

## **ALLAN HANCOCK COLLEGE Academic Senate Meeting**

Minutes for Tuesday, September 23, 2005

4:00 – 6:00 pm

Room F-225 (Fine Arts Building)

*[See bottom of the minutes for details on \*, \*\*, \*\*\*]*

### **Academic Senate Executive Committee (ASE):**

President: Alberto Restrepo

Vice President: Ana Gómez de Torres

Secretary: Héctor Álvarez

Member-at-Large: Fred Patrick

Member-at-Large: Thesa Roepke

### **Voting Academic Senators Faculty Members Present:**

Héctor Álvarez, Diane Auten, Ben Britten, Bob Bryant, Chris Carroll, Rajni Chaudhari, David DeGroot, Alicia Fox, Yvon Frazier, Amy Gisclon, Anna Gómez de Torres, Sean Gottlieb, Melanie Guido Brunet, Mark Hammill, Anna Kopcak, Martin Landeros, Gabriel Marquez, Shavaun Maxson, Fred Patrick, Carissa Perales, Chuck Provencio, Alberto Restrepo, Thesa Roepke, Alina Romo, Monique Segura, Danya Serrano, Chris Sprecher, Kiri Villa, Liz West

### **Associated Student Body Government (ASGB) Student Representative(s) Present:**

Faith Davis

### **Guests Present:**

Ron Lovell (Faculty); Larry Manalo (Faculty); David Millard (District Police Chief, Interim); Mike Muscio (Faculty), Deborah Pirman (Dean, Academic Affairs), Christine Reed (Faculty), Jessica Solorio (Faculty)

*\*\*\*Remote Participant Guests:* Dennis Curran (Associate Superintendent/Vice President, Finance and Administration), Monica Millard (Dean, Academic Affairs), Tina Nunez (Faculty)

### **CCPD Councils and Committees' Co-Chairs Present:**

Julia Raybould Rodgers & Bob Curry (Student Learning Council); Maria Arvizu-Rodríguez & Genevieve Siwabessy (Student Services Council); David Curran (Budget and Facilities Council); Thesa Roepke (HR Council); Fred Patrick & Craig Bach (Institutional Effectiveness Council), Alberto Restrepo (Technology Council)

### **ACADEMIC SENATE AGENDA:**

#### **1. Call to Order. [2] (AR)**

Meeting called to order at 4:02 pm

#### **2. Roll Call (29) members present, quorum met.**

H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, R. Chaudhari, D. DeGroot, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, M. Guido Brunet, M. Hammill, A. Kopcak, M. Landeros, G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, A. Restrepo, T. Roepke, A. Romo, M. Segura, D. Serrano, C. Sprecher, K. Villa, L. West

### **3. Approval of Minutes**

N/A: No prior Academic Senate meeting minutes to review today.

### **4. Public Comments. [3-minute limit per individual]**

T. Roepke (TR): update on the Faculty Innovation Grant—five applications received, request for faculty to serve on the committee to review applications. Faculty interested in serving please contact TR as soon as possible.

### **5. President's Remarks. [5] (AR)**

Fall 2025; five Academic Senate meetings calendared, as opposed to the usual six or seven meetings per semester. Therefore, expect upcoming agendas, like the one today, to be full/packed agendas.

A "Motion to Extend Discussion" five additional minutes on any agenda item will be considered (it would need to be seconded).

Faculty are needed to serve on committees (e.g., the Calendar Committee, and the Student Discipline Hearing Panel (five faculty are needed, panel will meet as needed). One to two Counseling Faculty needed to serve on the Calendar Committee (this is a new committee).

A reminder that when the Academic Senate appoints faculty to serve on any committee or council that appointee represents the faculty (as a whole) and 10+1 matters (they do not represent individual interests, nor their department interests). The only time anyone represents their department is as a Senator at the Academic Senate meeting because you were voted/appointed by your respective department as representative on the Academic Senate. While serving on a council or committee, if, as an Academic Senate appointed member you cannot represent the Academic Senate's 10+1 purview, then you should recuse yourself on the issue or matter in question (please reach out to ASE with questions).

Comment from A. Fox: A reminder that it is important to keep on time to ensure the allotted time to each agenda item is honored.

## **CONSENT**

### **6. Curriculum Summary Report. \* [5] (L. Manalo (LM)/D. DeGroot (DD))**

L. Manalo reports that AP&P is working to accomplish as much as possible with allotted opportunities to meet this semester. They are responding to both external mandates and AP&P goals. AP&P is working on many upcoming proposals, common course numbering, examining upcoming legislation impact on curriculum and CORs. A goal of AP&P is to complete a Curriculum Summary Report each month to keep the faculty and district updated.

**Motion to approve by A. Fox/seconceded by B. Britten**

**No: (0)**

**Abstain: (0)**

**Curriculum Summary Report (October 20, 2025) approved by Consent**

## **ACTION ITEMS**

### **7. AP 7924 Management Recruitment and Hiring. \* [5] (T. Roepke (TR)/R. Ramirez (RR))**

Life and Physical Sciences Department feedback: S. Gottlieb (SG) asks if the process can start earlier (seems like hiring occurs late in the season and this leads to a perception that top candidates will get taken by other colleges or districts. TR asked if the suggestions are specific to faculty hiring or are they pertaining to this AP 7924 which focusses on management hiring (since faculty hiring has its own BP/AP). SG clarified that department feedback was about

faculty hiring not management hiring. Comment from floor: the feedback should apply to all hiring as well. No further discussion.

**Motion to approve by B. Britten/seconded by A. Fox**

**No: (0)**

**Abstain: (0)**

**Approved by Consensus**

**8. BP/AP 3530 Weapons on District Property. \* [5] (T. Aye (TA)/D. Curran (DC))**

BP 3520:

D. Curran states that Chief D. Millard (DM) is also here and is available to answer questions (DM was also involved with BP/AP 3520). No Discussion, questions, or feedback on BP 3520.

**Motion to approve by B. Britten/seconded by A. Fox.**

**No: (0)**

**Abstain (0)**

**BP 3520 is approved by Consensus.**

AP 3530:

ASBG representative F. Davis provided feedback from students regarding Pepper Spray on campus. ASBG suggests that an informative email be sent to all students detailing how to obtain permission from Campus Police.

Interim Chief D. Milard (DM) states that a flyer was developed based on feedback pertaining to this AP from the last Academic Senate meeting (9.9.25). The flyer will be available on AHC website and is intended to provide clarification about what can and cannot be brought on campus.

S. Gottlieb: expressed concern for students that if approval is required for pepper spray and other self-defense tools, then what are the criteria for approval. As of today, criteria are not clear/known. If approval is given then it can be revoked, how so, how often? There is further concern with the necessity of having to make students jump through hoops for their own safety. Suggestion to create a "sign-up" drive that is campus/district wide (this can serve as information campaign—not just rely on an email or flyer).

A. Fox referenced Penal Code 22810 that regulates Pepper Spray, and stated that it allows individuals to use it only for self-defense purposes only, and that pepper spray cannot exceed 2.5 oz.

Y. Frazier reports that the Applied Behavioral Sciences Department shares similar concerns as those expressed. Faculty in various disciplines and program areas (e.g., Administration of Justice, Culinary Arts, Early Childhood Studies) often need to bring facsimile weapons or knives (in alignment with COR objectives) to campus/classrooms. As AP 3530 currently reads, there is concern as to what is or may be considered a weapon and what may result based on one's interpretation.

**Motion to extend discussion 5 additional minutes by A. Fox/seconded by A. Kopcak**

**No: (0)**

**Abstain: (0)**

**Time extended by Consensus**

M. Hammil reports that Public Safety faculty and programs in his area (Police, Fire, EMT) and also Admin of Justice faculty he has spoken with have concerns with AP 3530 as they use similar props in their programs and courses.

D. Curran states that he and Chief Millard (DM) need to go back to address props for instructional purposes as well as other feedback given today; also acknowledged the need to address Pepper Spray.

DM stated he agrees with most of comments offered today and that there is a need to 'delineate boundaries and a fence line' around the definition of what is a weapon. He feels this can be worked into the AP. He acknowledged the need to reword the AP and provide specifics; he will follow up with DC.

**Motion to table AP 3530 made by A. Fox/seconceded by A. Kopcak**

**No: (0)**

**Abstain: (0)**

**AP 3530 is tabled until it is updated and addresses feedback from today's discussion. Item is to return to Academic Senate for future action, by consensus.**

**9. BP 6541 Reporting Injury. \* [5] (T. Aye (TA)/D. Curran (DC))**

No additional discussion.

**Motion to approve by B. Britten/seconceded by A. Fox**

**No: (0)**

**Abstain: (0)**

**BP 6541 is approved by Consensus.**

**10. Approval of 2024-25 Retirees' Emeritus Status. \* [5] (ASE)**

Consideration to approve five retired faculty members (E. J. Donnelly, Prof. Nursing; L. Maxwell, Counselor; J. Reed, Prof. English; K. Treur, Coordinator/Prof. Environmental Technology; N. J. Ward, Prof. Graphics). No additional discussion.

**B. Bryant motion to approve/seconceded by A. Kopcak**

**No: (0)**

**Abstain: (0)**

**Approval of 2024-25 Retirees' Emeritus Status is approved by Consensus**

**INFORMATION (FOR FUTURE ACTION/APPROVAL)**

**11. Deletion of Multicultural and Gender Studies (MCGS) Requirement beginning Fall 2026. \* [5] (D. Degroot (DD)/B. Britten (BB))**

First Read.

B. Britten (BB) referenced a memorandum was sent to Senate President A. Restrepo that details the intended proposal to delete the current MCGS requirement thereby reducing the AHC Graduation unit requirement from 33.5 units to 30.5 units. For reference, BB distributed the *AHC 2025-2026 Associate Degree General Education* sheet that shows the MCGS graduation requirement being considered. He mentioned that (as written on the AHC GE sheet) any underlined course from general education (GE) Areas 1-7 can be used to double count in the MCGS requirement. He added that since students now need Area 6 (Ethnic Studies) to meet graduation requirements, the question has been raised as to 'what is the point in having a Multicultural Gender Studies requirement' (the MCGS requirement existed prior to the recently established Ethnic Studies requirement). BB cautioned that if students don't pay attention to the possibility of double-counting they may end up taking an extra 3 units to meet the MCGS graduation requirement. BB raised concern that some classes currently in Multicultural/Gender Requirement area are not offered regularly (e.g., GBST 101).

Discussion:

M. Segura raised attention to the misspelling of the DANC 120 course title in AREA 3 (read as "Balley Dance I", and it should be spelled "Ballet Dance I").

L. West remarked that many mathematics courses listed in Area 2 are not 3 units (e.g. STAT C1000 is a 4-unit course). BB mentioned that the 3.0 units listed on the GE Area Headers are to be read as the minimum unit amount needed to meet the GE Area requirement, and that there are indeed courses within each GE Area that have varying units—as long as 3 units are met students will meet the GE Area requirement).

C. Provencio asked if consideration has been made to move courses currently listed in the MCGS requirement into different AHC GE Areas? BB replied that it could and should be an option, and courses and the COR updates would have to go through AP&P (it would be up to the discipline to decide).

D. DeGroot stated that if faculty reach out to him if interested in making current courses meet the 5 core competencies required for consideration toward Area 6: Ethnic Studies.

A. Romo asked if there is a way to identify the number of students that may be impacted if the current courses listed in the MCGS area are removed.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input. Any questions that arise as this item gets discussed at the department level, please reach out to D. DeGroot and B. Britten to have questions or concerns addressed.

**12. BP 5100 Student Support Services. \* [5] (M. Arvizu Rodríguez (MAR)/G. Siwabessy (GS))**

First Read.

M. Arvizu-Rodríguez mentioned that all the Student Services Council (SSC) items on the agenda today are each under routine 5-year review cycles. Therefore, all have minor updates that incorporate necessary changes as proposed by League updates and include current AHC practices. All BP/APs under review have gone through SSC rather swiftly due to having no major changes, again minor updates for each BP/AP on agenda today.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input and questions. Any questions that arise as this item gets discussed at the department level please reach out to presenters to have questions or concerns addressed.

**13. BP/AP 5130 Financial Aid. \* [5] (M. Arvizu Rodríguez (MAR)/G. Siwabessy (GS))**

First Read for both items.

Question from floor: What is scholarship displacement: MAR/GS: a student cannot receive more financial aid than the determined cost of attendance, awards consider need and unmet need.

BP 5130 and AP 5130 have also been closely reviewed by Kristen Milligan, (new) Dean, Student Services, who has extensive experience in Financial Aid. The AP has been updated to reflect current practices at AHC; Ed Code and Federal Regulations updated.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input and questions. Any questions that arise as this item gets discussed at the department level, please reach out presenters to have questions or concerns addressed.

**14. BP/AP 5400 Associated Students Organization. \* [5] (M. Arvizu Rodríguez (MAR)/G. Siwabessy (GS))**

First Read for both items.

BP 5400: presenters state there are no major changes.

AP 5400: discussion/questions:

Question from the floor: Can a college District have only 1 Associated Student Organization? B. Britten answered 'yes'.

L. Manalo: is a policy needed for a student alumni association (should one come into being) (GS not sure, she will investigate).

A. Restrepo (AR) asked if ASBG is Brown Act body. B. Britten states it is and always has been. Question from floor: what are the Brown Act bodies on campus. AR replied: Board of Trustees, Academic Senate, AP&P, AHC Auxiliary Programs Corporation Board of Directors, ASBG, AHC Foundation. F. Davies states ASBG is aware of the Brown Act, and suggests that Brown Act standards be included in AP.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input and questions. Any questions that arise as this item gets discussed at the department level, please reach out presenters to have questions or concerns addressed.

**15. BP/AP 5420 Associated Student Finance. \* [5] (M. Arvizu Rodríguez (MAR)/G. Siwabessy (GS))**

First Read for both items.

Presenters state they are available for questions once depts review BP/AP 5420, or any of the other policies that appear on today's agenda. GS mentioned that Keli Seyfert (Director, Auxiliary Accounting & Student Accounts) and Stephanie Robb (Director, Student Engagement & Community Outreach) have each reviewed BP/AP 5420, and that AP 5420 reflects current practices. A. Kopcak mentioned that there is a hanging bullet that needs to be edited.

A. Restrepo: asked if title in the BP & AP needs to include ASBG. B. Britten replied that Associated Student is inclusive to all student organizations and clubs on campus and therefore ASBG is not needed in title.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input and questions. Any questions that arise as this item gets discussed at the department level, please reach out presenters to have questions or concerns addressed.

**16. BP/AP 7120 Recruitment and Hiring. \* [5] (T. Roepke (TR)/R. Ramirez (RR))**

First Read for both items.

BP 7120: T. Roepke reports this BP was brought back to HR Council for two reasons: the need to remove the word faculty from the end of the first paragraph (since, AP 7191 is now used for faculty hiring). Inconsistencies in language in the opening of BP 7120 have addressed, as well as updating Ed Code Sections and Accreditation Standards; there are no major changes.

AP 7120: TR: there are changes to this AP. HR Council has revised AP 7120 to include Career Connect (the District uses this platform for job announcements/employment opportunities postings). Other updates include: recruitment practices, minimum qualifications, and groups, removal of faculty specific language, added inclusive hiring language, updates to screening process, committee chair role clarified, added language to clarify obligation of screening committee to include training (all must participate in an annual equitable hiring training as well as technical training on how to use NEOGOV), clarification that all members have to participate in scheduled committee meetings and functions; the signing of when the confidentiality document happens is clarified, also the AP has been updated to reflect Ed Code and Accreditation standards.

A. Restrepo: Hearing no further discussion: Senators are to take this item to departments for input and questions. Any questions that arise as this item gets discussed at the department level, please reach out presenters to have questions or concerns addressed.

## **REPORTS AND DISCUSSIONS (NON-ACTION ITEMS)**

### **17. College and Career Access Pathway (CCAP) Courses and Support Services Memorandum of Understanding (MOU). \* [10] (C. Reed (CR))**

C. Reed covered the basic points of the signed MOU. The Faculty Association (FA) heard concerns expressed at the Academic Senate meetings toward the end of last year. An attorney was consulted. There should be no surprise of differing opinions between the district's attorney and the FAs attorney, but the process did expose common areas and interests, and the MOU addresses these. Consequently, the FA and district administrators (Bob Curry, Ruben Ramirez, Tom Lamica) started meeting last May and throughout the summer. These meetings resulted in the biggest MOU the FA has written. The MOU addresses working conditions (FA preview) and includes areas that have Senate purview (these will be addressed by the Academic Senate). CR stressed again that commonalities were considered and incorporated into the MOU. There is an opportunity at the end of the year to revisit and update the MOU. The signed MOU is posted on the college's website (go to the HR link). She mentioned a recent email sent to all faculty regarding the MOU. The focus of the MOU is for FT faculty and stated that PT faculty are part of the Senate processes noted in the MOU (e.g., the Task Force that has been identified can/should include PT faculty participation). B. Curry mentioned that at Department Chairs meeting next week, the MOU and CCAP will also be discussed. It was noted that Tom Lamica will be stepping away from CCAP, and Deborah Pirman has stepped in.

A. Restrepo mentioned that this MOU has come about due to senators bringing department concerns to the senate floor last spring semester. The Academic Senate has different responsibilities regarding the MOU. Although the MOU is primarily about working conditions, the Academic Senate deals with pedagogy, grading, and the 10+1 charge. The FA ensured the Academic Senate is in MOU, so the Senate is consulted. The CCAP Task Force will be key and needs to be started soon. Academic Senate Exec has already heard interest from several faculty to serve on the CCAP Task Force. CR stressed that the MOU addresses, among other things, that FT faculty are not displaced, the availability of courses, and that language from the legislation informed the MOU.

Comment from T Nunez: acknowledged the work put into the MOU and referenced 'Therefore #3' that details the need for the diversity statement and having to meet minimum qualifications or equivalencies per the college's processes.

M. Segura (MS) asked if MOU is written specific to FT faculty? CR mentioned it was geared toward FT faculty. B Curry encouraged MS to have the PFA look at the MOU stating that the district is certainly open to discussion or questions from the PT Faculty Association. CR also brought attention to evaluation sections outlined in the MOU.

### **18. Catalog Rights and Dual Enrollment Students. \* [10] (M. Arvizu Rodríguez (MAR)/G. Siwabessy (GS))**

M. Arvizu-Rodríguez (MAR): This has been a big year for CA community colleges regarding general education (GE), in particular the new Cal-GETC pattern and requirements. For dual enrolled students (i.e., students who took college courses while they were also in high school and then after graduation matriculated at a CA Community College): the UCs and CSUs consider catalog rights starting once a student matriculates (after high school) in a CA community college. Specifically for ADTs, catalog rights would then start once a student matriculates in college (after high school). There is a difference for local AHC degrees (AA/AS only). Students enrolling after high school can retain catalog rights that were in effect at the time/year of their initial enrollment in an AHC course (i.e., their catalog rights started when they took a course/s and were first considered a dual enrolled or a special-admit student). Catalog rights are maintained for local AA/AS degrees if students stayed continuously enrolled in at least one credit class in an academic year and then matriculate at AHC after high school.

Discussion has started with IT and the Banner Steering Committee "to ensure the possibility of changing a student's catalog rights systematically upon matriculated enrollment". For example,

for those students who have AHC coursework completed while they were in high school and then enrolled (post high school) at AHC, students will automatically be placed on the 25-26 catalog if declaring an ADT.

A. Restrepo mentioned that discussions have been ongoing at the statewide level (ASCCC) and at plenaries pertaining to catalog rights. This has resulted in resolutions drafted calling for more extensive collaboration with the CSUs to consider catalog rights starting as soon as students take college classes and not once they enroll as college students).

This item is presented as a discussion/information item, presenters feel no vote or senate action is needed on this matter.

**19. Student Centered Funding Formula (SCFF) Overview and Implications for Programs. [10] (B. Curry (BC))**

A. Restrepo mentioned Dennis Curran's excellent presentation on SCFF at a recent Board of Trustees meeting and is grateful that B. Curry (BC) can provide a brief overview of the SCFF at today's senate meeting.

BC provided a budget update. District is operating under a deficit budget this year; the district has been in a 'hold harmless' situation since COVID. Approximately \$6 million down this year. An overview of milestones and how the district is paid was discussed. AHC's calculated revenue is based on three categories of funding. The 25-26 projections are as follows:

Student-Centered Funding Formula (SCFF)		
FY24-25 vs FY25-26 Calculated Revenue		
Funding Category	FY2024-25 Exhibit C	FY2025-26 PROJECTION
Base Allocation (FTES (15 units) + Basic Allocation)	\$56,325,380	\$55,927,725
Supplemental Allocation	13,030,415	13,330,114
Student Success Allocation	8,761,450	9,167,841
Total	\$78,117,245	\$78,425,681
FY24-25 vs FY25-26 TCR		
TCR	FY2024-25 Exhibit C	FY2025-26 PROJECTION
TCR A: SCFF calculated revenue	\$78,117,245	\$78,425,681
TCR B: prior FY calculated revenue + COLA	\$80,132,873	\$79,913,942
TCR C: Hold Harmless	\$75,881,007	\$80,132,873

SCFF Rates (Rounded) by FTES Type			
FTES Type	2023-24 Rates (8.22% COLA)	2024-25 Rates (1.07% COLA)	2025-26 Rates (2.3% COLA)
Credit	\$5,238	\$5,294	\$5,416
Incarcerated Credit	\$7,346	\$7,425	\$7,595
Special Admit Credit	\$7,346	\$7,425	\$7,595
Career Development & College Prep (CDCP)*	\$7,346	\$7,425	\$7,595
Non-Credit	\$4,417	\$4,465	\$4,567

\*Senate bill 361 (2006) established CDCP. It consists of noncredit, no-cost courses in ESL, short-term vocations, workforce prep and elementary and secondary basic skills.

The Supplemental Allocation Calculation includes revenue based on the following categories: AB540 Students, Pell Grant Recipients, CA Promise Grant Recipients (CCPG). Additional Student Success Allocation is calculated from the number of ADTs, AS/AA degrees, BA, Transfer Math and English, Transfer to 4 Year, 9+ CTE Units, and Living Wage.

Student Success Allocation Calculation from Exhibit C of FY24-25 P2						
Student Success Variables	All Students (\$738.23 point value)		Pell Grant Recipients (\$186.21 point value)		CCPG Recipients (\$186.21 point value)	
	Points	Value	Points	Value	Points	Value
Associate Degree for Xfr	4	\$2,953	6	\$1,117	4	\$745
AS/AA	3	\$2,215	4.5	\$838	3	\$559
BA	3	\$2,215	4.5	\$838	3	\$559
Credit Certificate	2	\$1,476	3	\$559	2	\$372
Transfer Math and English	2	\$1,476	3	\$559	2	\$372
Transfer to 4 Year	1.5	\$1,107	2.25	\$419	1.5	\$279
9+ CTE Units	1	\$738	1.5	\$279	1	\$186
Living Wage	1	\$738	1.5	\$279	1	\$186

The District gets paid twice if students earn a certificate, then an AA/AS. Building Non-credit pathways into credit would be helpful (a 16+ credit certificate is an opportunity for additional funding). BC mentioned that enrollment has been flat, yet we are getting funding for CCAP enrollment. Also, increasing transfer math and English success. L. Manalo stressed the importance of considering non-credit to credit opportunities.

The college is working on improving efficiency, also there is a need to look at course enrollment maximums (something that Academic Senate Ex is also aware of).

**A. Kopcak motions to extend discussion 5 additional minutes/ seconded by B. Britten.**

**Abstain: (0)**

**No: (0)**

**Discussion extended 5 additional minutes by Consensus.**

D. Auten (DA) mentioned participating in a tour of the prison and learning from instructors about the significant impact to workload, the concern with little to no use of technology in the facility, challenges of entry into the facility, and sometimes exciting (if a lockdown happens), and travel times. BC mentioned that PT faculty are compensated for going, if full-time faculty have interest this can be discussed. Student engagement in courses at the prison is not an issue. BC also mentioned there is an existing travel policy. D. Pirman (DP) said one can address the technology limitations by considering ZTC. D. Auten asked this is a reference to the ZTC stipend, DP: yes. Question from the floor: can incarcerated folks view videos? It's very limited, replied someone who teaches/has taught in the prison. C. Sprecher mentioned his teaching experience at the prison (prior to COVID): DVDs had to be cleared, correction officers had to be involved, sharing it ultimately feels like one had to deal with two bureaucracies: AHCs and the DORs (Department of Rehabilitation). DP mentioned there are challenges but also opportunities.

**20. Standardized Attendance Accounting Method. [10] (L. Manalo (LM)/B. Curry (BC))**

B. Curry: Apportionment has always been based on contact hours with students (a carryover from K-12). There are differences in apportionment based on how a course is delivered: online/DL vs face to face/in person. The Board of Governors approved new regulations (2024) that will alter how districts calculate FTES for credit courses. Once implemented, the Standardized Attendance Accounting Method will be used for all credit courses regardless of modality or course length.

Formula that will be utilized: FTES= Standardized Total Hours (units on COR x Standard Hours) x # of student enrolled at Census / (divided by) 525

Standard hours of lecture (18 for semester colleges), Standard hours for unit of activity (36 for semester colleges), Standard hours of unit of lab (54 for semester colleges).

It will not matter how the schedule is arranged; districts will be paid the same rate (no variation among sections). Course Outline of Record (CORs) will need to be adjusted/updated based on how we identify lecture/activity/lab based on hours and CORs will need to be clear on this.

Districts need to review CORs to identify courses that have hours with no units awarded for those hours and then need to make corrections.

We have about another year (26-27) to work on the transition from hours to units/credits. The Chancellor's office is saying you must get to next level of credit to address the issue of 'dangling hours' (i.e., many courses have hours that don't meet unit thresholds to award the next increment of credit (i.e., "extra hours"). If not dealt with this will result in some hours not being reimbursed through the FTES calculation as noted above.

L. West raised attention to the impact this will have on AHC's high unit majors (e.g., Engineering and Physics)

**A. Fox motions to extend time for additional discussion/seconded by B. Britten.**

**Abstain: (0)**

**No: (0)**

**5 additional minutes allotted for discussion by consensus.**

L. Manalo (LM) stressed the short turnaround time and the need to address this now, and when AP&P sees proposals, they will need to start considering ratios. LM stressed importance of considering the impact and true intent of a course/courses, and scheduling. C. Reed also stressed the impact on Financial Aid. A. Restrepo suggested as a reference a FAQ document on this topic published by Chancellors Office as a good reference. A. Kopcak asked if there has been a survey conducted on what classes need to be considered. D. Degroot (DD) stated that all courses would need to be looked at by F27. CORs need to be looked at no later than spring, so now is the time, we really have 1 year to deal with the dangling hours in our courses. LW asked how will common course numbering play into this?

**A. Kopcak motions to extend time 5 additional minutes/seconded by M. Landeros**

**Abstain: (0)**

**No: (0)**

**Time extended to 5 additional minutes by consent.**

D. Permin mentions a list of courses has been shared with L. Manalo (approximately 50-ish courses with high contact hours per unit that need attention). T. Roepke asked if it may be a good idea to wait for phase 3 of Common Course Numbering. DD stated phase 3 may not be available until next spring, therefore it may not be a good idea to wait. Suggestions from floor that it may be better for all to start looking at the CORs now.

**CCPD COUNCILS AND COMMITTEES' REPORTS (NON-ACTION ITEMS) [3 min each unless otherwise indicated.]**

None

**ACADEMIC SENATE STANDING COMMITTEES' REPORTS (NON-ACTION ITEMS) [5 min each unless otherwise indicated.]**

None

**21. FUTURE AGENDA ITEMS AND DEPARTMENT SUGGESTIONS.**

None

**22. ADJOURN**

**B. Britten motions to adjourn/seconded by A. Fox.**

**Meeting adjourned at 6:00 p.m.**

- \* *Documents available on Senate SharePoint*
- \*\* *Documents available in previous Senate meetings on SharePoint Folder*
- \*\*\* *If a Senator is requesting remote participation due to "just cause" or "emergency circumstances" (per AB 2449) they must submit a request form prior to the meeting and use the Zoom link below.*

*Remote participation for "just cause" is limited to two (2) meetings in a calendar year.*

*Remote participation due to "emergency circumstances" is limited to 20% of the regular Academic Senate meetings in a calendar year (which is equivalent to three meetings for AHC's Academic Senate) and requires approval by the body at the beginning of the meeting (which means it is not guaranteed).*

*If any Senators are participating remotely, this link will also be available to the public for viewing or making public comments. If no Senators are joining remotely, the meeting will be open to the public only at the designated physical location that is listed at the top of the agenda.*

*Senator's Remote Participation Link:*

<https://hancockcollege.zoom.us/j/95506515929>