

ACADEMIC SENATE MINUTES

OCTOBER 29, 2024

Nicole DeRose	President	2023-2025	Y
Elizabeth “Liz” Encarnacion	Vice-President/President-Elect	2024-2025	Y
Robin Witt	Secretary/Treasurer	2024-2025	Y
Angela Burk – Herrick	Curriculum Chair	2023-2025	Y
Joseph Lee	Business & Applied Technology	2024-2026	N
Jonathan Polidano	Business & Applied Technology	2023-2025	Y
Hannah Carter	Chino Campus	2024-2026	Y
Robert Nazar	Chino Campus	2023-2025	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2023-2025	Y
Jayne Clark Frize	Health Sciences	2024-2026	Y
Omar Estrada	Health Sciences	2023-2025	Y
Tara Johnson	HFIC	2023-2025	Y
Vacant	HFIC	2023-2025	
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2023-2025	Y
Robert Hadaway	Kinesiology, Nutrition & Athletics	2024-2026	Y
Annette Henry	Kinesiology, Nutrition & Athletics	2023-2025	Y
Laura Santamaria Brady	Language Arts	2024-2026	Y
Phatana Ith	Language Arts	2023-2025	N
Jinny Lee	Mathematics & Science	2024-2026	Y
Robin Witt	Mathematics & Science	2023-2025	Y
Vacant	Social & Behavioral Sciences	2024-2026	
Patricia Gomez	Social & Behavioral Sciences	2023-2025	Y
Myra Andrade	Student Services	2024-2026	Y
Michelle Martinez	Student Services	2023-2025	X
Daniel Jacobo	Visual & Performing Arts	2024-2026	N
Leta Ming	Visual & Performing Arts	2023-2025	X
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Jackson Tropp	Senator-At-Large	2022-2025	Y
Jennifer Flores Moreno	Adjunct Senator-At-Large	2025-2026	X
Tina Kuo	Adjunct Senator-At-Large	2023-2025	Y
Alternates			
Jay Scott	Business & Applied Technology	2023-2025	N
Manar Hijaz	Chino Campus	2023-2025	Y
Greg Creel	Fontana Campus	2023-2025	N
Lisa Doget	Health Sciences	2023-2025	Y
Vacant	HFIC	2024-2026	
Shelley Marcus	Instructional Support	2023-2025	N
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2023-2025	N
Stephen Shelton	Language Arts	2024-2026	Y
Justin Keller	Mathematics & Science	2024-2026	Y
Louisa Villeneuve	Mathematics & Science	2024-2025	Y
Vacant	Social & Behavioral Sciences	2024-2026	
Melissa Johannsen	Student Services	2024-2026	Y
Fabiola Espitia	Student Services	2023-2025	Y
Vacant	Visual & Performing Arts	2023-2025	
Vacant	Adjunct Alternate Senator	2023-2025	
Sarah Schmidt	Classified Senate Liaison	2023-2025	Y
Anthony Solomon	Chaffey College Student Government	2023-2024	Y

Guests:

Amanda Admire, Research/Data Solutions Analyst, Institutional Research
Sharon Alton, English, ACD
Jon Ausubel, President, Chaffey College Faculty Association
Shireen Awad, Curriculum Specialist, Curriculum
Lisa Bruchet, Accountant, Budgeting and Fiscal Services
Angela Cardinale, Coordinator, Distance Education
Maryline Chemama, Chemistry, STEM
Sandra Collins, Biology, STEM
Melissa Diaz, Senior Accounting Technician, Budgeting and Fiscal Services
Monica Han, Specialist, Success Center
Nicole Kemp, Administrative Assistant, Chaffey College Foundation
Michael McClellan, Interim Associate Superintendent, Instruction and Institutional Effectiveness
Leticia Mowrey, Administrative Assistant, DPS
Lissa Napoli, Administrative Assistant, Academic Senate
Ava Nguyen, Communication Studies, ACD
Rose Ann Osmanian, Instructional Specialist, Success Center
Holly Piscopo, Coach, Sacramento City College
Mark Vidal, Director, Marketing and Public Relations
Cindy Walker, English Second Language, ACD

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:35 P.M.)****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Angela Cardinale read the following statement:
 - “If you don’t like it, too bad.”
Those were the words of Dr. Henry Shannon at last week’s governing board meeting, in response to the serious concerns raised by our campus community. We were also treated to a parade of Dr. Shannon supporters, many of whom were paid consultants and/or no longer work at Chaffey. They shared how well they have been treated by Dr. Shannon as well as lavished him with compliments. Well, good for all of them. However, many of us have not enjoyed this same treatment by Dr. Shannon and much of the executive team. More importantly, the proposed VNC isn’t about putting anyone’s character on trial; it is focused on process: the lack of consistency,

transparency, and true participatory governance in major decision-making, primarily around employment and organizational restructuring. Given the opportunity to respond to real concerns in some meaningful way that might inspire confidence in his leadership abilities, Dr. Shannon instead chose to respond in a strikingly dismissive manner. This proposed resolution is, again, not about anyone's personal feelings about Dr. Shannon or anyone else, but instead about whether or not faculty have confidence in the named executive team's leadership given their past decisions and ongoing responses to our concerns. A vote of no confidence is largely a symbolic measure and should reflect the true sentiment of the faculty at large, which I trust the Academic Senate to represent. Should a VNC resolution be adopted, however, I also hope the Academic Senate proposes solutions to address the identified problems. Some first steps could be the following:

- As President-Elect Liz Encarnacion suggested, one solution is to acquire a highly qualified, reputable third-party mediator with no connections to this college, La Verne University, or any of our board members or executive team, who is approved by the Academic Senate.
- A related solution is to secure a commitment from the executive team to prioritize and transparently address findings of this third-party mediation process, with identified action items, responsible parties, benchmarks, and timelines.

I have shared the rest of my proposed solutions with my Senate representatives. Thank you for your time and consideration.

- Mark Vidal made the announcement that Thursday, November 7th, is the Annual Report to the Community. Registration closes on October 31st. The video played during the event will be uploaded to YouTube and the Marketing Office will have copies of the publication distributed at the event for anyone who would like one.
- Ava Nguyen stated that, as the BLOOM Faculty Chair for the past few years, she will share an experience in the hopes that it provides our community with more context as we continue conversations regarding a VNC. After taking over leadership of BLOOM a few years ago, Ava was instructed by the Executive Team to stop the creation of new workshops until they could “vet the content.” Throughout this vetting process, Ava faced censorship regarding DEIA topics that the Executive Team did not want covered. For example, the Executive Team's issue with the word *oppression* was one of them, stating that they are, “not an oppressor” and that they did not want people on campus talking about oppression out of fear that it would lead to more complaints. After working for a year to edit the BLOOM modules to match both BLOOM's vision of radical racial consciousness and the Executive Team's desires, Ava was blindsided by the decision to remove BLOOM as a hiring committee requirement without prior rationale or announcement. This move reflected a lack of transparency and a violation of the principles of shared governance. The Executive Team made no effort to officially announce this decision to campus. Ava herself had to break the news to faculty and staff in subsequent BLOOM workshops that their attendance did not qualify them for any requirement to be on a hiring committee.

Ava hopes her sharing of this experience is representative of not only how the Executive Team has not upheld the values of shared governance, but also how they are selective of what DEIA initiatives they support, based on their own interests. Ava hopes this example also gives more context to recent conversations around the proposed VNC. The Executive Team seems to be implying that the VNC is a

purposefully, racially discriminatory move against leaders of color. As an aspiring abolitionist DEIA practitioner and immigrant Vietnamese woman who seeks to prioritize and uplift black and indigenous voices, Ava is shocked at the weaponization of historically marginalized identities to silence voices in the Senate.

4. ADOPTION OF AGENDA

- October 29, 2024
- **Motion for Approval** - President-Elect Encarnacion moved to adopt the agenda for 10.29.24. Senator Shelton seconded the motion. The motion was approved. 10.29.24, 24Y/0N/0A.

5. CONSENT AGENDA

5.1 Faculty representatives that have been requested to serve on these selection/hiring committees:

5.1.1 Campus Store Coordinator

Thierry Brusselle, Business, BTH

5.2 **October 15, 2024 and October 22, 2024 Meeting Minutes.** See attachment titled, “ACADEMIC SENATE MINUTES OCTOBER 15, 2024 and OCTOBER 22, 2024 DRAFT”

- **Motion for Approval** - Senator Doget moved to approve the 10.29.24 Consent Agenda. Senator Chamberlain seconded the motion. The motion was approved. 10.29.24, 24Y/0N/0A.

6. REPORT(S)

6.1 President

6.1.1 Possible options to improve communications: Mediation or ASCCC’s [Collegiality in Action](#) Visit (services #1 Collegiality in Action: Effective Participation Fundamentals & # 3 Issue Resolution)

- The Executive Team emailed the Academic Senate officers an offer of a mediator who was used in the past with CCFA negotiations. Costs would be paid by the District. Senators looked at the mediator’s resume and decided to choose the ASCCC option instead of a mediator.

6.1.2 Confirmation of Academic Senate to purchase a table for the 2024 Report to the Community Event. Previous decision to purchase was approved at the [September 17, 2024](#) meeting, New Business Item 8.5.

- Senators want to participate in the Report to the Community Event to support students and the community.

6.1.3 Call for 4 Senators to help with the Meritorious Service Event (Set up, greeters, check-in table, and photography, cake cutting)

- Volunteers are Senators Polidano, Overduin, Jenkins, Clark, and President-Elect Encarnacion.

6.2 President-Elect

- Big thanks to the Car Club for organizing another outstanding Trunk-or-Treat event on Sunday, October 27th.

- President-Elect Encarnacion read their public comment given at the Governing Board meeting on Tuesday, October 22 and is provided below:

The document that was presented to the Academic Senate was in draft form, and in no way shape or form was that document a final decision until a vote was to be held on the senate floor.

But that never got to occur.

Because the administration decided to bring a knife to a word fight.

Mr. McDougal you asked for evidence of the culture of fear at Chaffey college and I can think of no better example than the public display of intimidation and fear mongering that the administration displayed in trying to silence the Academic Senate body from discussing the faculty's feelings and perceptions of their administrative leaders.

Provided to the faculty under Title 5, and through our own BP 4030 "Chaffey College's central function—teaching, learning, research, and scholarship— depends upon an atmosphere in which freedom of inquiry, thought, and expression are given the fullest protection. Colleges are established by society to perpetuate democratic values; therefore, faculty and students must be able to examine ideas in an atmosphere of freedom."

But, under this administration, apparently that only extends to if it fits their narrative.

Let me be clear. No one is happy here.

Not students, not faculty, not staff, not deans or managers.

The executive team keeps the governing board out of the loop of what is really going on on our campus grounds intentionally as a way to stifle and suppress us and keep them in your good graces.

The administrators that have chosen, instead of communicating and speaking to the faculty directly, to threaten lawsuits are actively choosing to smother the democratic process.

Allowing this behavior sets precedent and lays the foundation for ramifications I know Chaffey does not want to be known for.

To the Governing Board, I beg you, Demand the administration cease any legal action against the academic senate. Work with the Chancellor's office to hire a neutral third party, nationally recognized, education consulting firm to investigate the communication and organizational structure of Chaffey college. Provide the raw unedited report of that review publicly to the college and allow us all to work together to reconstruct how Chaffey college can function successfully.

- The following two issues will be brought to the next Academic Issues Group meeting on November 1st:
 1. Student Disruptions to prioritize BBMM Conference:
 - Dawn Hatfield emailed Friday 10/25 (and earlier today) stating Club Café in the Sports Center (the only full-service dining option for students at Rancho) will be closed on 10/30 for the BBMM Conference – snacks are the only options for students.
 - An email to Math faculty on 10/1 stating two Math classes would be moving classrooms to accommodate the BBMM conference.

- A classroom in CAA is also moving to accommodate the BBMM conference. Note: the Meritorious Service Award will be held in the Dance room of CAA that will be displacing a yoga class that is being held in that space on Tuesdays.
 - Moving forward, we will make the request that no student services or classes should be moved or closed except for emergency or health and safety circumstances to accommodate events, conferences, programs, or other.
 - Additional questions from senators: What is the college's involvement with the conference? What is being communicated to deans and students about the conference? Why is the conference on a weekday and not on a Friday?
 - Senators requested we make it clear that we support Black and Brown people - our request is focused specifically on the support for students as a population group as well.
2. Dean of Institutional Effectiveness position questions:
- If this dean is overseeing Dual Enrollment, PSR, and the curriculum process, does that mean it is moving back to Instruction from Student Services?
 - Why is this dean overseeing grants? Grants currently fall under Executive Director of Institutional Research & Grants (Melissa Christian), Director of Grant Development and Management (Ray Cuellar), and Director of Budgeting and Grant Compliance (Heather McGee DeCauwer). Seems redundant to have a fourth position overseeing grants. Typically a Dean of Institutional Effectiveness would oversee grants (as exemplified at other colleges) however the positions that currently oversee grants at our college usually do not have a direct line of report to Superintendent/President and Vice Superintendents.

6.3 Secretary/Treasurer - no report

6.4 Curriculum Chair - no report

6.5 Classified Senate Liaison - Sarah Schmidt provided the following updates:

- Classified Senate had a meeting last Friday, October 25th. Classified Issues Group (CIG), the counterpart to the Academic Issues Group (AIG), has still not been scheduled. The Classified Senate is waiting for people to reach out and schedule the meeting with them. The Classified Senate's issues list for that meeting is growing quite long. One item that will probably get added is the ineffective process of flying positions 6 months after recruitment approval.
- The Sees's Candy fundraiser is coming soon. The Classified Senate is not district funded, aside from their Administrative Assistant, so they don't have the resources to do much at this point. Fundraising helps with our student scholarships and sending classified professionals to conferences and professional development activities. Classified professionals are not able to go to conferences very often. For example, Sarah has been here for 14 years, and for the first time this month her manager requested she be sent to a conference.
- Thank you to everyone who fought for classified inclusion on the UndocuSuccess Fellowship Project and for the continued advocacy on behalf of classified inclusion in campus life and movements.
- Thank you to all of the faculty who took time out of their day to attend the Governing Board meeting last month to speak up bravely. For those of you who did speak, Sarah truly appreciates the sentiment. Sarah appreciates Angela Burk-Herrick specifically for saying "thank you, District, for proving our point that retaliation is real on this campus."
- The next Classified Senate meeting is November 4th in SS-103 at 12 pm.

6.6 Chaffey College Student Government Liaison - Anthony Solomon announced that the next CCSG Senate meeting is Monday, November 4th in SS-103 at 12pm.

7. GUEST(S)/PRESENTATION(S) - Leading From the Middle (LFM) Project Presentation, LFM team: Manar Hijaz, Christina Holdiness, Rose Ann Osmanian, Samantha Tseng, Amanda Admire, Matt Morin, Trelisa Glazatov, and from Sacramento City College, Coach Holly Piscopo will share the purpose and the mission of this group. See attachment titled "Closing Equity Gaps through Enhanced Support"

8. UNFINISHED BUSINESS

8.1 Discussion/Possible Action Item: Revised Sabbatical Proposal for Approval- see attachment titled "Spring 2025 Sabbatical Leave Request (rev. 15 Oct 2024)" for David Rentz, Music, ACD.

- Senators Chamberlain, Doget, and Laura Santamaria Brady will provide an update at the next meeting.

8.2 Discussion Item Continued/Possible Action Item - The proposed vote of no confidence resolution.

- **Motion for Approval** - Senator Chamberlain moved to withdraw the motion made during the previous Academic Senate meeting to approve the October 15th resolution. Senator Polidano seconded the motion. President-Elect Encarnacion motioned to approve the withdrawal by acclamation. Senator Chamberlain seconded the motion. Since there were no objections, the motion to withdraw was approved by acclamation. 10.29.24.
- Senators proposed the following resolution:
 - Whereas Dr. Shannon, Lisa Bailey, and Alisha Rosas have failed to demonstrate consistency, transparency, and accountability via participatory governance when making major college decisions, including around changes to organizational structures;

Whereas Dr. Shannon, Lisa Bailey, and Alisha Rosas have failed to demonstrate consistency, transparency, and accountability via participatory governance around employment decisions and practices;

Whereas Dr. Shannon, Lisa Bailey, and Alisha Rosas have failed to consistently demonstrate genuine support of and empathy towards all Chaffey College faculty and staff, and have engaged in practices of denial and legal intimidation when significant concerns have been raised;

Therefore, be it resolved that the faculty at Chaffey College do not have confidence in the above named executive leadership to lead the college and make sound decisions via participatory governance in a manner that demonstrates respect for the college mission and campus community.

- **Motion for Approval** - Senator Chamberlain moved to adopt the resolution above. Senator Overduin seconded the motion.
- Questions from the senators included: Should we separate the names (have separate resolutions)? Should we add a stronger resolve statement? Should we call for the resignation of Dr. Shannon?
- Faculty are concerned with retaliation by moving forward with a VNC.
- Due to time constraints the discussion was postponed until the next meeting.

9. NEW BUSINESS *10 minutes max per item

9.1 Action Item - Selection of one or two senators to review AP 5055 Enrollment Priorities as part of the Board Policy (BP) and Administrative Procedures (AP) Academic Senate review. Senators will report back any recommended changes to the Academic Senate for approval. Approved recommended changes will be forwarded to the Office of Institutional Research, Policy, & Grants for sunshining. Target report date: 11/19/2024. See attachment titled “5055-AP Enrollment Priorities DRAFT 918”

10. FLOOR ITEMS *10 minutes max (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

11. ANNOUNCEMENTS

11.1 Chaffey College Academic Senate

11.1.1 Save the Date! Meritorious Service Awards Dessert Reception, Tuesday, November 12, 2024, 2:30-3:30 PM, Center for the Arts, Room 206. 2024-2025 Honorees: Marie Boyd, 20 years of service and Eva Rose, 31 years of service. Posthumous Awards in Memory of: Donna Colondres 31 years of service, John Machado 18 years of service and Sherm Taylor, 18 years of service.

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Save the Date! [ASCCC's annual Fall Plenary Session](#), November 7-9, 2024. This is a hybrid event taking place at the [Visalia Convention Center](#) 303 E Acequia Ave, Visalia, CA 93291. We hope that all local faculty leaders will plan to join us in Visalia!

11.2.2 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

11.3 Chaffey College

11.3.1 Save the Date! [Report to the Community 2024](#), Road To Student Success, Thursday, November 7, 2024. Chaffey College Chino Community Center, 5890 College Park Ave, Chino, CA 91710 11:00 AM - 1:00 PM. RSVP Deadline: October 31, 2024.

12. ADJOURNMENT (1:50 P.M.)

The next Academic Senate meeting will be on Tuesday, November 5, 2024

Lissa A. Napoli, Recording Secretary

Robin Witt, Treasurer / Secretary

Closing Equity Gaps through Enhanced Support

Experience the transformative power of our enhanced Success Center support, equipping students with essential employability skills, fostering course success, and closing the equity gap.



Leading from the Middle Our Team

Current Team Participants

Manar Hijaz	Amanda Admire
Christina Holdiness	Trelisa Glazatov
Rose Ann Osmanian	Matthew Morin
Samantha Tseng	Holly Piscopo, Coach

Additional Team Participants

Wendy Whitney
Andrew Long

The LFM Academy Experience

- 1 Academy Kick-Off** 

Participants will learn what to expect during the academy, familiarize themselves with the LFM Canvas course, and meet cohort members, facilitators, and coaches. Each team will also have an opportunity to meet with their assigned coach.
- 2 Onboarding** 

Onboarding consists of online pre-academy preparation activities. In partnership with their coaches teams will engage in a variety of activities that could include team development, leadership exploration, and refinement of the team's project.
- 3 In-Person Convenings** 

During three in-person convenings, participants will explore leadership concepts and expand their knowledge, skills, and perspectives through assigned readings, conversations, interactive exercises, project work, and networking with other teams.
- 4 Between Convenings** 

Teams will engage in monthly virtual meetings with their coach to ensure that learning is relevant to everyday experiences. These gatherings will explore a variety of topics with content input from participants, including opportunities to discuss how they have been able to apply the ideas of the academy to their project and day-to-day work. Three virtual skill-building workshops will be offered throughout the academy.
- 5 Sustainability Planning** 

In partnership with their coaches, teams will participate in a series of virtual meetings to develop a sustainability plan for the teams' projects and continued leadership development.

Student Voices: Empowering Growth and Success

"Using constructive criticism (skill) to improve my work shows a commitment to continuous improvement, is appreciated by employers, and can contribute to my growth."

"My future goal of counseling requires good note analyzations as I work with different clients so these skills will be a great help."

Made with Gamma

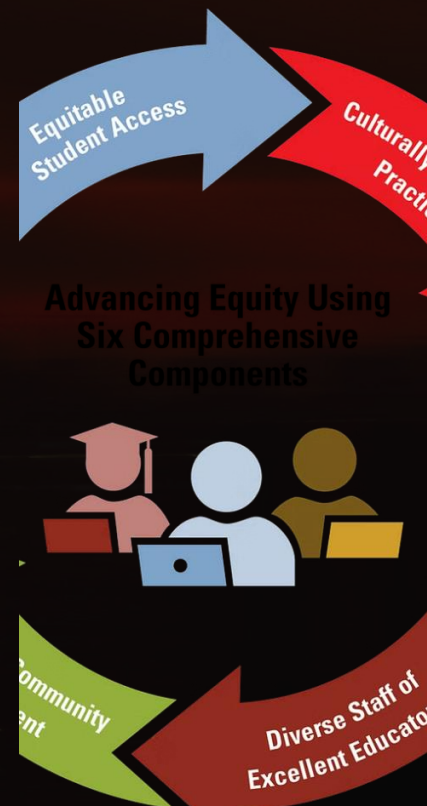
Existing Equity Gaps in Success Center Usage and Course Success

1 Disproportionate Success Center Usage

Black/African American, Hispanic/Latinx, male, and students under the age of 24 are underrepresented among Success Center users.

2 Disproportionate Course Success

Black/African American, Indigenous/Native American, and Pacific Islander students experience lower course success rates.



Made with Gamma

Benefits of Enhanced Support in Your Class

Tailored to Your Needs

We can work with you to identify the areas in your class that would benefit from enhanced support.

Making Your Course Relevant

Students will see the relevance of your course to their academic and career goals and employability skills.



Made with Gamma



Key Elements of Enhanced Support

1

Micro-Credentialing Academic and Career Employability Skills

We will partner with you to develop enhanced support that can be utilized for ACES assessments and achievement of micro-credentials for students.

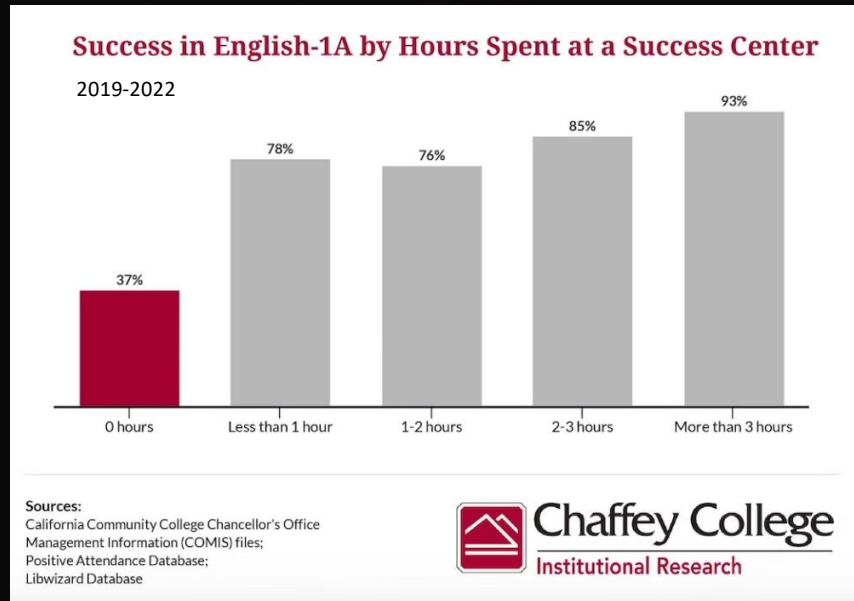
2

Connecting Disproportionately Impacted Students to Resources

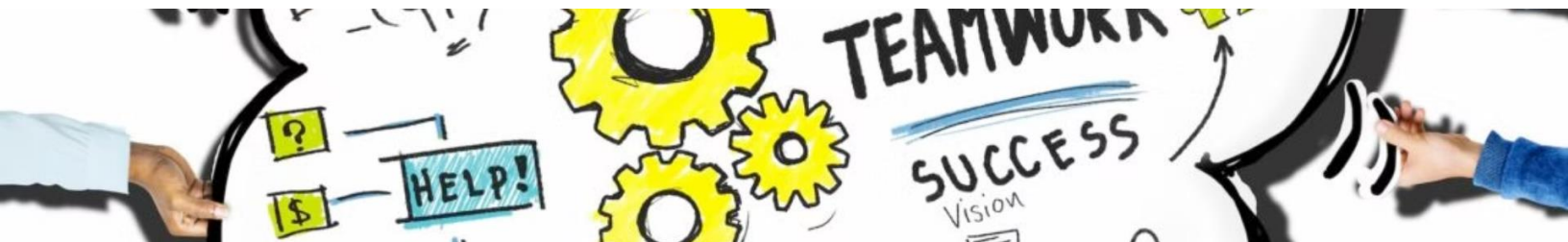
Enhanced support is thoughtfully designed with input from underrepresented students. Our activities are specifically geared towards connecting them to important campus resources, while simultaneously fostering a strong sense of belonging.

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Bridging Gaps through Current Success Center Center Support



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How it works

- 1** — **Decide on Areas for Enhancement**
Consider bottlenecks to success in your courses and how developing certain skills would improve equitable outcomes
- 2** — **Connect with a Success Center Representative**
This partnership will allow you to match your areas for enhancement to course Institutional Learning Outcomes and employability skills
- 3** — **Develop the Enhanced Support**
Success Center representatives will work with your level of comfort and availability to create enhanced support activities.

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Next Steps for our Enhanced Support Project and Academic Senate Support

1

Assistance Forming the Success Center Advisory Group

Assist our team on the steps for forming and defining goals for a Success Center Advisory Group. Identify 2 to 3 faculty to serve.

2

Complete or Share the Success Center Opportunities form

The form assists us in identifying a diverse faculty pool to represent ACCs in various Supplemental Learning activities.

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We value your collaboration!

https://chaffey.libwizard.com/f/sc_interest_flex



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Introductory Note

Since writing the original proposal in September 2023, various factors have led me to revise my sabbatical plan to shift fully to an expanded version of the collaborative/artistic project originally proposed.

- The original proposal included visits to multiple key transfer targets for Chaffey vocal music students, with the aim of learning more about their programs. Since 2023, I have
 - brought my choral/vocal music students to a residency/festival at CSUF (which included a campus tour and admissions session)
 - attended a daylong workshop at the CSULB Bob Cole School of Music; this visit included a facilities tour and a Q&A with the Director of Undergraduate Studies
 - attended CSUSB's "Choir Day" for high school and community college choral directors
 - invited CSULB's Director of Choral Activities to visit Chaffey to do a workshop with our vocal music students (will take place this November)
- The original proposal included a modestly-scaled project to collaborate on three choral works with TBD Chaffey faculty/student/community poets. Since then, I have composed one new choral piece setting a poem by Chaffey English instructor Arthur Kayzakian for the LA-based ensemble C3LA. This process was both more fulfilling and more time-consuming than expected. I have shared details about the process with my Chaffey students along the way, and they have been highly interested in the project and outcome, with several planning to attend the performance at which the work will be premiered.

In light of the above:

- I already feel considerably better equipped to advise Chaffey choral/vocal students about regional transfer options.
- I am also
 - more excited about collaborating with both Arthur and Chaffey English instructor/poet Adam Martinez on more substantial choral sets to be workshopped, performed, and recorded by the Chaffey Chamber Choir in fall 2025.
 - more clear about how time-consuming the collaborative composition process will be.

Thus, I propose to revise my sabbatical plan to eliminate the now largely superfluous baccalaureate campus visits in favor of the expanded collaborative artistic project.

Proposal:

Purpose

The purpose of my sabbatical leave is to achieve professional growth through artistic and technological collaboration with current Chaffey music students and faculty.

I am an experienced composer, with over 15 works performed by ensembles across the United States (including one by the Chaffey Chamber Choir at last year's Report to the Community)! But it has been a very long time since I've been able to devote extended, focused time to composing, and I expect that doing so during so during my sabbatical will help me strengthen and deepen my craft.

Objectives and Activities

The general objectives of my proposed sabbatical activities are to help me grow professionally, to collaborate with Chaffey colleagues, and to provide Chaffey music students with the opportunity to take on exciting musical and technological projects that will prepare them for future educational, artistic, and professional practice. My integrated activities and objectives are, more specifically:

First, during the sabbatical, to compose five choral works, setting texts by Chaffey faculty colleagues Arthur Kayzakian and Adam Martinez:

- Kayzakian:
 - I Sang
 - Stain on the Wall
 - Nocturnal
- Martinez:
 - I Know Love When I See It
 - The Myth

These settings will be a cappella or accompanied by piano, of a difficulty level appropriate to the Chaffey Chamber Choir (Music-76). I will engrave (notate) them to a professional, publication-ready standard. I anticipate the total duration of the five pieces to be between 15 and 20 minutes.

On completion of the project and return to Chaffey in the 2025-26 academic year, I will teach the pieces to the Chamber Choir, as well as provide opportunities for discussion of the professional practice of composing, including collaboration with poets/lyricists, artistic and logistical planning, and the options for professional-level engraving of scores.

The choir will perform the pieces at one or more public concerts and also collaborate with our Commercial Music program to record some or all of them.

Benefits to Students:

- Firsthand experience with the performance and recording of new music.
- Exposure to the creative (composing) and para-creative (engraving) process.
- Connection to faculty in a different discipline within our ACC.
- Sense of belonging and investment in the college as part of a large, exciting project.

Benefits to District:

- Positive exposure with performances of collaborative “in-house” musical works.
- Fostering collaborative connections within ACD.
- The opportunity to spotlight innovation and creativity.

Benefits to Me as an Educational Professional and Artist:

- Increased artistic range, ability, and marketability as a composer.
- Growth as an artistic and technological collaborator and educator.

Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	<p>CCLC Legal Update</p> <p>The Service provided updates to include additional categories of students eligible for the highest priority enrollment pursuant to changes in the Education Code and Title 5 regulations.</p>		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

NOTE: The text of the AP has been reorganized into new sections and revised to more closely align with Title 5. For readability purposes, the reorganized text does not show deletions. The original order of the text and initial revisions, including deletions, are shown as struck text beginning on page 4.

DRAFT TEXT

AP 5055 Enrollment Priorities

The District has established a priority system for registration and enrollment that is consistent with Title 5 and uniformly administered by appropriately authorized employees of the District. Subject to enrollment limitations, registration priorities apply to courses offered during fall, spring, and summer. The District will ensure that course catalogs reflect the requirements of this procedure and that appropriate and timely notice is provided to students.

Eligibility for Registration Priority. The District will provide priority registration for students who enroll for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement and who:

- Are continuing, first-time, or returning students, within the meaning of Title 5 § 58108 (c); and
- Have completed orientation, assessment, and developed student education plans; and
- Have not lost registration priority, as defined in these procedures.

Priority Groups. Among the students eligible for priority registration specified above, those who are in the following groups will have higher priority for enrollment, as indicated below:

- Priority Group 1: Per Title 5 § 58108, the following students will have the highest and equal priority for enrollment:



- A member or veteran of the Armed Forces of the United States and who is a resident of California, as specified in Education Code section 66025.8;
 - A student parent who has a child or children under 18 years of age who will receive more than half of their support from that student;
 - A foster youth or former foster youth who is not older than 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;
 - A verified homeless youth or former homeless youth under 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;
 - A student who has been determined to be eligible for Disabled Student Programs and Services;
 - A student who is receiving services through Extended Opportunity Programs and Services;
 - A student who is receiving services through CalWORKS;
 - A student who is a Tribal TANF recipient; and
 - A student who is receiving services from a program funded by Rising Scholars Network funds.
- Priority Group 2: Specific groups designated by the institution will have priority for enrollment after Priority Group 1.

Remaining eligible students will have priority for enrollment after Priority Group 2.

Enrollment Limitations

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See BP/AP 4260)

Additional enrollment limitations may include, but not be limited to, the following:

- health and safety considerations;
- facility limitations;
- faculty workload;
- availability of qualified instructors;
- funding limitations;
- regional planning;
- legal requirements; and
- contractual requirements.

When enrollment must be limited, priorities for determining who may enroll are:

- limiting enrollment to first come, first served, or other non-evaluative selection techniques, provided all prerequisite and/or course requisites have been met;
- in the case of intercollegiate [competition](#), honors courses, or public performance courses, allocating available seats to those students judged most qualified;
- limiting enrollment to any selection procedure expressly authorized by statute;
- limiting enrollment in one or more sections to students enrolled in one or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.

Loss of Enrollment Priority

[Eligibility for](#) registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof as defined in [BP/AP](#) 4250 for two consecutive terms; or
- Has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the District.
 - This 100-unit limit does not include units for non-degree applicable English as a Second Language or [noncredit](#) foundation skills courses as defined by the Chief Instructional Officer.

[Exemptions. The District will provide exemptions from loss of enrollment priority as authorized by Title 5 § 58108 \(h\), as follows:](#)

- [Students who are foster youth or former foster youth, as specified above, shall not lose enrollment priority status pursuant to Title 5 § 58108 \(h\)\(3\).](#)
- [Students who are eligible members or veterans of the armed forces, as specified above, are exempt from the 100-unit limit.](#)
- [Students enrolled in high unit majors or programs as designated by the Chief Instructional Officer may petition to retain their enrollment priority status.](#)

[Notification.](#) The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students who have earned 75 percent or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.

Appeal. Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Chief Student Services Officer or their designee will determine the appeal in their sole discretion.

Also see BP 4250 Probation, Dismissal, and Readmission, AP 4250 Probation; BP/AP 4260 Prerequisites and Co-requisites; BP/AP 5052 Open Enrollment.

[Note: The following is the original order of the AP language, with notations indicating where the text was moved.]

[Moved to 2nd section-Enrollment Limitations
Enrollment Limitations

~~Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See BP and AP 4260 titled Prerequisites and Co-requisites)~~

~~Additional enrollment limitations may include, but not be limited to, the following:~~

- ~~• health and safety considerations;~~
- ~~• facility limitations;~~
- ~~• faculty workload;~~
- ~~• availability of qualified instructors;~~
- ~~• funding limitations;~~
- ~~• regional planning;~~
- ~~• legal requirements; and~~
- ~~• contractual requirements.]~~

[struck Student Groups with Priorities]

[Moved to opening section, under Eligibility

~~The District will provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.]~~

[Moved to opening section, under Priority Groups

~~The following students will have the highest and equal priority for enrollment:~~



- ~~A member of the armed forces or a veteran pursuant to A member or veteran of the Armed Forces of the United States and who is a resident of California, as specified in Education Code section 66025.8;~~
- ~~A student parent who has a child or children under 18 years of age who will receive more than half of their support from that student;~~
- ~~A foster youth, former foster youth, homeless youth, or former homeless youth pursuant to A foster youth or former foster youth who is not older than 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;~~
- ~~A verified homeless youth or former homeless youth under 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;~~
- ~~A student who has been determined to be eligible for Disabled Student Programs and Services or;~~
- ~~A student who is receiving services through Extended Opportunity Programs and Services;~~
- ~~A student who is receiving services through CalWORKS; and~~
- ~~A student who is a Tribal TANF recipient. ; and~~
- ~~A student receiving services from a program funded by Rising Scholars Network funds.]~~

[struck The following students will have ~~second~~ priority for enrollment:]

- ~~[Moved to opening section, under Eligibility Continuing students, not on academic or progress probation for two consecutive terms who have not lost registration priority, as defined in these policies and procedures, and first time students who have completed orientation, assessment, and developed student education plans.]~~

[Moved to opening paragraph

~~These Subject to enrollment limitations, registration priorities apply to courses offered during fall, spring, and summer or intersessions.]~~

[Moved to 3rd section-Loss of Enrollment Priority

~~Eligibility for registration priority specified above shall be lost at the first registration opportunity after a student:~~

- ~~Is placed on academic or progress probation or any combination thereof as defined in Board Policy and Administrative Procedure BP/AP 4250 titled Probation, Disqualification, and Readmission for two consecutive terms; or~~



- ~~Has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the District.~~

~~For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P as defined in Board Policy and Administrative Procedure 4230 titled Grading and Academic Record Symbols. This 100-unit limit does not include units for non-degree applicable English as a Second Language or noncredit foundation skills courses as defined by the Chief Instructional Officer.] [Moved to 3rd section-Loss of Enrollment Priority, Exemptions~~ Students enrolled in high unit majors or programs as designated by the Chief Instructional Officer may petition to retain their enrollment priority status. Students who are eligible members ~~or veterans~~ of the armed forces, as specified above, are exempt from the 100-unit limit, or veterans pursuant to Education Code § 66025.8 shall not lose registration priority after exceeding one hundred (100) or more degree-applicable semester or quarter equivalent units.]

~~[Moved to 3rd section-Loss of Enrollment Priority, Notification~~

~~**Notification.** The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students ~~or~~ who have earned 75 percent or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.]~~

~~[**struck** Appeal of Loss of Enrollment Priority]~~

~~[Moved to 3rd section-Loss of Enrollment Priority, Appeal~~

~~**Appeal.** Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Chief Student Services Officer or their designee will determine the appeal in their sole discretion.]~~

~~[Moved to opening paragraph~~

~~These enrollment priorities will be effective in the Fall 2014 semester. The District will ensure that course catalogs reflect the requirements of this procedure and that appropriate and timely notice is provided to students, these procedures are reflected in course catalogs and that all students have appropriate and timely notice of the requirements of this procedure.]~~

~~[Moved to 2nd section-Enrollment Limitations~~

~~When enrollment must be limited, priorities for determining who may enroll are:~~

- ~~limiting enrollment to first come, first served, or other non-evaluative selection techniques, provided all prerequisite and/or course requisites have been met;~~



- ~~• in the case of intercollegiate completion competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified;~~
- ~~• limiting enrollment to any selection procedure expressly authorized by statute;~~
- ~~• limiting enrollment in one or more sections to students enrolled in one or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.]~~

References: Education Code Sections 66025.8, 66025.81, 66025.9, and 66025.92;
Title 5 Sections 58106 and 58108

Approved: 11/18/14

Revised: 1/17/23

END OF DRAFT TEXT

Review information, process notes and legal citations section begins on the next page.

Review information

General information: *The Office of Institutional Research, Policy & Grants (“OIRPG”) is the Superintendent/President’s designee with oversight of the review process. Review information is provided for draft review purposes only and will be removed when the AP is approved.*

Each chapter is under the purview of a primary administrative office. The senior administrator’s review of the AP is required. (Note: Ch. 3 APs are assigned individually by subject area.) Other administrators and managers whose work should inform AP recommendations provide advisory input. If the AP is designated 10+2, then Academic Senate review is required. If substantive modifications are made to language that is legally required or advised, then CCLC recommends review by District legal counsel. Per AP 2410, non-substantive edits may be made without further institutional review.

Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input checked="" type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input type="checkbox"/> 7-Human Resources
AP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input type="checkbox"/> Accreditation standard/ER <input checked="" type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input checked="" type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Admissions & Records
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: July 2024 special legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 5055-AP Legal Citations OIRPG 918.pdf

Process notes

Standard AP review sequence per AP 2410: *Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1st reading and information; sunshine with participatory governance groups for input; 2nd reading and approval).*

Date	Review Step
09/23/24	Initial review OIRPG: Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec) Revisions: CCLC; Puente (A. Serrano); moved text into new sections and made revisions for consideration. See Title 5 § 58108 (c) and (d) re: eligibility, priority, groups, and (h) re: loss of priority, exemptions → review with admin, legal Note: A&R requests review prioritization. Tentatively scheduled for completion by Nov. 19.; 10/9 New schedule for completion by Dec. 10.; 10/23 New schedule: Cab-1 st read Dec 10.

Process notes	
10/22/24	Admin review Admissions & Records, Legal 9/26 OIRPG met with administrators to review and revise. 10/22 Final review completed. Reviewed and revised by: Tomeika Carter (Exec Dir, Student Support Svcs), Alisha Serrano (former Dir, A&R), Ryan Church (Legal), Hugo Flores (new Dir, A&R) Note: The AP will be reviewed by Alisha Rosas (Sr. Admin) following 10+2 review.
TBD	Faculty 10+2 Review required
TBD	Senior Admin Alisha Rosas – review required
TBD	Cabinet Tentative: Dec. 10 first reading

Legal citations
Education Code Sections 66025.8 , 66025.81 , 66025.9 , and 66025.92 ; Title 5 Sections 58106 and 58108

California Education Code

EDC Section 66025.8

(a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to any member or former member of the Armed Forces of the United States, and who is a resident of California, who has received an honorable discharge, a general discharge, or an other than honorable discharge, and to any member or former member of the State Guard, for any academic term attended at one of these institutions for four academic years after the member has left state or federal active duty, which the member shall use within 15 years of leaving state or federal active duty.

(b) A former member of the Armed Forces of the United States or the State Guard who received a dishonorable discharge or a bad conduct discharge is not eligible for priority registration for enrollment pursuant to this section.

(c) The priority registration for enrollment provided pursuant to this section shall apply to enrollment for all degree and certificate programs offered by the institution after the military or veteran status of the student has been verified by the institution the student attends.

(d) Students who receive priority registration for enrollment pursuant to this section shall comply with the requirements of subdivision (a) of Section 78212.

(e) (1) For the purposes of this section, “Armed Forces of the United States” means the Air Force, Army, Coast Guard, Marine Corps, National Guard, Naval Militia, Navy, Space Force, and the reserve components of each of those forces, including the California National Guard.

(2) As used in this section, “member or former member of the Armed Forces of the United States” includes, but is not necessarily limited to, any student who is called to active military duty compelling that student to take an academic leave of absence.

(Amended by Stats. 2022, Ch. 379, Sec. 5. (AB 1715) Effective January 1, 2023.)

EDC Section 66025.81

(a) (1) By no later than July 1, 2023, the California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to a student parent.

(2) In implementing this subdivision, each campus of the California Community Colleges, the California State University, and the University of California is encouraged to use information from any or a combination of the following to help determine a student parent's eligibility for the priority registration established pursuant to this subdivision:

- (A) The Free Application for Federal Student Aid (FAFSA).
- (B) The California Dream Act Application (CADAA).
- (C) The application to receive a fee waiver pursuant to Section 76300.
- (D) Any campus form or documentation that identifies student parents.

(b) For purposes of this section, "student parent" means a student who has a child or children under 18 years of age who will receive more than half of their support from that student.

(Added by Stats. 2022, Ch. 935, Sec. 3. (AB 2881) Effective January 1, 2023.)

EDC Section 66025.9

(a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to a foster youth, former foster youth, homeless youth, or former homeless youth.

(b) For purposes of this section:

(1) "Foster youth and former foster youth" means a person in California whose dependency was established or continued by a court of competent jurisdiction, including a tribal court, on or after the youth's 13th birthday and who is no older than 25 years of age at the commencement of the academic year.

(2) "Homeless youth and former homeless youth" means a student under 25 years of age, who has been verified, in the case of a former homeless youth, at any time during the 24 months immediately preceding the receipt of the youth's application for admission by a postsecondary educational institution that is a qualifying institution pursuant to Section 69432.7, as a homeless child or youth, as defined in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)), by at least one of the following:

(A) A homeless services provider, as that term is defined in paragraph (3) of subdivision (e) of Section 103577 of the Health and Safety Code.

(B) The director of a federal TRIO program or Gaining Early Awareness and Readiness for Undergraduate Programs program, or a designee of that director.

(C) A financial aid administrator for an institution of higher education.

(D) A homeless and foster student liaison designated pursuant to paragraph (1) of subdivision (a) of Section 67003.5.

(E) For American Indian students, a representative of the student's tribe or a representative of a tribal organization that is a homeless services provider.

(c) For purposes of this section, a student who is verified as a homeless youth as defined in paragraph (2) of subdivision (b) shall retain that status for a period of six years from the date of admission to the postsecondary educational institution.

(Amended by Stats. 2021, Ch. 574, Sec. 1. (SB 512) Effective January 1, 2022.)

EDC Section 66025.92

(a) The Legislature finds and declares that the priority enrollment for registration required by this section is necessary to ensure that the flexibility related to educational opportunities that was adopted as part of the broader changes to

the California Work Opportunity and Responsibility to Kids (CalWORKs) program in Chapter 47 of the Statutes of 2012 is not undermined by students who are CalWORKs recipients being unable to access necessary classes.

(b) Each community college district that administers a priority enrollment system shall grant priority in that system for registration for enrollment to any student who is a CalWORKs or Tribal TANF recipient.

(c) Students who receive priority registration for enrollment pursuant to this section shall comply with the requirements of subdivision (a) of Section 78212.

(d) For purposes of this section:

(1) "CalWORKs recipient" means a recipient of aid under Chapter 2 (commencing with Section 11200) of Part 3 of Division 9 of the Welfare and Institutions Code or any successor program.

(2) "Tribal TANF recipient" means a recipient of aid pursuant to Section 10553.25 of the Welfare and Institutions Code or any successor provision.

(Amended by Stats. 2017, Ch. 97, Sec. 1. (SB 164) Effective January 1, 2018.)

California Code of Regulations Title 5. Education

Title 5 Section 58106

58106. Limitations on Enrollment.

In order to be claimed for purposes of state apportionment, all courses shall be open to enrollment by any student who has been admitted to the college, provided that enrollment in specific courses or programs may be limited as follows:

(a) Enrollment may be limited to students meeting prerequisites and corequisites established pursuant to section 55003,

(b) Enrollment may be limited due to health and safety considerations, facility limitations, faculty workload, the availability of qualified instructors, funding limitations, the constraints of regional planning or legal requirements imposed by statutes, regulations, or contracts. The governing board shall adopt policies identifying any such limitations and requiring fair and equitable procedures for determining who may enroll in affected courses or programs. Such procedures shall be consistent with one or more of the following approaches:

(1) limiting enrollment to a "first-come, first-served" basis or using other nonevaluative selection techniques to determine who may enroll; or

(2) limiting enrollment using a registration procedure authorized by section 58108; or

(3) in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified; or

(4) limiting enrollment in one or more sections of a course to a cohort of students enrolled in one or more other courses, provided however, that a reasonable percentage of all sections of the course do not have such restrictions; or

(5) limiting enrollment using any selection procedure expressly authorized by statute; or

(6) with respect to students on probation or subject to dismissal, the governing board may, consistent with the provisions of sections 55031 and 55032, limit enrollment to a total number of units or to selected courses, or require students to follow a prescribed educational plan.

(c) A student may challenge an enrollment limitation established pursuant to subdivision (b) on any of the following grounds:

- (1) the enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
 - (2) the district is not following its policy on enrollment limitations;
 - (3) the basis upon which the district has established an enrollment limitation does not in fact exist; or
 - (4) any other criteria established by the district.
- (d) The student shall bear the burden of showing that grounds exists for the challenge. Challenges shall be handled in a timely manner, and if the challenge is upheld, the district shall waive the enrollment limitation with respect to that student.
- (e) In the case of a challenge under subdivision (c)(1), the district shall, upon completion of the challenge procedure, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.

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

Change without regulatory effect amending Note filed 4-7-2022; operative 4-7-2022

Title 5 Section 58108

58108. Registration and Enrollment Procedures.

(a) Districts shall adopt policies and procedures for registration and standards for enrollment in any course that are consistent with these and other sections of title 5 and uniformly administered by appropriately authorized employees of the district.

(b) It is the intent of the Board of Governors to provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

(c) Districts adopting policies and procedures that include the administration of a registration system that grants priority enrollment to certain students, shall grant registration priority in that system, for each term the registration priority system is administered, to students who:

- (1) are first time students within the meaning of section 55530(c) and have completed orientation, assessment, and developed student education plans; or
- (2) are not first time students within the meaning of section 55530(c) and have not lost registration priority pursuant to subdivision (h).
- (3) who are continuing students not on academic or progress probation for two consecutive terms as defined in section 55031.
- (d) Districts shall provide highest and equal priority to students eligible for registration priority pursuant to subdivision (c) who are:

(1) A member or veteran of the Armed Forces of the United States and who is a resident of California, as specified in Education Code section 66025.8;

(2) a student parent who has a child or children under 18 years of age who will receive more than half of their support from that student;

(3) a foster youth or former foster youth who is not older than 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;

(4) a verified homeless youth or former homeless youth under 25 years of age at the commencement of the academic year, as specified in Education Code section 66025.9;

- (5) determined to be eligible for **Disabled Student Programs** and Services;
- (6) receiving services through Extended Opportunity Programs and Services (**EOPS**);
- (7) receiving aid from the California Work Opportunity and Responsibility to Kids program (**CalWORKS**) or the Tribal Temporary Assistance for Needy Families program (**Tribal TANF**); or
- (8) receiving services from a program funded by **Rising Scholars** Network funds.
- (e) To the extent districts have the capacity and resources to require orientation, assessment, and education plans for continuing students, districts may establish orientation, assessment and education plans or any combination thereof as a condition for registration priority.
- (f) Districts are permitted to adopt registration priorities for subcategories of students eligible for registration priority pursuant to subdivisions (c) and (d) provided that highest and equal registration priority is granted to students meeting the requirements of subdivision (d)(1) through (d)(8). Districts may not prioritize students in one statutory group, as set forth in (d)(1) through (d)(8), over another.
- (g) Districts may establish additional registration priorities for students with priority lower than student groups covered by subdivision (c) of this section.
- (h) Registration priority specified in subdivision (c) of this section shall be lost** at the first registration opportunity after a student:
- (1) is placed on **academic or progress probation** or any combination thereof as defined in section 55031 for two consecutive terms; or
- (2) has **earned one hundred (100) or more degree-applicable** semester or quarter equivalent **units** at the district.
- (A) The 100-unit limit does not include units for non-degree applicable English as a Second Language or noncredit basic skills courses or special classes as defined in section 55000.
- (B) Districts may set the unit limit lower than 100 units and may consider units from other higher education institutions.
- (C) Districts may adopt policies to exempt from the 100-unit limit categories of students**, including but not limited to, those enrolled in high unit majors or programs.
- (D) Districts may exempt from the 100-unit limit units earned through credit by examination, advanced placement, International Baccalaureate, or other similar programs.
- (3) This subdivision shall not apply to students granted registration priority pursuant to subdivision (d)(3).**
- (i) Districts shall notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, of the potential for loss of enrollment priority. The district shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.
- (j) Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites that are not expressly authorized in this chapter or in state law as barriers to enrollment in or the successful completion of a class.
- (k) With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.
- (l) Each community college district shall establish written procedures by which a student may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of



accidents, illnesses or other circumstances beyond the control of the student. Districts may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms.

(m) Districts shall ensure that the requirements of this section are adopted in local board policies and fully operational for registration for fall 2014 courses. Districts shall ensure that all policies and course catalogs reflect the requirements of this section and that appropriate and timely notice is provided to students.

Note: Authority cited: Sections 66700, 70901 and 78215, Education Code. Reference: Sections 66025.8, 66025.81, 66025.9, 66025.91, 66025.92, 66025.95, 70901, 78215 and 84500, Education Code.
Amendment of section and Note filed 7-25-2023; operative 8-24-2023

		Present	Adoption of the 10.29.24 Agenda	Approval of Consent Agenda 10.29.24	Remove motion for 10/15 Resolution	Vote of No confidence Suggestion number 2 with just 3 where as and therefore	
<i>Alternate Senators Italicized</i>							
Representation	Name						
President	Nicole DeRose	Y					
Vice President	Elizabeth "Liz" Encarnacion	Y	Y	Y			
Secretary/Treasurer	Robin Witt	Y	Y	Y			
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y			
Business & Applied Technology	Joseph Lee						
Business & Applied Technology	Jonathan Polidano	Y	Y	Y			
<i>Business & Applied Technology Alternate</i>	<i>Jay Scott</i>						
Chino Campus	Hannah Carter	Y	Y	Y			
Chino Campus	Robert Nazar	Y	Y	Y			
<i>Chino Campus Alternate</i>	<i>Manar Hijaz</i>	Y					
Fontana Campus	Sean Connelly	Y	Y	Y			
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y			
<i>Fontana Campus Alternate</i>	<i>Greg Creel</i>						
Health Sciences	Jayne Clark Frize	Y	Y	Y			
Health Sciences	Omar Estrada	Y	Y	Y			
<i>*Health Sciences Alternate</i>	<i>Lisa Doget</i>	Y					
HFIC	Tara Johnson						
HFIC	Vacant						
<i>HFIC Alternate</i>	<i>Vacant</i>						
Instructional Support	Terezita Overduin	Y	Y	Y			
Instructional Support	Christina Holdiness	Y	Y	Y			
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>						
Kinesiology, Nutrition, & Athletics	Robert Hadaway	Y	Y	Y			
Kinesiology, Nutrition, & Athletics	Annette Henry	Y	Y	Y			
<i>Kinesiology, Nutrition, & Athletics Alternate</i>	<i>Candice Hines-Tinsley</i>				acclamation		
Language Arts	Laura Santamaria Brady	Y	Y	Y			
Language Arts	Phatana Ith						
<i>*Language Arts Alternate</i>	<i>Stephen Shelton</i>	Y	Y	Y			
Mathematics & Science	Jinny Lee	Y	Y	Y			
Mathematics & Science	Robin Witt						
<i>Mathematics & Science Alternate</i>	<i>Justin Keller</i>	Y					
<i>Mathematics & Science Alternate</i>	<i>Louisa Villeneuve</i>	Y					
Social & Behavioral Sciences	Vacant						
Social & Behavioral Sciences	Patricia Gomez	Y	Y	Y			
<i>*Social & Behavioral Sciences Alternate</i>	<i>Vacant</i>						
Student Services	Myra Andrade	Y	Y	Y			
Student Services	Michelle Martinez						
<i>* Student Services Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y			
<i>* Student Services Alternate</i>	<i>Fabiola Espitia</i>	Y					
Visual and Performing Arts	Daniel Jacobo						
Visual and Performing Arts	Leta Ming						
<i>*Visual and Performing Arts Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Sarah Chamberlain	Y	Y	Y			
Senator-At-Large	Tamari Jenkins	Y	Y	Y			
Senator-At-Large	Jackson Tropp	Y	Y	Y			
Adjunct Senator-at-Large	Jennifer Flores Moreno (SP'25)						
Adjunct Senator-at-Large	Tina Kuo	Y	Y	Y			
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	Y					
Chaffey College Student Government	Anthony Soliman	Y					
	PURPLE indicates reported tardy/leave early						
	RED indicates reported absence						
Total Yes Votes		32	24	24	0	0	0
Total No Votes			0	0	0	0	0
Total Abstentions			0	0	0	0	0
- = Not available during meeting to vote							
41 members total - up to 28 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.2							
President ONLY votes to break a tie. Jennifer Flores Martinez Membership is not counted till Spring 2025							
A quorum shall consist of two-thirds of the voting members of the Academic Senate							
19 members are needed for QUORUM							
51 Present at this meeting = 32 members, 19 visitors							
10.29.24 Academic Senate Meeting							