

ORANGE COAST COLLEGE

Academic Senate Meeting | May 13, 2025 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/86541330812>

Academic Senate Member Attendance

Jason Ball , <i>Part Time Faculty</i>	Present	Mike Lannom , <i>Curriculum Chair</i>	Present
Carol Barnes , <i>Counseling</i>	Present	Jodie Legaspi Kiaha , <i>Athletics & Kinesiology</i>	Absent
Lauren Becker , <i>Consumer & Health Sciences</i>	Present	Kate McCarroll , <i>at-Large</i>	Present
Allissa Blystone , <i>Math & Sciences</i>	Present	Irene Naesse , <i>at-Large</i>	Present
Tyler Boogar , <i>at-Large, Parliamentarian</i>	Present	Jeanne Neil , <i>Business & Computing</i>	Absent
Eric Budwig , <i>Technology</i>	Present	Leland Paxton , <i>Part Time Faculty</i>	Present
Jodie Della Marna , <i>Library</i>	Present	Loren Sachs , <i>at-Large</i>	Present
Rendell Drew , <i>at-Large, President</i>	Present	Katherine Sheehan , <i>Visual & Performing Arts</i>	Present
Lily Ei , <i>ASOCC Student Representative</i>	Present	Jordan Stanton , <i>Social & Beh. Sciences</i>	Present
Carly Gonzalez , <i>at-Large</i>	Present	Vacant , <i>Part Time Faculty</i>	Vacant
Lee Gordon , <i>at-Large, Vice President</i>	Present	Vacant , <i>at-Large</i>	Vacant
Marilyn Kennedy , <i>Lit & Lang, PDI Chair, Secretary</i>	Present	Vacant , <i>at-Large</i>	Vacant

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): Laura Behr, Renee DeLong, John Fawcett, Jeanette Grimm.

1. Preliminary Matters

- A. **Call to Order:** President Drew called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Fred Judd, Doug Johnson
- C. **Approval of the Minutes:** Motion 1; Secretary Kennedy moved to approve the May 6, 2025, minutes; seconded; approved.
- D. **For the Good of the Order:**

Jason Ball: Last year, a student in another program of study from another division took one of my classes, was interested, took another one of my classes, decided to switch majors, and is now deciding between Berkeley and Columbia—something that was only possible because OCC has, up until now, supported exploration of students to find their journey in life. I'm very proud and excited for the student who used that opportunity and is now deciding between two of the most elite universities in the world.

2. Consent Agenda:

- A. **Tenure Track Faculty Committees [out-of-discipline members]:**
 1. **Chemistry:** Allen Lovegreen; alternate: Glynnis Hoffman
 2. **Counselor (Tenure Track) 50% General/50% Allied Health:** Felicia Coco; alternate: Glynnis Hoffman
 3. **Culinary Arts:** Meredith Montagne; alternate: Caryn Plum
 4. **Diagnostic Medical Sonography:** Mariana Voicu; alternate: Hatice Aydin
 5. **Ethnic Studies:** Lauren Becker; alternate: Glynnis Hoffman
- B. **PDI Alternative Methods Subcommittee:** Kevin O'Hara and Marely Cervantes; Alternate: Eric Forssell

Motion 2: Senator Kennedy moved to approve the Tenure Track Faculty Committees and the PDI Alternative Methods Subcommittee; seconded; approved.

3. Officer, Senator, & Committee Reports

A. President and Vice President's Reports:

1. **President Drew:** Announced the Senate's guests who will speak about the changes to the students' academic program of study, the CPOS. Vice Chancellor Serban and Financial Aid Counselor Reese.
2. **Vice President Gordon:**
Financial Aid Changes and Special Zoom Event, Friday May 16: At Wednesday's Board of Trustees meeting, 57 people filled out request cards to make public comments. The District chose to hold to their 20-minute limit in total, even though the room was packed with concerned students and faculty. The Academic Senate and OCC's CFE executive director have planned a special Zoom event for Friday. We will be inviting each faculty member who requested to speak at the Board of Trustees meeting and who were not called on to speak at that session. Those reports will go on to the Transparency Committee, which is assembling a report on the situation. I will be unable to participate in the Friday event, and so I am using this forum to speak on behalf of Garrison Honors and our marketing education programs, which are both impacted by this upcoming change. With respect to honors, as you just heard from Senator Ball, the college likes to highlight the number of students who successfully transfer from honors to highly selective universities. In order for this to happen, students take 15 units of honors in a variety of disciplines, and this will be impacted by the upcoming change. In our Marketing Education Department, we have three different certificates: Advertising, Professional Selling, and General Marketing. We encourage students who complete one certificate to go on to get one or two more. This enhances the college's reported completion rate, and it greatly strengthens the students' competitiveness in the job market. This will also be impacted. He commended Senator Becker and President Drew for the very impressive presentations that they made on the impact of this change at the District's Board of Trustees meeting on Wednesday.

B. CFE Union/Bargaining Unit Report: CFE President Rob Schneiderman:

Reported that CFE was informed that these financial aid guidelines are over a decade old, and that management has been working on this issue for four years. If that's the case, there should have been at least a minimum—just a minimum—of a discussion over the impacts of this change over the past four years. There should have been a discussion, not just an announcement, at the Senate. That's not collegial consultation; that's just an announcement.

According to labor law in California, the impacts and effects should be bargained before implementing a new policy. So currently, CFE has put a *demand to bargain* into management, and if they don't respond this week, they will put in a PERB charge.

I don't know how you rate competence or incompetence, but when you know about something for four years, and you don't bargain it, share it with students, or share it with faculty; It's shocking. It's just shocking. We will negotiate this as soon as we receive the dates from management.

C. Transparency Committee Report: Transparency Committee Chair Irene Naesse:

The Transparency Committee will meet on Wednesday, May 14, 10:30 a.m. to hear from faculty affected by the reduction of offerings at the Children's Center. The agenda and Zoom link are posted on the website for those interested.

D. Academic Freedom Committee Report: Academic Freedom Committee Co-Chair Marilyn Kennedy:

The Academic Freedom Committee will meet on May 19, 3:15 to 4:15 pm, to focus on the Chicago Statement. The goal is to have it ready for the Senate in the fall.

E. Online Advisory Board Report: Online Coordinator Laura Behr:

Reported that the new DE (Distance Education) Handbook is ready for Senate review, to be placed on the agenda for Tuesday, May 20th, for endorsement. The updated handbook was emailed to President Drew with hopes that it can go out to the Senate to review over the next week. The bylaws in it were approved a year ago. Added is the role of OAB, how a faculty member becomes online-ready to teach a course, and the support for those instructors. The guidelines that have been approved are included as well as a more comprehensive RSI (regular substantive interaction), important for accreditation. The DE Handbook is evidence for the upcoming accreditation in the ISER.

4. Unfinished Business

A. AP3903 Safe, Responsible, and Ethical Use of Artificial Intelligence – Marilyn Kennedy:

Senator Kennedy noted that she had shared draft policy briefly with the Senate last week. She received feedback from her division regarding section 5.2:

5.2 Addressing Non-Compliance

- Unintentional non-compliance will focus on education and corrective action rather than punitive measures.
 - Faculty and staff who inadvertently misuse AI tools will receive guidance or coaching to ensure compliance.
 - Students will be referred to academic support services to better understand appropriate AI use.
- Intentional or persistent violations will be addressed through existing Board Policies and Administrative Procedures.

She also contacted the Student Conduct Officer as she thought this area was not clear on the process or those involved, and it may or may not include him. In her division, the ESL Department reported that faculty members have complained about reporting the same students for cheating seven or eight times during a semester, and there is no apparent difference in treatment for some students who engage in repetitive behavior versus those who have done something once and are not repeating it. They would like to have that clearly differentiated and clarified in terms of the process.

Senator Naesse: I agree that something needs to be clarified and done with repeat offenders. It is not unintentional if you have reviewed what is appropriate to use in the class with the faculty, and you continue to engage in this behavior. A serious consequence needs to be enacted in those situations. **Vice Chancellor Serban [also Chair of the Board Policies and Administrative Procedures District Committee]:** Stated that the BPAP Committee is looking for feedback or any suggested language for this policy, as it will be discussed through the fall.

B. Endorsement of Updated Curriculum Handbook – Curriculum Chair Michael Lannom):

Reported that in its last meeting, the Curriculum Committee updated the Curriculum Handbook, primarily because they have to provide evidence for the ISER. They sent out a summary of changes last night to the E-board. They were all very minor. They added the mission statement of OCC to the Curriculum Committee's mission statement. They are making sure that courses and programs align with the OCC mission statement. They updated the PCAH, the Program and Course Approval Handbook, because there's an 8th edition. They also added a member from Counseling to assist us with the mapping for Guided Pathways. He asked the Senate to endorse the updated handbook.

Senator Boogar: Asked if the added member is voting or non-voting and their full role.

Chair Lannom: The new member is a counselor and will be serving to ensure that the mapping for Guided pathways is up to date and correct. They are non-voting.

Senator Kennedy: Asked if the area about guidelines for justifying a high unit program would impact or affect the English department's concerns about their four-unit classes.

Chair Lannom: Stated that it would not impact the English department; it is for *programs* that exceed 60 units.

Motion 3: Senator Gordon moved to approve the endorsement of the updated curriculum handbook; seconded; approved.

C. Faculty Hiring: HR Operational Guidelines: Vice Chancellor Diane Fiero and Senator Tyler Boogar:

Vice Chancellor Fiero: She thanked everyone for their input to this process. In one of her first District meetings almost nine months ago, she met with Professors Tyler Boogar and Andy Stuart regarding the clarification they wanted in the Administration Policy related to faculty hiring.

What they have included are not things to change the AP on a permanent basis, but to pilot some implementation guidelines in areas where the procedure was vague. In the added boxes in blue lettering are some implementation guidelines that were recommended by faculty. These guidelines are also to make this process a lot clearer, more streamlined, and allow a consistency around our District practices. **Senator Gordon:** Isn't it true that universities across the country are dropping diversity statements, mandatory diversity statements, as a requirement? **Vice Chancellor Fiero:** They might be, but in the State of California, we actually do have them as a secondary minimum qualification as a part of Title 5. So that is included in our application process, and until the state law changes, it will continue to be. **Senator Boogar:** About two years ago, when Senator Kennedy reported in a BPAP report, she requested for some faculty to meet with the then Acting Vice Chancellor and we also met with Crystal Crane, who has been here throughout the process. It's been a very pleasant process, and the faculty have been listened to. It's been many, many meetings, lots of revisions, and lots of circling around, so we can discuss the reasons for any of these guidelines. There's a lot more than what is being shown on the screen. There are a lot of things that we're excited about. This has been very much a faculty-motivated process, and it started here in this Senate.

Senator Kennedy: Thanked **Professors Boogar and Stuart**, who worked on this for two years. She stated that she was not aware there was a diversity statement; however, the State of California has already been sued and lost in terms of requiring that of faculty members. **Vice Chancellor Fiero:** These are Title 5 requirements, and there is a minimum qualification still, as part of Title 5, and until that's changed, we will follow the law.

Senator Kennedy: What is required of faculty as per this statement? **Senator Boogar:** Nowhere does it say diversity statement. For the last several years we've had multiple required supplemental questions. It has been scaled back to one question that is not specific. We're asking the candidates to speak to their own qualifications. How do you meet this minimum qualification rather than prescribing specific supplemental questions? I would argue that this is the vaguest, most minimal interpretation of the law to say we are satisfying this, but we're not requiring several supplemental questions on the matter, the way that we were before, but it is still part of the Ed code. **Vice Chancellor Fiero:** It basically just says, 'How do you meet this minimum qualification?' The answer is going to be wildly different, depending on the applicant. We have scaled it back to this one question, which is actually what was written on our EEO plan that was developed before she came to the District. That's now in alignment, and we just ask them to describe how they meet this minimum qualification. **CFE Executive Director Marcina Kuo:** As per the

language regarding unofficial transcripts, it implies that the only reason we can view unofficial transcripts is to make sure that the candidate meets required minimum qualifications, and not to determine who might be a better teacher, a worse teacher, based on the classes that they took and the grades that they got. **Crystal Crane:** We did include language that courses and grades could be considered. **Vice Chancellor Fiero:** We realize that courses and grades are important. Those are still included along with unofficial transcripts. That's generally the standard in the industry. The courses and grades will still be there. This is a pilot program. If there's any feedback from folks as they're going through this current hiring process that was helpful or wasn't helpful, we want your feedback.

D. Changes to Academic Program of Study and Financial Aid Limitations – Vice Chancellor Andreea Serban and OCC Financial Aid Counselor Laura Reese:

VC Serban: Stated that she provided hard copies of the document shared with the Board for the people in the Senate meeting room, and hopefully, this document will be emailed to all members of the Academic Senate.

Over the last decade, all the initiatives funded by the State, such as Guided Pathways and our own Strategic Plan objectives, many efforts at the colleges, including OCC are to help students stay on the path and accelerate the completion of their educational goal, whether that may be complete a degree, a certificate transfer, or entering the workforce.

This Federal regulation, known as Course Program of Study, is not a new regulation. It wants to ensure that the student stays on the path of the one program of study for which they receive federal financial aid. This is the way federal financial aid at all three colleges has functioned for a long time.

A student always gets financial aid for one program of study in a given term. This is not new. This has been what the requirement is. What is different, up through the fall 25 semester, is that we allowed students in this District to have multiple programs of study be active. There would be a primary one for which they got federal financial aid. They could have program priority two, program priority three, and all three active at the same time with different contents.

Besides the issue with federal financial aid, this particular practice has created numerous problems for students and the processing of financial aid in general. It actually helps the student to have one declared program of study at any given time in one term. There is some confusion that we are doing this because of proposed changes in regulations. There are some proposed changes related to the Pell Grant. It's not about that. We never implement anything proactively, because the regulation may change in the future. If the regulation changes, then we'll take the necessary steps. Regarding document item 1B, course program of study or CPOS:

1b. CPOS only applies to federal financial aid programs (Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Work Study, Loans). It does NOT impact a student's eligibility for state or institutional financial aid such as Cal Grant, California College Promise Grant (CCPG) (formerly BOG Fee Waiver), Student Success Grant, college scholarships, and other state and local funds that can be used to support students directly such as the Student Equity and Achievement Program and AB 19 College Promise Grant. It is especially important to highlight that these state and institutional programs remain unaffected by CPOS.

CPOS is not only about federal financial aid. It's about eligibility for Pell Grant, Supplemental Educational Opportunity Grant (SEOG) work study, federal loans. It does not impact in any shape or form, state and institutional financial aid. Meaning students

who are eligible for state aid will continue to be able to have that state or college aid apply to any course they enroll in, irrespective of whether that course is part of their course program of study.

1c. The federal regulations that define CPOS are the following:

i. 34 CFR 600.2 and 34 CFR 668.32(a)(1)

1. "Regular student: A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution."

ii. 34 CFR 668.32

1. "A student is eligible to receive Title IV, HEA program assistance if the student either meets all of the requirements in paragraphs (a) through (m) of this section or meets the requirement in paragraph (n) of this section as follows: (a)(1) (i) Is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution."

The item that's the most clear is c. iii:

iii. 2024–25 FSA Handbook, Vol. 1 -Student Eligibility, Chapter 1 -School-Determined Requirements (pp. 1-20)

1. "Restriction on Coursework Learning Which is not Title IV Eligible Courses that do not count toward a student's degree, certificate, or other recognized credential cannot count toward enrollment status unless they are not eligible remedial courses. This means you cannot award Title IV aid for classes that do not count toward a student's degree, certificate, or credential."

Which comes directly from the federal financial aid handbook. Another very important item is c. iv:

iv. If courses are required for transfer or completion, or in the case of programs such as nursing, pre-requisites of the declared program of study, but they are not formally listed as part of the program, Counselors have been trained on how to add a note on the necessary course in the online Student Educational Plan (developed in DegreeWorks). This allows the Financial Aid Office to review the note and override the system to include those courses in the calculation for federal financial aid. Importantly, even if a course does not meet the eligibility for federal financial aid, it is still covered by state and institutional financial aid. Utilizing state and institutional financial aid, and, in some cases, their own financial resources, students can continue to explore additional subject areas and courses unrelated to their declared program of study.

Several statements have been made because that's where I think the misunderstanding lies. If programs are required for transfer or are required for completion of a degree or certificate, or are prerequisites, a classic example we always give is nursing. There are many prerequisites to the nursing associate degree at Golden West, because those prerequisites are really necessary for the students to even get into the program, those prerequisites are covered by federal financial aid.

All transfer required courses that are not specifically listed in the program of study in the catalog are/aren't covered. Any other apps required items for completion courses are/aren't covered. If they aren't, if any course out there doesn't meet eligibility for federal aid, it is still covered by state and institutional aid. Meaning the student, if they were eligible for state aid to begin with, they will never pay enrollment fees for any course, whether it's part of the program of study or not. In addition, each college has additional funding, as you call it here at OCC, the Pirate Promise Grant, each college has given a different name, is actually AB19 College Promise Grant. Student equity and achievement provides book vouchers and a variety of all of those remain available. Additionally, a comment was made about ESL credit not being covered. That's incorrect. That's on page 2, item v:

v. There are separate rules for the eligibility of remedial credit courses for federal financial aid. Up to 30 units of remedial credit courses that meet the specified federal criteria can be covered by federal financial aid.

There is a separate course of eligibility for remedial courses, including credit ESL. Up to 30 units of remedial credit courses are allowed, and that's on top of the courses related to program of study or required for transfer or required for completion. The examples provided for the nursing major who wants to learn about business or marketing, that additional class, even though it's not part of the nursing program, would be covered by state aid, the Board of Governors (BOG) fee waiver. Another key point is that if a student is enrolled in 12 units of federally eligible courses, they will qualify for the maximum Pell grant, which is reflected in item vi:

vi. If a student enrolls in 12 units of federal financial aid-eligible classes (courses that are a part of the student's program of study), the student may receive the full-time federal financial aid funds even if the student enrolls in classes beyond the 12 units that might not be part of the student's program of study.

They will get the maximum Pell grant amount that they can. Anything they take above 12 units can be anything outside their program study. They've already received their maximum Pell grant, I think that's also important to know.

Questions were raised if other colleges or universities, including other California community colleges, are enforcing CPOS. I have included some examples in Appendix one, including various California community colleges, the URLs are in there, and when this document is emailed to all members of the Academic Senate, you can check them yourselves. Many colleges and universities don't have dedicated CPOS web pages because they are not part of the regular parts of business.

We started looking at this several years ago. Then Covid put a stop to any effort on this work; other things took priority. Late 2022, we came back and revisited CPOS. How can we make this work to better enforce an existing federal regulation, because things that were done up to that point were extremely labor intensive and prone to error. That's where the decision to move to one program of study active for any one term has come because the CPOS functionality in Banner does not work, simply cannot work, cannot run with the structure we had in the past with allowing multiple active programs of study in a term. CPOS simply does not work from a technical standpoint. We have had many discussions; we have provided training. We developed documentation, we developed a website for students.

3h. Students and Counselors can see in DegreeWorks which courses for the current term are not eligible for federal financial aid and take appropriate action. DegreeWorks is our online system used by Counselors to develop Student Educational Plans and used to provide an audit for the student's declared program of study which shows the courses completed to date, registered in progress classes, and program requirements not yet met. The CPOS process runs every night. Information on course eligibility for federal financial aid for the current term is updated in DegreeWorks the day after a student enrolled in a class(es) or changed their program of study.

Both students and counselors can see in DegreeWorks, which is a system we have used since 2013 or so. It's our online student educational plan and degree boarded system. Here's a screenshot:

Student ID: ×

Student Name (Last, First Middle):

Program of Study:
OCC AS - Natural Science

[Advanced search](#)

College Orange Coast College

Level OCC Undergraduate

Program Associate in Science

GE Patterns Gen Ed IGETC

Student ID

Student Email @student.cccd.edu

CCC Academic Good Standing

OCC Academic Good Standing

Informed Education Goal OC Intercession/Spring 2024: Obtain AA Degree/Trans to 4yr

Free Application for Student Aid (FAFSA) OCC 2024-2025 Award Year | OCC 2025-2026 Award Year

Financial Aid Eligible Program for Current Term Yes (1_AS_NS - Natural Science, Associate in Science)

Registered Course(s) Not Eligible for Federal Financial Aid Fall 2025: CHEM G220 | Fall 2025: MATH C185 | Fall 2025: PHIL A120

Basically, it provides information on whether a student has a FAFSA file, the federal application for financial aid, at which college, what program of study they are in for the respective term, and if they have classes that are not eligible for federal financial aid, those classes and this is important, because then both the student and the counselor can take action.

In addition, there is a whole process on the student services side outside Counseling where this is being monitored, and staff and Student Services are reaching out to the students to take appropriate action. We are offering any additional training one-on-one or individually. We have commitment from the three college campuses to augment the counseling hours in summer 25. We anticipate a larger number of requests from students for counseling appointments, and we want the counseling hours to be extended.

To be clear, we understand we are a community college, even at universities, very few students will start with a program of study or major and end with the same program of study or major, that is understood. Students, even those awarded federal financial aid, can change their program of study. The way it works for a term, they can change the program of study anytime they want before the semester starts. Once the semester starts, and their first federal financial aid has not been dispersed, they can do an additional change in program of study. Once the first federal financial aid disbursement has occurred, they cannot change the program of study for that term, but the counselor, in a counseling appointment can change the program of study for the student for a future term.

Motion 4: Senator Boogar motioned to extend this last item on our agenda for the remainder of the 11 minutes of the meeting; seconded; approved.

If a student has a major compelling reason, for which there may be an occasion for one additional change, then a counselor can submit a request to Student Services to either the Financial Aid or Admissions and Records, each college does it their own way. A discussion occurs as to whether to approve this additional change.

District-wide in this academic year 24-25, about 30% of all credit students (excluding international students, special admits high school students involved in credit courses) receive a Pell grant. That's about 19,400 rounded up. If there is an impact, it will be to this group of students. It will be only relative to the units that don't qualify for Pell, and those will be covered by the state.

Financial Aid Counselor Laura Reese: Stated that this is the most in-depth information she has seen about CPOS and happy because she asked specifically about the regulations that were referenced on multiple occasions and was not given them. This highlights the counselors' concerns. This is what she deals with on a day-to-day basis, the intersection

of financial aid and classes. She reiterated what Vice Chancellor Serban said, that this has been worked on for several years.

She was not communicated with about any of this until March 2025. She asked earlier to be involved, and reached out to the Financial Aid Director, and was told that Counseling would be brought in later. When they were finally brought in, it was not to consult; there was no consultation. It was to tell them that "this is what it's going to be." The Counselors' concerns were ignored. This will impact 30% of our students. That's not a small percentage.

Pirates Promise is not available for students who receive a Pell grant. So that's not going to pick up the gap for them. For the students who are receiving the Pell grant, just knowing my students, those are our neediest students. Many of them are working, so if they are trying to take 15 units so that the 3-unit class is not going to hurt them financially is a huge ask for them, and when it's over, \$900 is the reduction. That's not an insignificant amount. You also mentioned that more manual work equals a greater risk of error in terms of the previous processes. This is a lot of manual work being asked of the counselors to do individually for each class, and to say that this class is needed for financial aid, and that it is transferable for each individual class, in addition to already building their educational plan, which, in my opinion, should be sufficient.

There was no consultation. There was no planning. If this was brought up previously, we could have planned better. She has asked if she should list the classes that will benefit the student to make them more competitive for admission; it doesn't say it's required. She has not gotten a direct response on that. DegreeWorks has a testing team to test changes. This did not go through that process. It just feels very intentional that they were excluded. **Senator Gordon:** The first is the specific impact of CPOS on students, faculty and programs. Second, the process issue is the extent to which there was shared governance and legal consultation. The Transparency Committee has been commissioned to report on this to the Senate, and my question to the Vice Chancellor is simply, Is it your contention that there was sufficient and timely consultation with the OCC faculty on this issue before the email was sent to the students? **Vice Chancellor Serban:** In my view, this is a federal regulation. We tried very hard to get to a point where we can use the systems we have, to better do the job, rather than how we were looking at this information before. Implementing federal regulations or adhering to federal regulations is not a 10-plus-one issue. It's a federal regulation. Things could have been done better; we could have had more advanced notice. I will take that on me, but in the end, I do want to underscore, this is not a 10 plus one issue. I will admit we could have provided advanced notice. **Senator Gordon:** Every career education instructor I've talked to was completely taken by surprise by the student email. I have found zero evidence of any prior consultation with the faculty members. **Senator Boogar:** I agree there are two issues here. One is the consultation matter. The first question is for Laura. After hearing all of this, do you think that there are liberties where we don't have to be as restrictive as we're being? My second question is for Vice Chancellor Serban, which is just from my discipline in Math, Now in light of AB1705 since students are not required to take trigonometry and pre-calculus, but in some cases have the option to do so, will this find that federal financial aid will not cover trigonometry and pre-calculus because they're not covered, even though they're prerequisites; they're technically placed beyond them? **Counselor Reese:** In terms of liberties regarding the regulation, do we have liberties, and it doesn't need to be followed this strictly? Yeah, I think we do. Now that I'm finally seeing which regulations, I still would stick with that statement. They're not new regulations at all, and I don't understand the urgency now. **Vice Chancellor Serban:** Yes, those prerequisites will be covered because they're part of the path for the student. **Senator Ball:** I am tired of the conflation with helping students and the focus on time to

degree. I don't have the same direct ongoing contact with students as the statewide chancellor, but I can say anecdotally that the last three years at UCLA in my interdisciplinary bridge course for incoming transfers no less than 25% of them report that they are unhappy with their major. They report clearly that they felt pressured by their community colleges to stick with the choice they first made. They want to change majors but encounter the same time to degree obsession at UCLA. I do not believe time to degree is about helping students but satisfying a political agenda to limit spending on students which is repackaged as support while seeding the population with a growing amount of people that resent their time in the community college. **Vice Chancellor Serban:** Stated to contact her directly. She will answer any questions and is responding to some emails she already received later today.

5. Adjournment

President Drew adjourned the meeting at 12:30 p.m.

Minutes: Approved on May 27, 2025

MINUTES: First draft written by Senate Staff Support. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Senators & Voting Tally Chart	Motion 1 Minutes 5-06-25	Motion 2 Consent Agenda	Motion 3 Endorsement of Updated Curriculum Handbook	Motion 4 Extend Changes to CPOS & Financial Aid discussion	
Ball, Jason: Part-Time Senator (2024-2025);	Aye	Aye	Aye	Aye	
Barnes, Carol: Counseling Senator (2024-2027)	Aye	Aye	Aye	Aye	
Becker, Lauren: Consumer Health Sciences Senator (2024-2027)	Aye	Aye	Abstain	Aye	
Blystone, Allissa: Math & Sciences Senator (2023-2026) <i>*Attended via Zoom due to emergency but did not meet Brown Act Posting requirements to count her vote,</i>	Abstain*	Abstain*	Abstain*	Abstain*	
Boogar, Tyler: Senator at Large (2023-2026)	Aye	Aye	Aye	Aye	
Budwig, Eric: Technology Senator (2023-2026)	Aye	Aye	Aye	Aye	
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye	Aye	Aye	Aye	
Drew, Rendell: President, Senator-at-Large (2023-2026)	Aye	Aye	Aye	Aye	
Carly Gonzalez: Senator at-Large (2024-2027)	Aye	Aye	Aye	Aye	
Gordon, Lee: Vice President, Senator-at-Large (2022-2025)	Aye	Aye	Aye	Aye	
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2025-2028)	Aye	Aye	Aye	Aye	
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026)	Absent	Absent	Absent	Absent	
McCarroll, Kate: Senator-at-Large (2024-2027)	Aye	Aye	Abstain	Aye	
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye	Aye	Aye	
Neil, Jeanne: Business and Computing Senator (2022-2025)	Absent	Absent	Absent	Absent	
Paxton, Leland: Part-Time Senator (2024-2025)	Aye	Aye	Aye	Aye	
Sachs, Loren: Senator-at-Large (2022-2025)	Aye	Aye	Aye	Aye	
Sheehan, Katherine (2024-2027)	Aye	Aye	Aye	Aye	
Stanton, Jordan: Social & Beh. Sciences Senator (2025-2028)	Aye	Aye	Aye	Aye	
Vacant: Senator-at-Large (2023-2026)					
Vacant: Senator-at-Large (2024-2027)					
Vacant, Part-Time Senator (2024-2025)					