To advance DEIA principles in community college employment, districts shall:

(1) include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees;

(2) ensure that evaluators have a uniform understanding of how to evaluate employees on DEIA competencies and criteria;

(3) set clear expectations regarding employee performance related to DEIA principles, appropriately tailored to the employee's classification;

(4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to support employee growth, development, and career advancement;

(5) ensure professional development opportunities support employee development of DEIA competencies that contribute to an inclusive campus and classroom culture and equitable student outcomes;

(6) include a self-reflection and a comprehensive evaluation from appropriate evaluators who reflect a range of perspectives on an employee's performance. The evaluation process shall provide employees an opportunity to demonstrate their understanding of DEIA and anti-racist principles, including how the employee has operationalized DEIA in the performance of their job responsibilities.

Note: Authority cited: Sections 66030, 66050, 66051, 66052, 66053, 66700, 70901, 87356, 87360, 87626, 88003 and 88076, Education Code. Reference: Section 70901, Education Code.

§ 53605. Classification-Specific DEIA Obligations.

(a) Faculty members shall employ teaching and learning practices and curriculum that reflect DEIA and anti-racist principles, and in particular respect for, and acknowledgement, of the diverse backgrounds of students and colleagues to improve equitable student outcomes and course completion.

(b) Educational and other Administrators shall include significant consideration of DEIA and anti-racist principles into existing policies and practices, funding allocations, decision-making, planning, and program review processes. These processes shall take into account the experience and performance of students and colleagues of diverse backgrounds, and work to close equity gaps in student outcomes and hiring.

(c) Staff members shall promote and incorporate culturally affirming DEIA and anti-racist principles to nurture and create a respectful, inclusive, and equitable learning and work

environment. In conducting their duties, staff members shall respect and acknowledge the diversity of students and colleagues.

Note: Authority cited: Sections 66030, 66050, 66051, 66052, 66053, 66700, 70901, 87356, 87360, 87626, 88003 and 88076, Education Code. Reference: Section 70901, Education Code.

Proposed Regulatory Action: Distance Education (15-day)

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SECTIONS 55200, 55204, 55206, 55208 OF ARTICLE 1 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55200. DEFINITION AND APPLICATION.

(a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. Technologies that may be used to offer distance education include:

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conference; or

(4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of “distance education” does not include correspondence courses.

All distance education is subject to the general requirements of this chapter, as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

(c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; **Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d;** title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134. and title ~~42~~ 34 Code of Federal Regulations section 600.2.

§ 55204. INSTRUCTOR CONTACT.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact and substantive interaction between the instructor(s) and students, (and among students **as if described in the course outline of record or distance education addendum where applicable**), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. ~~Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.~~

(b) “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

(1) Providing direct instruction;

(2) Assessing or providing feedback on a student’s coursework;

(3) Providing information or responding to questions about the content of a course or competency;

(4) Facilitating a group discussion regarding the content of a course or competency; or

(5) Other instructional activities approved by the institution’s or program’s accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student’s completion of a course or competency:

(1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(2) Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

(1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and

(2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

~~(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; title 42 34 Code of Federal Regulations sections 600.2 and 668.3.

§ 55206. SEPARATE COURSE APPROVAL.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify and how the portion of instruction delivered via distance education meets:

~~(a) Regular and effective contact~~ the requirement for regular and substantive interaction between instructors and students (and among students where applicable) as referenced in title 5, specified in section 55204.(a); and

~~(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)~~

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d; title 42 34 Code of Federal Regulations sections 600.2.

§ 55208. FACULTY SELECTION AND WORKLOAD.

(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; title 42 34 Code of Federal Regulations sections 600.2.

SECTION 55005 OF ARTICLE 1 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55005. PUBLICATION OF COURSE STANDARDS.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

(a) ~~The designation of~~ Whether the course is designated as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.

(b) Whether the course is transferable to baccalaureate institutions.

(c) Whether the course fulfills a major/area of emphasis or general education requirement.

(d) Whether the course is offered on the “pass-no pass” basis.

(e) Whether the course is offered in a distance education format, and if so, includes the following information:

(1) All online and in-person synchronous meeting days/dates and times

(2) Any required asynchronous in-person activities

(3) Any required technology platforms, devices and applications

(4) Any test or assessment proctoring requirements.

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



AB-1111 Postsecondary education: common course numbering system. (2021-2022)

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Date Published: 10/07/2021 02:00 PM

Assembly Bill No. 1111

CHAPTER 568

An act to add Section 66725.5 to the Education Code, relating to postsecondary education.

[Approved by Governor October 06, 2021. Filed with Secretary of State
October 06, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1111, Berman. Postsecondary education: common course numbering system.

Existing law, known as the Donahoe Higher Education Act, sets forth the missions and functions of California's public and private segments of higher education and their respective institutions of higher education. The act requires, not later than June 1, 2006, the California Community Colleges and the California State University to adopt, and authorizes the University of California and private postsecondary institutions to adopt, a common course numbering system for the 20 highest-demand majors in the respective segments. The act requires, not later than June 30, 2006, the Board of Governors of the California Community Colleges and the Trustees of the California State University to report to the Legislature, and requests the Regents of the University of California to report to the Legislature, on the status of the activities of their respective segments related to that numbering system and on the plans to implement a common course numbering system for the majors that are not the 20 highest demand majors. The act also requires each campus of a public postsecondary educational institution to incorporate the common course numbering system in its catalog at the next adoption of a campus catalog after June 1, 2006.

This bill would require the California Community Colleges, on or before July 1, 2024, to adopt a common course numbering system for all general education requirement courses and transfer pathway courses, and require each community college campus, on or before July 1, 2024, to incorporate common course numbers from the adopted system into its course catalog. The bill would require the common course numbering system to be student facing and ensure that comparable courses across all community colleges have the same course number. By requiring community college campuses to incorporate common course numbers in their catalogs, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) California currently has the Course Identification Numbering System (C-ID), which is a collaborative faculty effort involving the California Community Colleges (CCC) and the California State University (CSU) intended to improve seamless articulation for students both intersegmentally (CCC to CSU) and intrasegmentally (among CCCs).

(b) According to the C-ID website, C-ID is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide.

(c) Most C-ID numbers identify lower division transferable community college courses such as majors preparation or general education that are common with such courses in four-year institutions such as those in the CSU and University of California (UC) systems.

(d) C-ID began by developing descriptors for courses in 20 disciplines that are among those most frequently transferred. The next area of focus has been on the courses in the transfer model curricula that describe the major components of Associate Degrees for Transfer. C-ID will then expand to include more and more courses each year.

(e) Currently, C-ID has 368 approved descriptors and 33 draft descriptors from over 81 different disciplines and does not change local numbering systems.

(f) In February 2021, the Recovery with Equity Taskforce that was established through the Governor's Council for Post-Secondary Education released Recovery with Equity: A Roadmap for Higher Education After the Pandemic, a report and set of recommendations aimed at helping California's higher education systems recover from the pandemic more integrated, equitable, and resilient than before, and more aligned with the economic needs of the state.

(g) One of the recommendations from the report is to develop a common course numbering system at the CCC.

(h) The report states that the aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions.

(i) Many community college students take courses at multiple community colleges within a district or even across districts.

(j) Without a student-facing common course numbering system and comprehensive transfer policies, students struggle to transfer credits between institutions and to plan out a coherent roadmap to earning their degree.

(k) C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system at the CCC that would be easier for students to understand and navigate.

SEC. 2. Section 66725.5 is added to the Education Code, immediately following Section 66725.3, to read:

66725.5. (a) (1) To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, on or before July 1, 2024, both of the following shall occur:

(A) The California Community Colleges shall adopt a common course numbering system for all general education requirement courses and transfer pathway courses.

(B) Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog.

(2) The common course numbering system shall be student facing, based on the work of the workgroup established in Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021, and ensure that comparable courses across all community colleges have the same course number.

(3) To support the development and implementation of a common course numbering system for the California Community College system, the workgroup established in Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021 shall consider starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses pursuant to subdivision (b).

(b) The common course numbering system may have the same alphabetical identifier and same numerical identifier for each course that shares the same C-ID course description, pursuant to both of the following:

(1) For all courses included in the C-ID, the California Community Colleges may adopt the alphabetical and numerical identifier of the C-ID course descriptor as the same common course number at all community colleges.

(2) For all general education requirements and transfer pathway courses that are not included in the C-ID, intersegmental discipline faculty through the C-ID process may develop a C-ID course descriptor for each of these community college courses. Once a C-ID course descriptor is developed, the California Community Colleges may adopt the alphabetical and numerical identifier of the C-ID course descriptor as the same common course number at all community colleges.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.