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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, [dmcclelland@elcamino.edu](mailto:dmcclelland@elcamino.edu) (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No’s and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



# Academic Senate of El Camino College 2019-2020

November 5, 2019

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

President	<b>Darcie McClelland</b>	VP Finance & Special Projects	<b>Josh Troesh</b>
VP Academic Technology	<b>Pete Marcoux</b>	VP Instructional Effectiveness	<b>Kevin Degnan</b>
VP Ed. Policies/Pres-Elect	<b>Darcie McClelland</b>	Curriculum Chair	<b>Janet Young</b>
VP Faculty Development	<b>Stacey Allen</b>	Secretary	<b>Rocio Diaz</b>
		Parliamentarian	<b>Pete Marcoux</b>

### Part-Time (One-year terms)

<b>Mayra Ochoa (LLR)</b>	19/20
<b>Karl Striepe (BSS)<sup>R</sup></b>	19/20

### Fine Arts

<b>Ali Ahmadpour</b>	21/22
<b>Jonathan Bryant</b>	21/22
<b>Joe Hardesty</b>	20/21
<b>Russell McMillin<sup>*R</sup></b>	21/22

### Mathematical Sciences

<b>Dominic Fanelli</b>	19/20
<b>Lars Kjeseth<sup>*R</sup></b>	19/20
<b>Le Gui</b>	20/21
<b>Ronald Martinez</b>	21/22
<b>Oscar Villareal</b>	19/20

### Behavioral & Social Sciences

<b>Stacey Allen</b>	19/20
<b>John Baranski<sup>R</sup></b>	19/20
<b>Kristie Daniel-DiGregorio</b>	20/21
<b>Renee Galbavy</b>	20/21
<b>Michael Wynne<sup>*</sup></b>	20/21

### Health Sciences & Athletics/Nursing

<b>Andy Al Villar<sup>*R</sup></b>	19/20
<b>Traci Granger</b>	19/20
<b>Yuko Kawasaki</b>	21/22
<b>Colleen McFaul</b>	20/21
<b>???</b>	20/21

### Natural Sciences

<b>Shimonee Kadakia</b>	21/22
<b>Darcie McClelland</b>	19/20
<b>???</b>	21/22
<b>Shanna Potter</b>	19/20
<b>Anne Valle <sup>*R</sup></b>	21/22

### Business

<b>Kurt Hull</b>	21/22
<b>Philip Lau<sup>*R</sup></b>	21/22
<b>Josh Troesh</b>	21/22

### Humanities

<b>Sean Donnell</b>	21/22
<b>Brent Isaacs</b>	21/22
<b>Elayne Kelley</b>	21/22
<b>Pete Marcoux<sup>*</sup></b>	21/22
<b>Anna Mavromati</b>	21/22

### Academic Affairs & Student Services

<b>Jean Shankweiler</b>
<b>Ross Miyashiro</b>
<b>Linda Clowers</b>

### Counseling

<b>Seranda Bray</b>	20/21
<b>Anna Brochet<sup>*R</sup></b>	21/22
<b>Rocio Diaz</b>	19/20

### Associated Students Organization

**Jennifer Lopez**

### President/ Superintendent

**Dena Maloney**

### Library Learning Resources

<b>Analu Josephides</b>	21/22
<b>Mary McMillan</b>	21/22
<b>Claudia Striepe<sup>*R</sup></b>	21/22

### Industry & Technology

<b>Charlene Brewer-Smith<sup>R</sup></b>	21/22
<b>Ross Durand<sup>*</sup></b>	21/22
<b>Dylan Meek<sup>R</sup></b>	21/22
<b>Renee Newell</b>	21/22
<b>Jack Selph</b>	21/22

### Division Personnel

### Ex-officio positions

<b>Kelsey Iino</b>	ECCFT
<b>Carolee Vakil-Jessop</b>	ECCFT

### Institutional Research

**Josh Rosales**

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

\*Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**Purpose:** To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

## **ECC ACADEMIC SENATE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

**FALL 2019:** September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

**SPRING 2020:** February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: P. Marcoux & M. Lemons. 2<sup>nd</sup> Thursday, more details TBA.

**Assessment of Learning.** Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

**Academic Program Review.** Chairs: Kevin Degnan & Linda Clowers. Thursdays, 1230-2pm, Library 202 or Communications 109.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

**Distance Education Advisory Committee.** Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

**Educational Policies.** Chair: Darcie McClelland. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

**Board of Trustees.** Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

**Calendar.** Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

**ECC Technology Committee.** Chairs: Art Leible & Marlow Lemons. Senate Rep: Pete Marcoux. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Iris Ingram. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1<sup>st</sup> Tues, 2:30-3:30 DE 166.

**Integrated Plan Implementation.** Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

**Planning & Budgeting (PBC).** Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, LIB 202.

**Process Improvement.** Chair: Ross Miyashiro. Senate rep: D. McClelland.

***Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.***

## ECC (El Camino College) Acronyms

Acronym	Meaning
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALC</b>	Assessment of Learning Committee
<b>ADT</b>	Associate Degree for Transfer
<b>AP</b>	Administrative Procedure
<b>ASO</b>	Associated Students Organization (ECC's student government)
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>BP</b>	Board Policy
<b>BSI</b>	Basic Skills Initiative
<b>BOGFW</b>	Board of Governor's Fee Waiver
<b>BOT</b>	Board of Trustees
<b>CCC</b>	College Curriculum Committee
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CMS</b>	Course Management System
<b>COLA</b>	Cost of Living Adjustment
<b>CTE</b>	Career Technical Education (formerly Vocational Education)
<b>DE</b>	Distance Education (instruction that is at least 51% online)
<b>DEAC</b>	Distance Education Advisory Committee
<b>EPI</b>	Educational Planning Initiative
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FDC</b>	Faculty Development Committee
<b>FTEF/FTES</b>	Full-Time Equivalent Faculty/Full-Time Equivalent Students
<b>FYE</b>	First Year Experience program
<b>GP</b>	Guided Pathways
<b>HTP</b>	Honors Transfer Program
<b>IE</b>	Institutional Effectiveness (actions/measures of college improvement)
<b>IEPI</b>	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
<b>ILOs</b>	Institutional Learning Outcomes
<b>IR/IRP</b>	Institutional Research / Institutional Research & Planning
<b>ITS</b>	Information Technology Services
<b>MMAP</b>	Multiple Measures Assessment Project
<b>OEI</b>	Online Education Initiative
<b>PLOs</b>	Program Level Outcomes
<b>PBC</b>	Planning & Budgeting Committee
<b>PR</b>	Program Review (period program evaluation and plan)
<b>PRP</b>	Program Review & Planning (annual integrated planning system)
<b>SAOs</b>	Service Area Outcomes
<b>SLOs</b>	Student Learning Outcomes
<b>SEP</b>	Student Equity Program
<b>SSSP</b>	Student Success & Support Program
<b>SWP</b>	Strong Workforce Program
<b>Title 5</b>	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
<b>Title V</b>	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
<b>WSCH</b>	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

**Adjunct (1 Year)**

- Karl Striepe
- Alt: Mayra Ochoa

**Behavioral & Social Sciences**

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Josh Troesh

**Counseling**

- Seranda Bray
- Anna Brochet
- Rocio Diaz

**Library Learning Resources**

- Analu Josephides
- Mary McMillan
- Claudia Striepe

**Fine Arts**

- Ali Ahmadpour
- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Darilyn Rowan

**Health Sciences & Athletics**

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul

**Humanities**

- Kevin Degnan
- Sean Donnell
- Brent Isaacs
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

**Industry & Technology**

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

**Mathematical Sciences**

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Ronald Martinez
- Oscar Villareal

**Natural Sciences**

- Shimonee Kadakia
- Darcie McClelland
- Sanda Oswald
- Shanna Potter
- Anne Valle

**Academic Affairs**

- Linda Clowers
- Jean Shankweiler

**Student Services**

- Ross Miyashiro

**Associated Students Organization**

- Jennifer Lopez

**President/Superintendent**

- Dena Maloney

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Institutional Research**

- Joshua Rosales

**Dean's Reps/Guests/Other Officers:**

- Urwa Kainat
- Justin Traylor
- Nayeli Oliva

Excused: A. Brochet, J. Bryant, R. Diaz,  
R. Galvaby, T. Granger, C. McFaul,  
R. McMillin, R. Newell

## ACADEMIC SENATE MINUTES

October 15, 2019

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

### A. CALL TO ORDER

Senate President Darcie McClelland called the fourth Academic Senate meeting of the fall 2019 semester to order on October 15, 2019 at 12:35 p.m.

Scott Kushigamachi-Associate Dean of Hum. Have two kids and daughter took swimming lessons here at ECC is her favorite place on earth outside of Disneyland.

### B. APPROVAL OF MINUTES (p. 5-12)

DM: See pgs. 5-14 of the packet for minutes from the October 1<sup>st</sup> meeting. A. Josephides motioned, K. Degnan seconded, minutes were approved as presented.

### C. OFFICER REPORTS

#### a. President – Darcie McClelland

D. McClelland: Area C meeting this past Saturday October 12<sup>th</sup>. Topics covered include 1. Faculty Diversification. President's newsletter came out-pages 15-17 in packet. Darcie sits on statewide equity and diversity committee, looking at training tools for equity minded teaching and being able to spotlight colleges around the country who are doing a good job with equity minded teaching and giving reports on what they are doing. Want to diversify faculty serving on statewide committees, however these numbers are increases from past years. There is a lot of concern about Cal Bright, the fully online college which received significant funding. CalBright was not supposed to duplicate programs, but they are so Statewide Senate sent a letter and they are very concerned about this. Evolving issue and concern. They just opened an office in Oakland and are duplicating programs they offer. Will keep us updated.

R. Miyashiro: when I served on a committee, specifically told that no programs will compete with others in the system.

DM: Looking to standardize ADT & UC Transfer. There are 20 different majors where ADT and UC transfer pathways are just 3 classes shy of being the same. Committee looking to standardize these (psych, chem, physics, econ, hist, math, etc...) by end of year should have standardized pathways! Still need faculty on Division Re-alignment Committee, if you are interested or you know someone interested, still need a classroom faculty, have counseling faculty already. Need rep from English, Math, Fashion and Business, you would go for a few hours, hear an appeal and make a decision. Need representatives for Grade Appeals. Question raised about number of appeals per semester. J. Shankweiler says that usually 3-4, Darcie says we've received 5 so far. Thursday, October 17<sup>th</sup> Great Shakeout, please follow procedures. Duck, Cover, Hold. Important to participate because we are in an earthquake prone area. Increasing number of concerns about classroom discussions taking on uncomfortable nature or faculty asking for guidance about when discussions become disrespectful. Jaynie Ishikawa developed classroom discussion guidelines, Darcie will post with Senate Notes.

RM: should include Maxient (AIMS) report and will follow-up with student conduct.

DM: if you are on the border, just file a report. At the min there is a paper trail, it's difficult if same student is offending but no tracking. Final component, Tuesdays wear your red shirt to support partners in Federation. If you don't have a red T-shirt stop by the Federation and they will give you one.

**b. Chair, Curriculum – Janet Young**

J. Young: Mr. SAC is hosting a non-credit workshop just for ECC. We are presenting more non-credit courses in different areas. Everyone is invited. November 1<sup>st</sup> from 10am-2pm. Will start beta testing with a select group of faculty for Curricu-log.

**c. VP Educational Policies – Darcie McClelland**

D. McClelland: skip report because 3 ed policies will review today

**d. VP Faculty Development – Stacey Allen**

S. Allen: next informed & inspired will be on Halloween. Partnering with Anthro dept and doing session on Dia De Los Muertos. Committee to select outstanding Adjunct Faculty. Friday October 25 Faculty Development Plans DUE. Wellness Warrior Sessions were well attended. Encouraged to come to lunch and learn sessions. Two lunch and learn sessions scheduled for this week. Dentist coming tomorrow to discuss connection to oral health and overall health. Now have a dedicated email address for Wellness Warriors. Working with Marketing & Communications to develop landing page on ECC website.

**e. VP Finance – Josh Troesh**

J. Troesh: next meeting this coming Thursday.

**f. VP Academic Technology – Pete Marcoux**

P. Marcoux: next college technology meeting is in this room at 2pm. Will be discussing reorganization of the committee. Will be Iris Ingram and Marlow Lemons. Academic technology meets on Thursday.

**g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan**

K. Degnan: highlights 3 divs at 100% Natural Science, Business, Humanities. Getting closer to 100% mark. PLO Reports usually a little volatile because the numbers are lower. One of difficulties is that we are going to be assessing PLO's through the SLO's that feed them. So it holds up process if SLO's are not there. System used for tracking and program review, PLO and SLO data.... Want to make reports a little more obvious. Want to see how many students participate, met standard and some sort of analysis, currently have assessment data and analysis text box which allows a lot to be input so trying to dig through larger text field. Want to be able to have discrete feeders, so that's coming. Not asking for additional information, just more learn

Questions: K. Hull – if we are measuring success based on number of students who participate will that be the bar, because everyone is reporting data in different ways. So will boxed be macro data?

K. Degnan: at a micro or course level want to see how many students participated which tells more of a story will be able to make more meaningful sense of our data. Will be much easier to see. Will be able to mine for that data if we want to. A number of programs do an independent assessment. Gives more options and makes them way more doable.

**D. SPECIAL COMMITTEE REPORTS**

**a. Dr. Jean Shankweiler - VP of Academic Affairs**



J. Shankweiler: Meta Major Follow-Up. There were five appeals of meta majors. Changes approved. Reference handout. Econ will stay in behavioral and social science. CIS stayed with biz. Art History moved to behavioral and social sciences. Pre-engineering denied, but with President Maloney. Basically, this is it for the Meta Majors. There is a pilot success team for Business based on our visits (support staff/counselors/advisors etc). Will have a summit in the winter to define those roles and what they are going to be. Schedule for Success Workgroup looked at class schedule. R.Dreizler found we have 157 different start times. Started to look at end times, and work backwards. Walter Cox Associate Dean of Fine Arts will work on graph to make it look better. Dr. Maloney is very interested in an evening and weekend program to look at programs that we can market as evening/weekend for returning students. Working on Early Childhood Education Certificate for winter. Trying to work on 8-week programs students can complete in two years with online/evening/weekend/online programs. Will be looking at all divisions for GE support. Faculty Obligation number is 357 so not as many hires in past, likely 5-10.

P. Marcoux: served on scheduling for success, pay attention to this, there will be some changes. We win senate may have to shrink our meeting time to one hour. Students have huge gaps in their schedules and a lot of students are not sticking around. There will be changes in your class start and end times. Do not have document yet, but look out for that. Changes will likely not be implemented until Fall 2021 at the earliest.

#### **b. Ross Miyashiro – VP of Student Services**

R. Miyashiro: yields time

#### **c. Distance Education Advisory Committee – Mary McMillan**

M. McMillan: DEAC met last week. Will look into having our Distance Education Institutional (Friday, 11/15). Plans to look at some competition to “Turn It In”-some challenges expressed. When essays are being submitted something about the algorithm there is a way that students can get around. Looking at other potential products to see what else is out there. Bulk of time spent discussing Quality Focus Essays. Will have three as a college and one will be focused on Distance Education. Will be getting a taskforce to look over 5 years plan for program review and how it can be better integrated to that quality focus essay. Will be multi-year project, will include things like faculty and professional development. Will be hoping to get basics aof the plan together by the end of this month.

### **E. UNFINISHED BUSINESS**

#### **a. 4227, Repeatable Courses, 2<sup>nd</sup> Reading and vote-Darcie McClelland**

Motion to approve L. Kjeseth. Seconded by A. Ahmadpour. D. McClelland: passes.

### **F. NEW BUSINESS**

#### **a. BP/AP 4020, Program, Curriculum, and Course Development, 1<sup>st</sup> Reading-Darcie McClelland**

D. McClelland: aligning what we do on campus with what state is mandating dealing with credit hours. How much time can be spent on campus or off campus for different credit hour components. There are a number of courses that are out of alignment and what will happen in the future is that the Chancellors Office will not approve these courses. Major edits include defining the credit hour.

L. Kjeseth: disagree because this is a run around Title Five. At the moment there is a lot of pressure on us to do this. Thank you Janet for quid pro quo and it is an improvement. This is doing an end run around local control because ratio of inside:outside classwork as a problem. Very interested in this, and there are issues that need to be discussed between now and the second reading. BP no problems, but the AP has some issues. We are being put under a barrel

and forced in an uneven power structure to a decision that may be detrimental to our students. Expect an email from me to the ECC Faculty.

K. Daniel-DiGregorio suggested change.

DM: for the AP

J. Young: In order to be certified to approve courses degrees certificates in an expedited manner instead of taking 6 months, it will take 48 hours. In 2015 first memo came out, we have been following 2015 memo. Title Five says it's a local decision, however Chancellor's Office has made it very clear about what it is we are going to do. Our focus in curriculum has been focusing on policy changes in order to be in compliance. For AP 4020- our current AP is three sentences long. What we did was looked at other colleges and what they are doing. Put policy together. There is a philosophical argument and a reality argument. Look forward to what others have to say, but don't know if there is a lot of wiggle room here. What I want to know, "Will there be a change to title 5?" their thinking is a fairness to students. Saying that no, hours cannot be spread out in creative way.

A. Ahmadpour: how can we influence them? They are central, they should be a democracy as well. Is there any mechanism?

P. Marcoux: I was going to ask about the State Senate.

DM: there has not been talk, but I will bring it up.

L. Kjeseth: we could award credits smaller than one. For example, is it possible to do a 2 hour lab class and we decide to make that be a 1/2 credit for a 1/3.

J. Shankweiler: Title Five allows units to be awarded in one unit or less

LK: we have opportunity for co-reqs. Wondering will offering classes less than one unit. Taking away an equity tool that we have had at our disposal. If we are under the gun then Compton is really under the gun. Compton is under a 6 month deadline to do this. Question, where is commitment to equity to that? We have in the past been told from Chancellors Office that two hours of lecture is not allowed, and that three hours of lecture is a minimum. If we have flexibility with incremental units then okay.

S. Kadakia: Nursing has a new half unit class.

DM: important take-home is that we would lose course, money, we wouldn't have jobs. So that's not viable. Can look to change what we are currently doing to make this feasible. Want to point out that not all of the changes tracked. Basically an entirely new procedure

C. Striepe: when we talk about lecture can specify face to face or online

JY: page 34 notes bullets that are legally required. Reviewed AP's and VP's from other colleges. At curriculum institute recommended good model

S. Kushigemachi: need distinction

AA: aren't there one unit astronomy

DM: well that is for the lab

Audience Questions-if lab has three hours of in class time and zero hours of outside.

JY: that is because they are technically they are supposed to do their labs in class

LK: example is fire academy worth 15 units which equates 54 hours of time.

**b. 2019-2020 Equity, 1<sup>st</sup> Reading-Ross Miyashiro and Nayeli Oliva**

R. Miyashiro: January 2020 will be back with the plan. Here to present where we are and where we are going. Breakdown of equity and resources provided to help students become successful. Displayed in data. 53% Latinx, 13% Euro, 13% Afam, 15%Asian, 5%-Two or more Races. These are the students we serve and this is how we are doing. Trend Asian American or Euro Americans outpace statewide. AFAM or Latinx are doing almost even with state. If students complete college level math and English they have a 80% chance of completing a B.A. degree. If they are down two levels or below they have about a 3% chance. Retention-AFAM are being retained at a lower rate than systemwide. AFAM students are leaving ECC to continue HE goals at another institution and they are completing. This is what we want to alleviate, make sure every student retains at this college and that they receive their degree. Concerned with how we treat our students and how we make them feel comfortable. We have to show that we are committed to student equity-it takes work, intentional contact as opposed to passive contact.

N. Oliva: Director of student equity and achievement program. Worked with Institutional Research to put this report together. LGBTQ+ was not included before and it is now. Take equity seriously because of my personal story/background. All colleges were required to set up 3-year goals. Goal is to increase enrollment by 2% for our baseline. We have to be really intentional because from some groups, need to move the needle more than 2%. Our goal for transfer math and English. Lots of initiatives focused on Foster Youth because they are one of most vulnerable populations on our campus. In th past we were not connecting the appropriate data. How we can do this is by proving support and brining awareness. In past we did not offer programs for LGBT, but in my opinion, we are not doing enough. Want to create culturally responsive and equity minded curriculum coupled with equity trainings & symposiums

RM: Chancellor's Office can audit us and penalize us for misuse of funds. They have right to withhold funding for categorical programs and have right to send as many auditors. This program will be audited this cycle. Whenever we fund something.

NO: 6.6 million dollars

A. Ahmadpour: only thing missing is the way we hire deans and teachers have a lot to do with this particular issue. Have been witnessing nepotism on this campus and are taking it to HR. If we are genuinely proving equal opportunity, need to hire faculty that represent the population of our students.

RM: Out of scope of this program. We do not disagree with you. HR has that authority.

**H. FUTURE AGENDA ITEMS**

- a. AP 4102 Career Education Programs
- b. Divisional Realignment

**I. PUBLIC COMMENT**

**J. ADJOURN**

The meeting adjourned at 1:55 pm  
SB/ECC Fall 2019



# El Camino College

**College Council Minutes**  
**Monday, October 7, 2019**  
**1:30 – 2:30 p.m. Library 202**

## **Attendance**

Edith Gutierrez, Cindy Lopez, Rose Mahowald, Dena Maloney

## **Absent**

Kenny Galan, Kelsey Iino, Urwa Kainat, Darcie McClelland, Ross Miyashiro

## **Support/Alternates**

Iris Ingram, Jane Miyashiro, Ann O'Brien, Jean Shankweiler, Carolee Vakil-Jessop, Lindsey Lee

## **Guests**

Jeremy Smotherman, Research Associate, Institutional Research and Planning  
Viviana Unda, Director, Institutional Research and Planning  
Crystle Martin, Director, Library and Learning Resources  
Susan Niles, Assistant Professor, Nurse Practitioner Student Health Center

## **Minutes**

### 1. Welcome/Approval of Minutes

Dena Maloney opened the meeting and welcomed members of College Council.

After review, the [minutes](#) from the September 16, 2019 meeting were approved.

### 2. Orientation to College Council

Dena Maloney provide an orientation to all new and returning members of College Council. This is one of our goals for 2019-20. The orientation included an overview of collegial consultation committees and the role of College Council as stated in the current [2015-20 Making Decisions Guide](#), page 11, Section 5.

*College Council: To facilitate communication and serve as a forum to exchange information that affects the college community.*

College Council is informed by Area and Division Councils for input. Our role is to be a forum for conversations regarding anything that effects the college community.

Each year we develop a set of goals that inform our agenda and create a structured process for items of discussion. Area and Division councils' recommendations feed into that structure as well.

The standing members of College Council include representation from Academic Senate, ECC Federation of Teacher, Confidential staff, Classified staff/ECCE, Management, Police Officers' Association, student and the Superintendent/President. Additionally, there are alternates and support members. The members of College Council are visible on our agendas for every meeting.

One of this year's goals is to review, update and revise the *Making Decisions Guide*. A team has been created to work on that. Any changes of the *Making Decisions Guide* may affect College Council. The revised/updated *Making Decisions Guide* will go through collegial consultation.

There are no questions, observations or comments on the orientation.

### 3. Making Decisions Guide

A [work group list](#) of those who volunteered to serve on the Making Decisions workgroup was distributed to members of College Council. A meeting of the workgroup will be scheduled. A solicitation for other participants was made. Iris Ingram, Vice President of Administrative Services volunteered. A possible [table of contents](#) was distributed as reference to a starting point for the *Making Decisions Guide*. In general, it mirrors what already exist in the document with additional items that may be considered as part of the guide. The current guide ends in January 2020. The goal is to have the new guide completed by fall 2020. There is a lot of work ahead. A meeting announcement will go out soon.

There are no comments on the path mapped out for the *Making Decisions Guide*.

### 4. Withdrawal Survey from Fall 2018

Jeremy Smotherman presented the [Withdrawal Survey results](#) from fall 2018. The presentation included statistic and trends of students who withdrew from courses during the 2018 fall term, sample of survey questions, qualitative analysis, goals, next steps, a sample dashboard and desired outcomes.

Topics of Discussion:

Clarification is made that the presentation does not include the number of students who withdrew from one course but may have enrolled in an alternate course.

“Understanding the Instructor”, one of the reasons for withdrawing from a class does not pertain to language barriers. A student does not understand why the instructor is approaching the subject matter in a particular manner. The method/philosophy of instruction does not resonate with the student.

Can the dashboard provide a more detailed breakdown of students who withdraw from a class based on financial aid eligibility or students in supplemental support classes? The hope is to form a workgroup that can perform a deeper analysis into the data categorized by class. Currently data can be aggregated by department and division.

How does this data help us look at equity questions? At the end of this semester, there should be enough data to make this type of analysis. IRP received 2,800 additional responses this past spring and anticipate another 3,000 responses for the fall.

How is the survey delivered to the students? The survey is sent out the day after the withdrawal and sent to the student's personal email address.

Going back to “Understanding the Instructor”, is it being considered adding to Human Development or Academic Strategy courses, how to understand different instructors rather than create a K12 model? This would better prepare students for the work force. Tenacity and self-motivation are valuable skills that should be developed. This question goes beyond the scope of IRP and this presentation.

What was the response rate for students that were withdrawing? The response rate was about 30%. This is typical for an online survey.

Is there data on whether the time of the class affects the withdrawal rate? There are comments on this but not enough to elevate the issue to an overarching theme.

Clarification is made that a student may withdraw from more than one class. This explains why the number of withdrawals is higher than the headcount.

What movement has been made for creating the suggested work group? Today is the first day the suggestion has been made publicly.

Are there predictors or analytics that can be identified to anticipate a withdrawal? Perhaps we can develop preemptive measures to prevent a withdrawal. Predictors are currently being identified through the qualitative data. More responses in certain area still need to be gathered. A suggestion to utilize faculty volunteers to assist in soliciting data at different milestone during the course is made. CalWORKS calls on every one of their students who withdraw to identify the reason. Perhaps these are methods to collect data, identify predictors and prevent withdrawals. Developing a formal communication stream and formal recommendations could be the focus for the suggested work group.

Can a student grades and/or performance on exams be an early warning sign of a withdrawal? At this time mid-term grades are not submitted into Colleague therefore are not considered in the survey.

Are we tracking the courses that are being withdrawn from? Yes, courses and divisions are being tracked. Sections should also be tracked. The sections with the highest withdrawals have the highest offerings.

The full study is available on line on the Institutional Research and Planning web page.

~~5. Landscape Plan for plaza between Jorge Gutierrez and the Administration Building & Library~~ Jorge Gutierrez will be invited to present on October 21, 2019

6. Enrollment Management Plan

Dr. Jean Shankweiler presented the [Enrollment Management Plan for 2019-2022](#). It contains updates from the previous 2016-2019 plan, indicators for 2019-20, goals and objectives, a glossary and appendixes. An overview of the purpose and basic principles of the plan were provided as well as detailed information on the Goals and Strategies and their alignment with the College mission, the Chancellor’s Office Vision for Success goals and the strategic plan along with the pillars of

Guided Pathways. Handouts with specific details and more information were distributed:

- [Enrollment Management Plan written draft](#)
- [Appendix B: 2016-19](#)
- [Appendix D: Goals and Strategies](#)

Remarks were made regarding enrollment management in collaboration with K12 institutions and sharing resources to reframe the stigma of attending a community college. 30 % of high school students in our district responded that they did not know what they were doing after graduation. Disaggregating and identifying the different populations to target for enrollment is important. Marketing a holistic view of the student – connecting student to the available resources, may be successful in attracting future students.

LACCD markets to every graduating high school, student regardless of their intended path (UC, CSU, private institution). El Camino has started similar efforts as of last year.

Dr. Maloney shared Fall to Fall retention of Promise students. In 2017, 86% of the 60 Promise students re-enrolled for a second year. In 2018, 76% of approximately 500 Promise students re-enrolled for a second year. In comparison to the general population, in 2017, 49% of our general population of students re-enrolled and in 2018, 51% re-enrolled. The support provided to Promise student makes a difference. Once we learn how to scale up the same level of support to the general population of students, it may lead to similar retention. Being part of a cohort is one the valuable elements that benefit the Promise students. Fulltime status is also a key element.

Retention is an important part of our enrollment plan.

The Enrollment Management Plan has been through collegial consultation and will be presented to the Board for adoption on October 21, 2019.

7. Proposal for Change in Chairmanship of the PBC to a Co-chair model  
Planning and Budget Committee is one of our collegial consultation committees. The committee was previously chaired by management personnel, former Dean of Health Sciences and Athletics, Rory Natividad. He was appointed to the role by the President. The suggestion to move to a co-chair model was made at the last PBC meeting. A co-chair model would focus on planning and budget - the purview of PBC. Iris Ingram, Vice President of Administrative Services, and Dr. Viviana Unda, Director of Research and Planning are suggested as co-chairs. They would be non-voting members of PBC. The recommendation is brought to College Council for any comments or concerns of moving in that direction. College Council is in favor and approved the recommendation.
8. Reapprove Goals  
Dr. Maloney presented a revision of the approved goals for College Council. A review of the two changes on the [final goals](#) was provided. College Council re-approved the final goals for 2019-20.
9. Accreditation Forums – assign to College  
The following College Council member will attend the [scheduled accreditation forums](#):

November 6, Standard I  
November 13, Standard II  
November 20, Standard III  
December 4, Standard IV  
March 20 Entire ISER report

Ann O'Brien, Carolee Vakil-Jessop, Dena Maloney  
Edith Gutierrez, Cindy Lopez  
Jane Miyashiro, Iris Ingram  
Carolee Vakil-Jessop, Iris Ingram  
All members of College Council

Dr. Shankweiler will attend all forums.

## 10. Adjournment

### **2019 - 20 College Council Goals**

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Lead the design of a 2020-25 Making Decisions Guide at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Ensure that the College Council is informed of college initiatives including but not limited to Associated Student Organization, technology, and sustainability.

**Future Meeting Dates: 1:30 p.m. in Lib. 202**

**D. Maloney**

**Reminder only**

### **Fall College Council Meetings**

- a. Monday, October 21, 2019 (Board Day)
- b. Monday, November 4, 2019
- c. Monday, November 18, 2019 (Board Day)
- d. Monday, December 2, 2019
- e. Monday, December 16, 2019 (Board Day)





## **AREA C MEETING SUMMARY**

**Saturday, October 12, 2019**

**9:00 a.m. - 3:00 p.m.**

**RIO HONDO COLLEGE**

**3600 Workman Mill Road, Whittier, CA 90601**

**Building/Room: Administration 103**

Attendees: Carole Aki, Barbara Anderson, Michelle Bean, April Bracamontes, Anna Bruzzese, Renee Butler, Dolores Davison, Nathaniel Donahue, Angela Echeverri, Rebecca Eikey, Jolena Grande, David Hale, Lance Heard, Matt Henes, Jeffrey Hernandez, William Hernandez, Mike Kalustian, Chauncey Maddren, Darcie McClelland, Trevor Passage, Erik Reese, Kelly Rivera, Marian Piper Rooney, Kevin Smith, Chisato Uyeki, Chris Wells, Adam Wetsman

- I. Meeting called to order at 9:31 a.m.
- II. Welcome by Dr. Arturo Reyes, Rio Hondo College Superintendent/President and Dr. Kevin Smith, Rio Hondo College Academic Senate President
- III. Introductions Activity
- IV. Notetaker—Erik Reese
- V. Area C Meeting Locations
  - A. Spring 2020—LA Southwest College
  - B. Fall 2020—Mt. San Antonio College
  - C. Spring 2021—Mission College
- VI. Shout-Outs and Affirmations
  - A. Academic Academy
    1. Thanks to all participants—over 160 attendees.
    2. Recognition for Jeffrey, Barbara, Carole, Angela who attended.
  - B. Cypress and Long Beach have billboards sending students to Rio Hondo for Bachelor's in automotive technology—thank you!
  - C. Rebecca recognized Wendy who organized Katie Hill to present at Canyon—a special event with DACA students. Katie Hill is a graduate of CoC. Thank you to both Katie and Wendy.
- VII. Reports from Colleges

- A. A.Echeverri—LACCD is monitoring Fall 2019 data for the AB 705 roll out and looking at enrollment and retention in math and English classes. Due to a Chancellor’s directive, most credit math classes more than one level-below transfer were cancelled for fall 2019. Districtwide student enrollment is down 3% and enrollment in math classes is down significantly (~17%) for the fall 2019 semester. There are also early indications that the overall drop rate for math classes is significantly higher than in previous years, especially in pre-transfer level math classes (e.g.: Intermediate Algebra), as well as some college-level math courses (e.g.: College Algebra). The drop rate for transfer-level English classes does not appear to be higher at this time, but that could change later in the semester. The main concern is that underprepared students are not doing well in their math classes. The District will have course completion and success data at the end of fall semester.
- B. C.Uyeki—Mt. Sac held a Town Hall for faculty to have more time for discussion on big issues; discussed Student Centered Funding Formula. Discussions and ideas will lead to a resolution. Goal was all to feel heard; included people not in senate. At beginning of senate meetings, added a slideshow with 10+1, senate details, and announcements. Happy to share PowerPoint. More data informed decisions—have a highlight of one piece of data every month; first one was ENGL 1A in light of AB705. Awarded Title 5 grant—equity focus with lots of outcomes around PD for faculty.
- C. A.Bracamontes –Cerritos Town Hall with Chancellor Oakley on Oct 23 at 5-6 p.m. in Fine Arts Building.
- D. N.Donahue—LGBTQ+ Summit on Nov 23 9 a.m. at UC Riverside (Google: CCC LGBTQ+). Free...take a van full of students.
- E. A. Echeverri—reported that the District Academic Senate has been focusing on professional development for its 5,000 faculty members. She announced that on Friday the District would hold its Fall 2019 Discipline Day at Los Angeles Valley College to share information about curriculum, equity, Guided Pathways, AB 705 implementation, and faculty hiring.
- F. R.Eikey—thank you, Jeffrey Hernandez and Ginni May, for the Guided Pathways workshop. CoC has new science building with new flexible spaces; Citrus College STEM tour was very informative. Implementing non-credit math courses at CoC and Early Alert to encourage students to attend these non-credit support courses.
- G. J.Hernandez—Guided Pathways reflection at ELAC as well; 8% of programs mapped and created student advisory board. Senate having 3rd annual Fall Retreat planned and a lot of new senators, so will look at basics, role of the senate, 10+1. Shoutout to LACCD district senate officers.
- H. E.Reese—Campaign for College Opportunity recognized Moorpark as a Champion of Higher Education for exemplary work in implementing and awarding Associate Degrees.
- I. R.Buler—ZTC conference at CoC filled up quickly.
- J. N. Donahue—Santa Monica College Guided Pathways cohort conference. Expectation to completely redesign system in 3 years is lofty; still mapping
- K. J. Hernandez—ELAC seeing a lot of class cancellations; will have an Enrollment Management practices conference.
- L. A.Echeverri—discussed the challenges of serving students that are not college ready in a post-AB 705 landscape. She reported that overall the Los Angeles Community College District’s enrollment was down 3% in the fall of 2019, which may reflect the fact that credit course offerings do not meet the needs of students who could benefit from

remedial preparation in math and English. She noted that the mission of California Community Colleges was about serving all students, regardless of their level of academic preparation.

- M. P. Rooney—Glendale has a huge non-credit program which the entire campus in support. Remedial math in non-credit.
- N. General discussion on ESL—how to track/flag ESL students and encourage them to take non-credit classes. There will be AB705 break-outs at Plenary. ASCCC held regionals to garner feedback from math, English, and ESL faculty. Many colleges offering non-credit courses for support and promoting growth mindset.

VIII. Spring Area C Meeting Summary—approved by consent.

IX. President’s Report—Vice President Dolores Davison

- A. ASCCC set 4 goals, including:
  - 1. Faculty Diversity—long term, at least 5 more years.
    - a) Last year, BoG asked to form a task force around diversity, equity, and inclusion and met for 8 months. Diversity, Equity, and Inclusion statement approved at September BoG meeting. Resolution for ASCCC to adopt the statement.
    - b) Two minimum quals for every faculty and administrator across the state: Degree and sensitivity to diversity.
    - c) EEO guidelines revision that include 9 multiple measures. Diversity locally and statewide needs to be expanded.
    - d) Statewide senate is most diverse it has even been. Only 4 officers have more than 3 years of experience; for 7 of 14, this is either first or second year. Appointment to ASCCC Committees has increased in diversity at a significant rate.
  - 2. AB705 Implementation—long term goal, at least 3 more years.
    - a) Has been rolled into the GP discussions. Taskforce created Canvas site and provides Technical Visits for GP (governance and others as well): just ask.
  - 3. Completion of Strong Workforce Taskforce recommendations—2 components left.
    - a) CTE Min Quals Toolkit
    - b) Title 5 language around Credit for Prior Learning—went to BoG and was approved recently.
  - 4. New Goal: Faculty Roles in Participatory Governance
    - a) Collegiality and Action Visits—highly recommend if you have a new board or new president; can be informative if requested early, before issues develop.
- B. Chancellor Oakley visited Area A and D meetings this week. Plenary invitation but Oakley unable to attend. Took questions and it went well; people felt he was listening. In spring, he will be at Area B and Area C meetings. Deputy Chancellor Gonzales will be at Plenary.
- C. CalBright—Fully Online College
  - 1. Letter sent from ASCCC to Chancellor about duplication of courses. Do not want CalBright to fail after such heavy investment but want to guide the development.
  - 2. Opened an office in Oakland and more will be open all over the state. Have hired 4 faculty to help with their programs. However, no policies for hiring, lots of union issues, etc.
  - 3. Programs: Cybersecurity, Information Technology, and Medical Coding. All 3 offered at Peralta and all offered online.

- D. Legislative and Advocacy—John Stankas and Dolores Davison visit the legislature every month.
  - E. UC Transfer Pathways—Chemistry and Physics UC Transfer Degree. There are disciplines where the pathways are identical, including History, Anthropology, Agriculture; working with UC and CSU partners to promote the 7 that match.
  - F. Upcoming Events—ASCCC calendar online and all meetings are open to all.
  - G. Questions:
    - 1. OERI—are there sample applications? SMC, El Camino, Moorpark are interested in applying for funds for OER. Use OER listserv; listservs extend beyond just CCCs, such as CSUs.
- X. Disciplines List—Dolores Davison
- A. February—Request for Proposals
  - B. September—Final Call for Proposals (due September 30) and Summary of Submitted Proposals Distributed
  - C. October—Proposals Discussed at Area Meetings and Written Testimony Submitted to ASCCC Office
  - D. November—First Hearing and Testimony Collected
  - E. January/February—Proposals Reviewed by ASCCC Executive Committee
  - F. March—Summary of Proposals to Area Meetings for Second Hearing
  - G. April—Second Hearing and Vote at Plenary to Recommend Changes to Disciplines List
- XI. Submitted Disciplines List Proposals: Film Studies and Registered Behavior Technician (see Addendum A)
- A. Questions:
    - 1. How many programs are there in the state already for Registered Behavior Technician? What discipline did you hire the current instructors?
    - 2. Film Studies—ELAC department chair of theater/arts agreed that removal of drama/theater/arts is good; current definition is outdated.
- XII. Foundation (see full report in Addendum C)—Anna Bruzzese
- A. Scholarships—mission is to support ongoing faculty PD, largely through scholarships to events both ASCCC and some external events as well. Received 60 applications requesting support for Plenary.
  - B. Spring 2019 Area Competition—\$ 6,210 raised. Area C raised \$ 2,850.
  - C. Amazon Smile can support ASCCC, so please use this service.
  - D. Always looking for vendors to sponsor events and scholarships.
- XIII. Overview of Resolutions Process—Nate Donahue
- A. Pre-session resolutions reviewed at area meeting--note that initial resolutions are not endorsed by executive team but worthy of debate.
  - B. First day of plenary will have updated packet including input from area meetings.
  - C. Second day of plenary—delegates can submit new resolutions; requires 4 delegate signatures and mandatory meeting required for contacts.
  - D. Parliamentary debate Saturday of Plenary —much excitement!
  - E. Resolutions consent calendar— on-controversial items stared items in packet.
  - F. Anything may be pulled from consent for any reason today at area meeting or Saturday morning.

- G. Resolutions and amendments due by Thursday at 4 p.m. Amendments and urgent resolutions due by Friday at 12:30 p.m.
  - H. Submit resolutions electronically to [resolutions@asccc.org](mailto:resolutions@asccc.org).
  - I. Voting—only delegates vote. Vote as the representative for your college.
- XIV. Lunch and Tour of RHC Alternative Fuels Program
- XV. Resolutions Discussion—all changes submitted to Resolutions Committee member Nate Donahue and included in Google document. Two amendments included from area and a few editing suggestions for footnotes.
- XVI. Area C Resolution—see Addendum B submitted by A. Echeverri. Area C agreed to submit.
- XVII. ASCCC Awards Reminders and Announcements
- A. Exemplary Award due November 4, 2019
  - B. Hayward Award due December 13, 2019
  - C. Stanback-Stroud Diversity Award due February 14, 2020
  - D. Guided Pathways Webinars and Regionals—check website for days and locations
  - E. OER Regionals—check website for days and locations
  - F. Curriculum Regionals—check website for days and locations
  - G. Fall Plenary—November 7-9 in Newport Beach—register and secure hotel asap!
  - H. Need anything: email [info@asccc.org](mailto:info@asccc.org)
- XVIII. Adjournment at 3:04 p.m.

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## Addendum A: Disciplines List Revision Proposals

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### ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES DISCIPLINES LIST REVISION PROPOSALS

October 3, 2019

#### Information for Proposed Disciplines List Changes

*Italics* indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

#### SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

##### PROPOSAL #1:

Proposed Revision Discipline: Film Studies

Organization: Santa Barbara City College Academic Senate

##### Current Minimum Qualifications:

Master's degree in film, drama/theater arts or mass communication

OR

Bachelor's degree in any of the above

AND

Master's degree in media studies, English or communication

OR

the equivalent.

##### Proposed Change:

Master's degree in ~~film, drama/theater arts or mass communication~~ *film and media studies, cinema and media studies, cinema studies, film studies, or film, television, and media studies*

OR

Bachelor's degree in any of the above

AND

Master's degree in *visual studies*, media studies, ~~English~~ or communication

OR

the equivalent.

##### Rationale:

The Minimum Qualifications for Film Studies are out-of-date and need to be updated to reflect

the current changes in the field of Film and Media Studies in the last 20-30 years. In the 1960s and 1970s, Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for example. Since then, the field has grown tremendously, and departments were created to house Film Studies and later Film and Media Studies courses. Initially many departments such as the University of California at Los Angeles, the University of California at Santa Barbara, the University of California at Los Berkeley, and the University of Southern California offered graduate degrees in Critical Studies within a Film and Television department or Rhetoric with an emphasis in film; but in the last 10-15 years, most departments nationwide, and specifically in California, have changed their names to reflect the type of scholarship the field was focusing on and that graduate students were conducting. The appropriate names are: Film and Media Studies, Cinema and Media Studies, Film Studies, Cinema Studies, and Film, Television, and Media studies.

Updating the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California public universities will have a positive impact on departments and on candidates. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film and Media Studies.

An argument against this proposal could be that less candidates will apply for Film Studies positions thus limiting candidate pools for colleges and departments. This argument does not consider the vast changes in the field of Film and Media Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will not limit the quantity of candidates who apply for a position but will rather focus the pool of candidates to those who are specifically qualified to teach in Film Studies, eliminating those who have no training in Film Studies. Departments and academic fields have become more specialized in the last 10-20 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees, none of which include Film Studies courses. Film Studies is a separate field and needs to have updated minimum requirements that match. The current Minimum Qualifications do not reflect the necessary training needed to teach in a Film Studies department since the current degrees do not offer courses or training in Film Studies.

#### Consultation with Professional Organizations

The Santa Barbara International Film Festival, a professional organization, supports this proposed revision to the Minimum Qualifications for Film and Media Studies. Michael Albright, Director of Programming, and Roger Durling, Executive Director have indicated their support of the proposal.

Dr. Jan-Christopher Horak, Director of The UCLA Film and Television Archive supports the proposal.

Demonstrated Balance of Need across the State and Discipline Seconder from another District

Two community college districts support this proposal, indicating their frustration with the current Minimum Qualifications, and they are both fully supporting this change. The two districts are:

- Moorpark College, Ventura County Community College District: Rolland Petrello, Chair of Communication Studies and Media Arts
- Long Beach City College: Alison Hoffman-Han, Assistant Professor, Film Studies, Visual & Media Arts Department

Additionally, faculty in Film Studies and Film and Media Studies departments at Chapman University, University of California Irvine, and University of California Santa Barbara support the proposal.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position
Artie Schmidt	Academy Award-winning editor of Forrest Gump, Back to The Future, and Who Framed Roger Rabbit. Recipient of American Cinema Editors (ACE) Lifetime Achievement Award	“I am happy to support the changes you are proposing for updating the Minimum Qualifications for Film and Media Studies instructors at community colleges.”	Support
Michael Albright	Santa Barbara International Film Festival	“This sounds great and yes, I am willing to support the proposal. If you need anything else, I’m happy to help.”	Support
Dr. Jan-Christopher Horak	Director, UCLA Film & Television Archive; Professor, Critical & Media Studies	“Your proposal seems logical, and I would be willing to support it.”	Support
Emily Carman, Ph.D.	Associate Professor, Film Studies, Chapman University, Dodge College of Film and Media Arts	“I absolutely support this proposal and thank you for reaching out to me!”	Support
Kristen Hatch	Director, Visual Studies Program; Associate Professor, Department of Film & Media Studies; University of California Irvine	“I strongly support your proposal. Faculty in our graduate program were horrified when we discovered that our PhDs are not qualified for CCC jobs because the name of their degree (Visual Studies) doesn’t line up with	Support



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		<p>the Minimum Qualifications to teach for California community colleges. This change will help those of our students who come with a BA in Film &amp; Media Studies, and we're talking about developing our PhD into a dual title program (Visual Studies and Film &amp; Media Studies) in order to ensure that those who come with BAs in other disciplines will also qualify. Thank you for doing this work. I hope you will keep me posted about your progress"</p>	
Dr. Jennifer Holt	Associate Professor and Director of Graduate Studies, Department of Film and Media Studies, University of California Santa Barbara	"I am absolutely willing to support the proposal!"	Support
Roland C. Petrello	Chair, Communication Studies and Media Arts Director of Forensics Moorpark College	"We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's what we are doing right now in advance of our FT hiring this Spring. I love that you are working on this at the State level. It just makes sense"	Support
Alison Hoffman-Han, Ph.D.	Assistant Professor, Film Studies, Visual & Media Arts Department, Long Beach City College	"Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"	Support
Dr. Bhaksar Sarkar	Chair and Associate Professor Department of Film and Media Studies, University of California Santa Barbara	"I am happy to support this proposal for updating the minimum qualifications."	Support

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**PROPOSAL #2:**

Proposed New Discipline: Registered Behavior Technology

Organization: Moorpark College Academic Senate

Proposed Minimum Qualifications:

Master's in behavior analysis, education, or psychology

OR

the equivalent

AND

certification as a Board Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

Rationale:

Recent legislative actions requiring the certification of all professionals involved in Applied Behavioral Analysis have created a demand for individuals in the Registered Behavior Technician (RBT) occupation. The RBT is a paraprofessional who practices under the supervision of a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). The RBT is primarily responsible for the direct implementation of behavior-analytic services working with children and adults with impairments such as autism spectrum disorders, developmental disabilities, or traumatic brain injury. The average salary of an RBT in California is \$20 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make this discipline a good fit for the California Community Colleges.

To become an RBT, eligible candidates must:

- Be at least 18 years old
- Hold a high school diploma or the equivalent
- Complete at least 40 hours of training
- Pass a criminal background check
- Pass the RBT Competency Assessment
- Pass the RBT exam

The required training component to become an RBT is approximately equivalent to a 3-unit course. Currently, the RBT training available is provided by private companies and individual professionals or service organizations. These options can result in a higher fee for training or potentially less effective training than what could be offered through an accredited community college. RBT training must be sufficiently rigorous and effective to prepare the individual to both demonstrate required clinical competencies and pass the certification exam. Students may elect to complete the RBT program alone to gain this certification, or they may combine this training with degree coursework in related fields, such as Education, Child Development, or Psychology. Gaining this certification early in a student's college career also creates a potential income source for students while they earn their degrees.

A new Registered Behavior Technician discipline is required, as the Behavior Analyst

Certification Board requirements for individuals training RBTs do not match any existing disciplines as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Consultation with Professional Organization:

The California Association for Behavior Analysis has signaled their support for the proposal (see attached letter).

Demonstrated Balance of Need across the State and Discipline Seconder from another District

The proposal is seconded by Thesa Roepke (Early Childhood Studies, Alan Hancock College). Additional support has been indicated by Donna Greene (Early Childhood Education, College of the Desert) and Adrienne Seegers (Childhood Development, Columbia College)

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position
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*September 25, 2019*

To: Delegates to the Plenary of the Academic Senate for the California Community Colleges  
From: California Association for Behavior Analysis (CalABA)

RE: Establishment of RBT Discipline in California Community Colleges

Dear Delegates,

The California Association for Behavior Analysis represents the interests of the field of Behavior Analysis. Our membership consists of academicians, practitioners, students and behavioral therapists. Specifically, we represent over 3,000 Board Certified Behavior Analysts® and Registered Behavior Technicians®. The mission of the California Association for Behavior Analysis (CalABA) is to advance, promote and protect the science and practice of Behavior Analysis. The purpose of this letter is to encourage the California Community Colleges to align with our mission by establishing an RBT Discipline in California Community Colleges.

There are currently over 65,00 Registered Behavior Technicians® worldwide. Over 12,000 of these RBTs® practice in the state of California. The Behavior Analyst Certification Board, which oversees both the BCBA® and RBT® credentials estimate that there will be more than 125,00 RBTs® by 2028. At least 25% of these 125,000 RBTs® will be practicing in California.

As of 2019, all 50 states have passed some form of an Autism Health Insurance Mandate. In every state across the country, including California, RBTs® are central to the provision of Behavior Analytic services to persons with autism spectrum disorder. There are not enough BCBA® to adequately staff programs that support individuals with autism. Is it also cost-inefficient to use BCBA® in the capacity of direct care staff. The RBT® credential was established in 2014 to create a minimum standard of training and ongoing supervision for the persons who provide the most direct care to an incredibly vulnerable, and ever increasing, population.

While the RBT® credential is not specific to autism, the overwhelming majority of RBTs® currently work with persons with autism and other developmental disabilities. It is CalABA's

hope that RBTs® will continue to expand the types of clients they work with as Behavior Analysis becomes more widely recognized as an effective methodology for behavior change across any population.

Ensuring consumer access to RBTs® who have received quality instruction, training and supervision is essential in order to optimize outcomes for the recipients of Behavior Analytic services.

RBTs®, under the direct supervision of a BCBA®, are responsible for implementing individualized treatment goals for their clients. This means that RBTs® function as the primary person responsible for ensuring their clients acquire skills that are essential to their health and well-being. More specifically, RBTs® use the technical application of Behavior Analytic principles to teach their clients to access their community, participate in family activities, create social connection, engage in appropriate behaviors, develop skills needed to gain employment and, most importantly, to increase their quality of life.

The field of Behavior Analysis as well as the consumers of our service depend on RBTs® across the state of California as the PRIMARY method for accessing medically necessary Behavior Analytic services. Establishing an RBT® Discipline within the California Community College system will help to increase the numbers of RBTs® throughout the state. This will directly impact the ability of BCBA® to provide quality, effective services to MORE vulnerable Californians. We wholeheartedly applaud the California Community College system for considering this request. We welcome any additional questions the delegates may have as you consider this critically important issue.

Sincerely,

The California Association for Behavior Analysis  
400 29<sup>th</sup> Street  
Suite 518  
Oakland, CA 94609  
(805) 275-2143  
[info@calaba.org](mailto:info@calaba.org)  
[www.calaba.org](http://www.calaba.org)



## BACB Fact Sheet

### About the BACB

- ▶ Established in 1998 as a nonprofit corporation
- ▶ The first national organization to certify practitioners of applied behavior analysis (ABA)
- ▶ Governed by a Board of Directors primarily comprised of behavior analysts elected by the profession along with representation from the public
- ▶ More than 36,000 behavior analysts and over 55,000 behavior technicians certified in over 89 countries
- ▶ BACB standards are the basis of almost all behavior analyst licensure laws in the United States

### BACB Certification Programs

- ▶ **High School Level**  
Registered Behavior Technician™ (RBT®)
- ▶ **Bachelor's Level**  
Board Certified Assistant Behavior Analyst® (BCaBA®)
- ▶ **Master's Level**  
Board Certified Behavior Analyst® (BCBA®)

### Certification Requirements

- ▶ The BACB's behavior analyst certifications (BCaBA/BCBA) require an academic degree, behavior-analytic coursework, supervised experience, passage of a psychometrically sound examination, compliance with ethics requirements, continuing education, and ongoing supervision (BCaBA).
- ▶ The BACB's behavior technician certification (RBT) requires a high school diploma, formal training in ABA, a skill-based competency assessment, a background check, passage of a psychometrically sound examination, compliance with ethics requirements, and annual competency assessments.

### Applied Behavior Analysis

Applied Behavior Analysis is a science based on the use of learning principles to improve lives. The practice of ABA focuses on assessing the environmental influences on behavior, assessment-based intervention, and data-based decision making. ABA has been used to address the behavioral needs of consumers in multiple areas, including general and special education, organizational management and safety, gerontology, and many more. ABA is best known as being the leading evidence-based treatment approach for autism and other developmental disabilities.



The BCBA, BCaBA, and RBT certification programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.



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## **Addendum B: Area C Proposed Resolutions**

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### **Resolution Acknowledging EOPS on its 50 Years of Student Success**

Whereas amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas California Education Code §69640-69656 codified Extended Opportunity Programs and Services for the California Community Colleges (CCC), and the California Code of Regulations Title 5 §56200-56298 set the implementation of EOPS for the CCCs;

Whereas Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (California Education Code §69640);

Whereas Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88% and a statewide completion rate of 81%, consistently the highest of any large-scale student support program;

Whereas Extended Opportunity Programs and Services is present at 114 California Community Colleges; and whereas EOPS served more than 98,613 students statewide in the latest academic year in which complete data is available (Datamart – California Community Colleges Chancellor’s Office);

Resolved that the Academic Senate for California Community Colleges hereby congratulates Extended Opportunity Programs and Services on its 50 years of serving students; and

Resolved that the Academic Senate for California Community Colleges encourages local senates to foster awareness of EOPS at their colleges in order to promote student success.

Contact: Submitted for consideration by Angela Echeverri, Los Angeles Community College District Academic Senate

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## **Addendum C: Foundations Report**

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October 2019

### **AS Foundation Report**

Cheryl Aschenbach, President ASFCCC

Directors: Anna Bruzesse, Silvester Henderson, LaTonya Parker, Cyndi Reiss

The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices.

### **Scholarships**

The Foundation continues to support faculty professional development through scholarships to selected ASCCC and partner events. Scholarships include registration, two nights at the host hotel, and \$250 towards travel costs (increased from \$200 last year).

2019-2020 Scholarship Opportunities – 3 scholarships being awarded for each event

- ASCCC Fall Plenary in November
- A2MEND in March
- ASCCC Spring Plenary in April
- ASCCC Faculty Leadership Institute in June
- Other opportunities may be added

The Fall Plenary scholarship announcement was made earlier this year than in the past. The deadline was September 30. Sixty applications were received, the most ever received by the Foundation for a single event.

Foundation applications for each event will be made available approximately 2 months prior to each event. Find the application at <https://asfccc.com/scholarships/>.

### **Area Competition**

The scholarships are made possible through the generosity of Foundation donors, primarily through the annual area competition. The Spring 2019 Area Competition raised \$6,210!

Two competitions were held simultaneously, with awards going to the area raising the most total dollars and an award going to the area with the most donors contributing a multiple of \$50.

#### For the total dollars competition

- Area C was the big winner, raising \$2,850, nearly matching their previous ASCCC area record of \$3,060! Area C earned the 50th Anniversary Award
- Area A raised \$1,200 to finish second



- Area D raised \$1,075 to finish third
- Area B raised \$625

For the number of donors making donations of \$50 (or a multiple of \$50)

- Area C earned 1st place with 27 donors, earning the sparkly rainbow unicorn award
- Area D earned 2nd place with 15 donors
- Area A earned 3rd place with 14 donors
- Area B had 6 donors

Congratulations to Area C and thank you to all 2019 donors.

The 2019-2020 Area Competition will be held at Spring Plenary, April 16-18, 2020. More info coming in Spring 2020.

### **Amazon Smile**

For those that love to shop, there is another way to support the Academic Senate Foundation: shop at AmazonSmile. As explained on their website, “AmazonSmile is a simple and automatic way for you to support your favorite charitable organization every time you shop, at no cost to you...you’ll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to your favorite charitable organization.”

The portion of purchase price donated is 0.5%. While it seems like a small amount, it all adds up to further support Academic Senate Foundations scholarships and support for faculty professional development.

Consider doing two things.

1. First, visit <http://smile.amazon.com> and set up Foundation of the Academic Senate for California Community Colleges as the organization you’re supporting. If you already have an organization designated, you can change it by selecting “Change Your Charity” under “Your Account”
2. Second, shop and shop often, but always start your shopping with a smile: you must shop from <http://smile.amazon.com> rather than [amazon.com](http://amazon.com). Amazon App users, unfortunately you can’t generate Smile donations through the app, so shop via the web and start with a smile!

For more information about AmazonSmile, visit <http://smile.amazon.com/about>

### **Event Sponsorships**

The Foundation is always looking for vendors to help sponsor events and to raise additional funds to support faculty scholarships. If you know a product vendor who may be a fit for an ASCCC event and who may be interested in an opportunity to market themselves to CCC faculty, please have them contact the ASCCC office at [info@asccc.org](mailto:info@asccc.org) or send their information for us to contact them.

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, October 22, 2019**

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
X	Amy Herrschaft	(AH)	Counseling
X	Analou Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Carolyn Pineda (guest)	(CP)	Institutional Research & Planning
	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

\*Committee Chair

**Mission Statement:** *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

**Fall 2018 Meetings:** September 10 & 24, October 8 & 22, November 12 & 26

**Spring 2019 Meetings:** February 25, March 10 & 24, April 28, May 12 & 26

### **Faculty Professional Development (PD) Needs Assessment**

Carolyn Pineda presented the Faculty PD Needs Assessment she has been developing using Qualtrics. Revisions to the 2015-16 assessment have been made in response to feedback from the FDC. During the demonstration, the FDC provided additional feedback and voted to postpone the administration of the assessment to allow for more time to review and revise the instrument. CP will attend the next FDC meeting to finalize revisions and will send the assessment to the faculty listserv mid-November. LMT provided results of a technology needs assessment recently administered by her office.

### **Informed & Inspired**

SA announced that Angela Mannen will present "Dia de los Muertos - The Symbols, Traditions, and Origins of the Day of the Dead" at the next I & I session on October 31<sup>st</sup>, 1:00-1:50 in the TLC. The committee was provided with flyers to assist in marketing.

### **Outstanding Adjunct Faculty Award (OFA)**

SA announced that five adjunct faculty members have been nominated for the OFA this year. The nominees have until 4:00 pm on Friday to submit their nomination materials. Elizabeth Russell (Art), Anna Brochet (Counseling), BSS Dean Chris Gold, and Victoria Aguilar (ASO representative) have agreed to serve on the Selection Committee which will meet on November 12<sup>th</sup> to select this year's recipient.

### **Faculty Professional Development Plans**

SA reminded the FDC that PD Plans should be submitted to Cornerstone by Friday. Elana Azose is drafting an email to send to faculty this week reminding them of the deadline and alerting them of a crucial step in the submission procedures that was not included in the original instructions. AA suggested that in the future the PD Plan form should be available on the MyECC portal.

### **Wellness Warriors**

SA reported that the Wellness Warriors are sponsoring two events this week. A session on stress and mediation took place on Monday and Kim Jones will conduct a Roll out Recovery session on Thursday.

### **Flex FAQs**

The committee reviewed the current Flex FAQs and made a number of suggestions to update the document. The committee voted to continue the review process at our next meeting on November 12<sup>th</sup>.

Adjourned: 1:50

SA/10.23.19

**DRAFT**

**Board Policy 4020** \_\_\_\_\_ **Program, Curriculum, and Course Development** \_\_\_\_\_  
**DRAFT**

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The procedures are located in the College Curriculum Handbook.

These procedures shall include:

1. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
2. regular review and justification of courses and programs on a six-year cycle;
3. opportunities for training for persons involved in curriculum development and review, and
4. consideration of job market and other related information for vocational and ~~occupational programs, career education programs.~~

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the ~~Office of the Chancellor's Office~~ for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted education program shall be approved by the Board. Non-degree applicable credit and degree applicable courses that are not part of an existing approved program, referred to as stand-alone courses, must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

**Credit Hour**

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

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The Superintendent/President will establish procedures which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

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The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit-hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

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References:

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Education Code Section 70901(b), 70902(b); 78016; Title 5, Sections 51000, 51022, 55100, 55130, 55150, 53200-53206

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U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

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See also Title 5, Subchapter 2, Sections 53200-53206.  
This policy replaces Board Policy 4020.1 (Curriculum Review and Approval). El Camino College

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Approved: 6/22/87 Amended:--  
7/19/10  
Renumbered: 5/16/05, Previous Board Policy Number: 6123

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Revision Draft: 9/5/2019  
EPC 9/24/19  
CCC Review 10/8/19  
Senate 10/15/19

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## POLICY & PROCEDURE SERVICE

# BP 4020 Program, Curriculum, and Course Development

### References:

Education Code Sections 70901(b), 70902(b), and 78016;  
Title 5 Sections 51000, 51022, 55002.5, 55100, 55130 and 55150;  
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;  
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;  
ACCJC Accreditation Standards II.A and II.A.9

**NOTE:** *This policy is **legally required**. The following policy indicates that the Governing Board retains authority to approve new programs and courses, and discontinue programs, and delegates the authority for all other actions to the CEO. It is the option we legally advise, but options that delegate all authority to the CEO or that require Board approval for new courses and discontinue courses are legal. However, it is suggested that Boards not require staff to submit program or course modifications to them for approval.*

*The portion of this policy regarding credit hour definition is **legally required** in an effort to show good faith compliance with the applicable federal regulations.*

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the [ **CEO** ] shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical education programs.

All new programs and program discontinuances shall be approved by the Board of Trustees.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

**Disclaimer:** *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*



## POLICY & PROCEDURE SERVICE

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

### **Credit Hour**

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The [ **CEO** ] will establish procedures which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

The [ **CEO** ] shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The [ **CEO** ] shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

**Revised 8/04, 2/07, 8/07, 7/11, 3/12, 11/14, 4/16, 10/17**

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## AP 4020 Program, Curriculum, and Course Development

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College [Curriculum Committee web page](#). [Additional guidelines for Program, Curriculum and Course Development are provided in the Chancellor's Office Program and Course Approval Handbook, available on the Curriculum Committee web page.](#)

[To monitor for compliance with state and local regulations related to credit hour calculations, the President, Vice President of Academic Affairs, Academic Senate President, and the Curriculum Chair shall annually certify to the Chancellor's office compliance with the following for credit courses:](#)

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- [The Curriculum Committee and the District governing Board have approved each credit course pursuant to Title 5 §55002.5 and the Chancellor's Office Program and Course Approval Handbook](#)
- [The college promptly reports all credit courses approved by the district governing board to the Chancellor's Office Curriculum Inventory and Management Information Systems](#)
- [College personnel involved in the credit course approval process, including members of the curriculum committee, are provided with training regarding the rules, regulations and local policies applicable to the approval of credit courses per Title 5 §55100 and §55130.](#)

### a.) Credit Hour

[The College Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor's Office policy.](#)

[Title 5 \( §55002.5 \(a\)\) defines one credit hour of community college work \(one unit of credit\) as a minimum of 48 hours of total student work, which may include inside and/or outside-of-class hours. The Chancellor's Office further defines this by using each college's fiscally approved calendar as the divisor for the calculations of units using the following equation.](#)

$$\frac{\text{(Total contact Hours + Outside-of-class Hours)}}{\text{Hours-per-unit Divisor}}$$

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[At El Camino College the primary terms are 18 weeks in length but are currently offered in a 16-week compressed format. This makes the hours-per-unit divisor 54 hours.](#)

[Title 5 \(§55002.5 \(e\)\) allows credit hours for all courses to be awarded in increments of one unit or less. The Chancellor's office requires colleges to award units of credit in a minimum](#)

of .5 units or smaller than .5 if permitted by local policy. At El Camino College the policy is increments with a minimum of .5 units.

The ratios of in-class to outside-of-class hours for each type of academic activity offered at El Camino shall be determined as follows:

<u>Instructional Method</u>	<u>In-class Hours</u>	<u>Outside-of-class Hours</u>	<u>Units</u>
<u>Independent Study</u>	<u>0</u>	<u>54</u>	<u>1</u>
<u>Lecture</u>	<u>18</u>	<u>36</u>	<u>1</u>
<u>Laboratory</u>	<u>54</u>	<u>0</u>	<u>1</u>

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Calculations for short term and extended term courses will follow the same total hour calculations previously described.

The criteria for determining appropriate instruction methods shall be made in accordance with established curricular policies and includes:

Independent Study: (0 in-class hours and 3 outside-of-class hours)

Instruction with no scheduled class hours but district-supported guidance and feedback is required.

Lecture: (1 in-class hour and 2 outside-of-class hours)

Instruction that is designed to give students one hour of interaction, either in person or online, directly with the instructor; students then spend two (2) hours outside-of-class.

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Laboratory: (3 in-class hours and 0 outside-of-class hours)

Labs consist of classroom assignments designed to be completed by all student during the scheduled time. Accepted lab design will have some students requiring the whole time to complete the task. Labs require a designated space and equipment not in common usage on the campus. A designated technician is often used to maintain the space and/or equipment.

Credit for clock-hour designated programs shall be awarded consistent with 34 Code of Federal regulations Part 600.2. In this regulation, a program is considered to be a clock-hour program if it is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

#### b.) Cooperative Work Experience

Title 5 (§55256.5) provides specific hour-to-unit ratios for Cooperative Work Experience. The ratios are 75 hours of paid work experience for 1 unit of credit and 60 hours of non-paid work experience for one (1) unit of credit. Increments of less than one (1) unit are not allowed.



**c.) Financial Aid Eligibility**

For purposes of federal financial aid eligibility, the U.S. Department of Education states that a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**References:**

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;

34 Code of Federal Regulations Part 600.2;

ACCJC Accreditation Standard II.A

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

July 2010

Reviewed: 9/10/2019

EPC: 9/24/19

CCC: 10/8/19

Senate: 10/15/19

## POLICY & PROCEDURE SERVICE

### AP 4020 Program and Curriculum Development

#### References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;  
34 Code of Federal Regulations Part 600.2;  
ACCJC Accreditation Standard II.A;  
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

**NOTE:** *The following procedure is **legally required**. Districts may insert local procedures for program and curriculum development, which may include or address procedures for new, added, provisional or experimental, reinstated and deleted courses and procedures for changes in course number, title, units, or hours. Procedures for each action should, as good practice, address:*

- initiation, review, approval, and evaluation processes and related criteria
- designated responsibility and authority for initiation, review, and approval of courses (e.g., the academic affairs office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)
- time lines and limits for the process
- publication of changes and maintenance of records
- use of a range of delivery systems and modes of instruction

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

#### Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours. [ **Select one of the following based on whether the district uses a semester or quarter system. For semester system:** A course requiring 96 hours or more total student work shall provide at least 2 units of credit. **For quarter system:** A course requiring 66 hours or more of total student work shall provide at least 2 units of credit. ] Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

**Disclaimer:** *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*

## POLICY & PROCEDURE SERVICE

**NOTE:** *The following language is **legally required**. Districts should insert their locally developed policy defining the standards for credit hour calculations which must include the following:*

- credit hour calculation method for all academic activities
- expected ratios of in-class to outside-of-class hours for each type of academic activity
- standards for incremental award of credit
- standard term length
- calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations

**NOTE:** *The following language is **legally required** in an effort to show good faith compliance with the applicable federal regulations*

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [ **15 weeks for one semester or trimester hour of credit** ], [ **or 10 to 12 weeks for one quarter hour of credit** ], or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Revised 7/11, 11/14, 10/17**

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**AP 4102 Career and Technical Education Programs****Reference:**

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2<sup>nd</sup> Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

The competence of students completing career education programs shall be evaluated by the same criteria that are used for all courses and in accordance with specific requirements established by the college for individual programs. Students completing programs that are additionally approved by third party regulatory agencies ~~such as Board of Registered Nurses, Paralegal Studies, NATEF, Department of Health Services, and others~~ will have additional program competencies established under the ~~ed~~District's program approval on file with the Vice President of Academic Affairs from third party regulators.

Advisory committees for career education programs shall be established by the college within the Career Education ~~P~~program to assist in maintaining relevant curriculum, technology, equipment, course content, student internships and placement and to serve as liaisons with local and regional employers and industry associations.

Members of advisory committees for Career Education programs are appointed as appropriate in accordance with processes established by the college, and should include appropriate program faculty, employers and employees in the field for which the program is designed to train students; former and current students; and the ~~perspective-respective~~ ~~h~~instructional ~~D~~clean.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The Vice President of Academic Affairs Services shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

**Reference:**

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2<sup>nd</sup> Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

## AP 4102 Career and Technical Education Programs

### References:

Title 5 Sections 55600 et seq.;  
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);  
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
ACCJC Accreditation Standard II.A.14

**NOTE:** *This procedure is **legally required**. Local practice may be inserted here, which must address:*

- *Establishment of an appointment process for related advisory committees;*
- *Provisions for documenting the competence of students completing career and technical programs; and*
- *Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Edition.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the [**Chief Instructional Officer**] will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The [**Chief Instructional Officer**] shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

**Revised 7/11, 4/15, 10/15**

*This document contains proposed edits to AP 5070 - Attendance Accounting. Any additions are highlighted. There are no proposed changes beyond the additions. The proposed language for 7. (Withdrawal by Instructor) under Student Enrollment, Attendance, Withdrawal, and Drop was developed using College of the Desert's DE Attendance policy for reference with regard to the instructor's syllabus providing clear criteria for continuing interaction as proxy for physical attendance. The language regarding not using log-ins in that section is in direct reference to the page 5-62 of the Federal Student Aid Handbook.*

**Commented [DM1]:** Remove from final version

### **Administrative Procedure 5070**

### **Attendance Accounting**

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course

Selection of a single primary term length for credit courses.

Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).

Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.

Preparation of census day procedure tabulations.

Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.

Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.

Maintenance of the college and center in the District for at least 175 days during the fiscal year.

Student Enrollment, Attendance, Withdrawal, and Drop

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology. At the end of each semester instructors shall submit attendance rosters to the Admissions and Records Office.

Attendance Roster - Instructors shall maintain accurate attendance rosters and it is the responsibility of the instructor to verify their roster online to ensure accuracy in enrollment. After census day, only students who are enrolled in the course or have completed the proper auditing procedure may attend. The Admissions and Records Office shall distribute, collect, and input attendance rosters for courses coded as positive attendance.

Waiting List – If instructors choose to add students on the first day of class, instructors must add students in the order in which they appear on the waiting list before they add any students who do not appear on the waiting list. After the first day, instructors may add students at their discretion.

Student Adds – If space is available, students who have completed the college application may add a class by securing permission of the instructor and an add code. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline, except for documented extenuating and mitigating circumstances.

Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend.

No Show Reports - Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster and their places given to waiting list students. [For distance education classes, students who do not engage in the first required interaction of the academic term by the instructor's deadline or within the first five \(5\) days of the term if no other deadline is provided may be dropped from the roster and their places given to students on the waiting list students. If illness or emergency prevents a student from attending the first class session or completing the first required interaction, the student must contact the instructor within 48 hours of the first class session or first required interaction. A required interaction in a distance education course is any non-optional activity \(e.g. discussion forum post, assignment submission, quiz, etc.\) administered through the Learning Management System \(LMS\).](#)

Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.

Active Enrollment Report - The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster. Students who failed to officially enroll

are asked to leave the class. In the Active Enrollment Report, Instructors drop students who are no longer participating in the course as of the last date of attendance.

Withdrawal by Instructor - After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students whose absences exceed 10% of the scheduled class meeting. Likewise, for distance education classes, instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus. Substantive interactions include (but are not limited to) submission of an academic assignment, submission of an exam, participation in tutorials or computer-assisted instruction, and discussion forum or study group participation. Students cannot be dropped for lack of consecutive log-ins alone. Instructors must clearly state their attendance and withdrawal policies in the syllabus (which must be visibly posted on the course site), and instructors must document the student's work up until the point of withdrawing the student. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct. If a student is suspended from class for disciplinary reasons, the student will be marked as absent. If a disciplinary suspension causes a student to miss more than 10% of the class meetings, the student may be dropped from the class.

Withdrawal by Student - The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances. It is the responsibility of the student to officially drop a class by the deadline date. If a student fails to drop by the deadline, the student may be subject to a substandard grade or a withdrawal "W" and incur all relevant fees.

References:

Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.

Education Code section 84040

State Chancellor's Office Student Attendance Accounting Manual



## AP 5070 Attendance

### References:

Title 5 Sections 58000 et seq.

**Note:** *This procedure is **legally required**. Local practice may be inserted, but must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the “first period” (between July 1 and December 31) and “second period” (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor’s Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

*Celebrating 50 years*

## **54<sup>th</sup> FALL SESSION RESOLUTIONS**

***FOR DISCUSSION ON THURSDAY,  
NOVEMBER 7, 2019***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 9, 2019.*

Resolutions Committee 2019-20

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Julie Clark, Merced College, Area A

Nathaniel Donahue, ASCCC At-Large Representative, Area C

Maria Figueroa, Mira Costa College, Area D

Eric Narveson, Evergreen Valley College, Area B

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*3.05 F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success
- \*9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts
- \*9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes
- \*13.02 F19 Data Paper and Toolkit
- \*13.02.01 F19 Amend Resolution 13.02
- \*19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines

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## 1.0 ACADEMIC SENATE

### 1.01 F19 Align Terms of Office in Bylaws to Practice

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC), Section 2, currently indicate the beginning and ending dates for terms of elected members of the Executive Committee as commencing on June 1 and concluding on May 31 of each year;

Whereas, In practice the ASCCC Executive Committee's last meeting of the academic year occurs between May 25 and June 10 depending on site availability, calendar considerations, and scheduled professional development or consultative meetings; and,

Whereas, The final meeting of the ASCCC Executive Committee's academic year has traditionally been a business meeting concluding on Friday and orientation for the new Executive Committee beginning on Saturday morning, and the terms of service listed in the bylaws can create difficult procedural questions when action is required during the business meeting on Friday;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

*Section 2. Selection and Term*

*Terms of office shall commence on the Saturday of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude on the Friday of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.*

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

#### 1.01.01 F19 Amend Resolution 1.01

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

*Section 2. Selection and Term*

*Terms of office shall commence ~~on the Saturday~~ at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude ~~on the Friday~~ at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.*

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

## 1.02 F19 Adopt Instant Runoff Voting

Whereas, The Academic Senate for California Community Colleges (ASCCC) currently uses majority voting for officers and representatives, and in each election, each delegate only votes once per ballot;

Whereas, Elections to the Executive Committee at the ASCCC spring plenary sessions often require multiple runoff elections, extending the time that delegates need to remain present on Saturdays of spring plenaries;

Whereas, The ASCCC's existing elections procedure disqualifies candidates who do not accrue enough votes to be included in the run-off, even though these candidates may have been the second choice of delegates who voted for a different candidate who also did not make the runoff; and

Whereas, Preferential elections procedures which incorporate instant runoff<sup>1</sup> have the potential to significantly expedite the elections process while also ensuring that each delegate has the ability to participate in the election of each officer and representative that the delegate is entitled to vote for;

Resolved, That the Academic Senate for California Community Colleges, in an effort to ensure the faculty voice is represented, amend section I. G of its rules to incorporate instant runoff voting and read as follows:

1. *The process by which the election will be conducted shall be distributed in writing prior to the day of the election.*
2. *Each ballot shall proceed as follows: Tellers shall distribute ballots to those delegates eligible to vote for the specific office being contested.*
  - a. *The ballot for each position will include the names of all candidates for the position.*
  - b. *The delegate shall indicate a preference for the candidate that the delegate most desires by marking that candidate's name with the number 1. The delegate shall also indicate a different candidate as a second choice with the number 2, and so on for all candidates as the delegate desires, in the order that the delegate prefers.*
  - c. ~~a.~~ *The delegate shall mark the ballot, sign it, seal it, and return it to the tellers.*
  - d. ~~b.~~ *The tellers shall retire to ~~another~~ a separate room and shall compare the signatures on each ballot against the signatures on the list of delegates eligible to vote, setting aside any ballots not submitted by a delegate eligible to vote. Any ballots which do not adhere to the rules or the published process shall be disqualified. Then, all ballots shall then be counted.*

---

<sup>1</sup> [Robert's Rules of Order on Instant Runoff Voting](#). Fair Vote.



- e. If any candidate receives a majority (greater than 50%) of number 1 votes, that candidate will be declared the winner. If none of the candidates for a position receives a majority of number 1 votes from the delegates present and voting, the candidate with the fewest number 1 votes will be removed from consideration. The number 2 vote on the ballots of those delegates who gave preference to the candidate no longer under consideration will then be applied. This iterative process will be applied from the ballots until one of the candidates reaches a majority.*
- f. If the final two candidates are tied as the result of preferential balloting, the candidate from the shared majority to whom the delegates bestowed the most number 1 votes will be declared the winner. Iteratively, in the event that both of the candidates with the shared majority receive the same amount of number 1 votes, the candidate with the highest amount of number 2 votes will be the winner, and so on.*
- g. e. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.*
3. *To be elected, a candidate must receive a vote from a majority of those delegates present and voting. A majority is greater than 50%.*
4. *In the event no candidate for a position receives a majority through the process in I.G.2.f, a run-off will be conducted but will be limited to the top two candidates with the largest number of votes, including all ties.*
5. *The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.*
6. *Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.*
7. *A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.*
8. *If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by ~~D~~delegates from the floor and must be approved by the body.*
9. *Ballots shall be kept in the Senate archives until the next election.*

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

### **1.03 F19 Rotate Plenary Between Areas**

Whereas, The Academic Senate for California Community Colleges typically schedules elections in Areas B or A;

Whereas, The attendance at plenary sessions and, in particular, for the entire voting day might be larger for delegates living in closer proximity to the plenary location due to more travel flexibility;

Whereas, Holding elections consistently in the same areas might give a systematic advantage, or the perception thereof, to candidates from that area compared to candidates

from other areas, especially for statewide at-large and officer positions, but rotating the location between the areas would give that advantage to all areas equally over time; and

Whereas, Although scheduling two consecutive plenary sessions in adjacent areas to accommodate rotation could be disadvantageous, rotation patterns that significantly increase the long-term geographic dispersion of plenaries could outweigh that disadvantage;

Resolved, That the Academic Senate for California Community Colleges rotate the location of plenary sessions among areas and ensure that spring plenaries—when elections are typically held—rotate through all areas as frequently as practicable, ideally every four years.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

#### **1.04 F19 Limit Nominations from the Floor**

Whereas, In certain circumstances the Academic Senate for California Community Colleges (ASCCC) rules currently allow for nominations from the floor for positions to serve on the Executive Committee;

Whereas, Candidates nominated from the floor on Saturday of a plenary session are afforded the opportunity to present a candidate speech closer to the time of balloting, which may provide an advantage over those candidates who publicly presented their candidate speeches on Friday;

Whereas, Communication studies research on audience retention of messages reveals that after 24 hours approximately only 10% of the original message is retained<sup>2</sup>; and

Whereas, The ASCCC should promote fair and equitable competition;

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated or not more than one candidate is running as a result of trickle or withdrawal;

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

##### *Nominations*

##### *1. Nominations may be made in two ways:*

- a. In writing and delivered to the Academic Senate Office;*
- b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any*

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<sup>2</sup> Larry Barker and Kittie Watson, *Listen Up: What You've Never Heard About the Other Half of Every Conversation* (New York: St. Martin's, 2001), p.5.

*given position or if as a result of trickle or withdrawal only one candidate is available for a position. The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.*

*2. Nominations may be ~~made~~ accepted only with the consent of the nominee.; and*

Resolved, That the Academic Senate for California Community Colleges ensure that in the event that nominations from the floor occur on Saturday, candidates for the same office who previously made an election speech are provided an opportunity to address the body again regarding their own qualifications.

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

#### **1.04.01 F19 Amend Resolution 1.04**

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated ~~or a single candidate is running unopposed as a result of trickle or withdrawal;~~ and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

*1. Nominations may be made in two ways:*

*a. In writing and delivered to the Academic Senate Office;*

*b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any given position ~~or if as a result of trickle or withdrawal only one candidate is available for a position.~~ The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.*

*2. Nominations may be ~~made~~ accepted only with the consent of the nominee.; and*

Strike the third resolved

Contact: Gregory Beyrer, Cosumnes River College, Area A

### **1.05 F19 Limit “Trickling” in Academic Senate for California Community Colleges Elections**

Whereas, The Academic Senate for California Community Colleges (ASCCC) rules allow for candidates for officer and representative positions to be considered for any positions for which they qualify if they do not prevail in the election for the highest position they seek, a practice referred to as “trickling”;

Whereas, In spring of 2019, the ASCCC Standards & Practices committee recommended that trickling be eliminated as a means of promoting inclusion on the Executive Committee;

Whereas, Some attendees have expressed the perception that being elected to the Executive Committee is unreasonably difficult as a result of the trickle; and

Whereas, Competition is healthy, and providing more options for delegates is a means of promoting inclusion;

Resolved, That the Academic Senate for California Community Colleges limit the number of additional positions for which a candidate may be considered if the candidate does not prevail in the election for the position for which the candidate was nominated to a maximum of two positions plus any positions that may become available during voting as the result of a mid-cycle incumbent being elected to a higher position and amend section E.3 of its rules to reflect this change as follows:

*Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office for which they were nominated. Nominees may only indicate two additional positions plus any available positions for which they qualify that become available during voting as the result of mid-cycle incumbents being elected to higher offices, resigning, or otherwise leaving office before the end of their term.*

Contact: Angela Echeverri, Los Angeles Mission College, Standards & Practices Committee

### **1.06 F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections**

Whereas, The Rules of the Academic Senate for California Community Colleges specify an order for conducting elections as president, vice-president, secretary, treasurer, area representatives, north representative, south representative, and at-large representative and allow nominees for elections to stand for other positions if they do not prevail for the first office nominated;

Whereas, Of the representative positions, the at-large representatives need to win the votes of the largest number of delegates, demonstrating more statewide support;

Whereas, If elections were held first for at-large, then north and south, and then area representatives, the elections would progress from larger constituency to smaller constituency and allow nominees who did not win statewide support to be considered for positions that can be won with a smaller number of votes from delegates in closer proximity; and

Whereas, Under the current order, if a nominee loses an area election, it could be perceived as counter-intuitive for that candidate to seek to be elected by or represent a larger constituency, but a consistent order would allow nominees to attempt to win support for positions requiring more support before standing for positions requiring fewer votes;

Resolved, That the Academic Senate for California Community Colleges amend section I.G.5 of its rules as follows:

*The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, ~~Area Representatives, North Representative, South Representative, and At Large Representative~~ At-Large Representative, North Representative, South Representative, and Area Representatives.*

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

### **1.07 F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives**

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

#### ***Section 3. President's Term***

*The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and*

Resolved, That the Academic Senate for California Community Colleges amend its rules so that Section 1. C. reads as follows:

*Terms of Office*

- 1) Terms for ~~Officers~~ shall be one year.*
- 2) Terms for representatives shall be two years.*
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) Officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) All members except the officers are limited to one two-year term in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election of a prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for elections, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Eric Thompson, Santa Rosa Junior College, Standards & Practices Committee

**1.08 F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives**

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

***Section 3. President's Term***

*The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and*

Resolved, That the Academic Senate for California Community Colleges amend its Rules so that Section 1.C reads as follows:

*Terms of Office*

- 1) Terms for Officers shall be one year.*
- 2) Terms for representatives shall be two years.*
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) The officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) All members except the officers are limited to two consecutive two-year terms in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election by prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for election, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

**3.0 DIVERSITY AND EQUITY**

### **3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation**

Whereas, The Student Equity and Achievement Program was established to boost achievement by closing equity gaps through, among other things, implementing activities pursuant to the California Guided Pathways Award Program;<sup>3</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, maintain a Student Equity Plan that is developed with the active involvement of the local academic senate, other constituencies, and the community;<sup>4</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, provide an annual report detailing how funds were used and include an assessment of progress in advancing program goals, which includes implementing activities pursuant to the California Guided Pathways Award Program;<sup>5</sup> and

Whereas, Implementation and evaluation of a guided pathways framework and the Student Equity and Achievement Program are pertinent to several areas of academic senate purview, including but not limited to curriculum, educational program development, standards or policies for student preparation and success, and processes for institutional planning and budget development;<sup>6</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidance for college districts on including in their annual Student Equity and Achievement (SEA) Program report an assessment of how SEA Program funded activities contribute to local guided pathways implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in the annual report on Student Equity and Achievement Program and the assessment of how SEA Program funded activities contribute to local guided pathways implementation.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

### **3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges**

Whereas, The California Community Colleges Diversity, Equity, and Inclusion Statement characterizes the California Community Colleges System as follows:

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<sup>3</sup> [California Education Code §78222](#) (a) (2):

<sup>4</sup> [California Education Code §78222](#) (b) (1) and [§78220](#) (b):

<sup>5</sup> [California Education Code §78222](#) (b) (5):

<sup>6</sup> [California Code of Regulations §53200](#):



*As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation;*

Whereas, The Academic Senate for California Community Colleges Inclusivity Statement

*recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;<sup>7</sup>*

Whereas, To eliminate institutional discrimination, the Academic Senate for California Community Colleges strives to do the following:

1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges,

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<sup>7</sup> [ASCCC Inclusivity Statement](#)

5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
6. To promote a safe and inclusive environment for all; and

Whereas, Racism and racial discrimination threaten human development because of the obstacles that they pose to the fulfillment to basic human rights to survival, security, development, and social participation, because racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily, and because racism, racial discrimination, xenophobia, and related intolerance have been shown to be attitudes and behaviors that are learned;

Resolved, That the Academic Senate for California Community Colleges denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;

Resolved, That the Academic Senate for California Community Colleges, to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

Resolved, That the Academic Senate for California Community Colleges infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

Contact: Karla Kirk, Fresno City College, Equity and Diversity Action Committee

### **3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement**

Whereas, The Academic Senate for California Community Colleges (ASCCC) co-chaired the Board of Governors Vision for Success Faculty and Staff Diversity TaskForce and contributed to the creation of a system Diversity, Equity, and Inclusion Statement;

Whereas, The ASCCC Executive Committee endorsed the California Community Colleges Diversity, Equity, and Inclusion Statement at its August 2019 meeting to forward to the Board of Governors; and

Whereas, The Equity and Diversity Action Committee of the ASCCC evaluated the ASCCC's current Inclusivity Statement and endorsed the adoption of the system Diversity, Equity, and Inclusion Statement as more aligned to the present goals and vision for the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following:

*With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.*

*To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.*

*As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.<sup>8</sup>*

Contact: Jessica Ayo Alabi, Orange Coast College, Equity and Diversity Action Committee

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<sup>8</sup> Inclusivity statement passed by The Board of Governors on Sept. 17, 2019

### 3.03.01 F19 Amend Resolution 3.03

Amend the first resolved and its first quoted paragraph:

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following Diversity, Equity and Inclusion Statement:

*With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those ~~elements vestiges~~ from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.*

Contact: Erik Reese, Moorpark College, Area C

### 3.04 F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges

Whereas, Resolution 3.03 F17 directed the Academic Senate for California Community Colleges to “revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges*<sup>9</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Luke Lara, MiraCosta College, Faculty Leadership Development Committee

### \*3.05 F19 Acknowledge Extended Opportunity Programs and Services’ 50 Years of Student Success

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying

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<sup>9</sup> ASCCC. [Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges](#) (also attached as appendix)

those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (California Education Code §69640);

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88% and a statewide completion rate of 81%, consistently the highest of any large-scale student support program; and

Whereas, Extended Opportunity Programs and Services is present at 114 California Community Colleges, with EOPS having served more than 98,613 students statewide in the latest academic year in which complete data is available (Datamart – California Community Colleges Chancellor’s Office);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 50 years of serving students; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of EOPS at their colleges in order to promote student success.

Contact: Angela Echeverri, Los Angeles Community College District Academic Senate, Area C

## **5.0 BUDGET AND FINANCE**

### **5.01 F19 Adopt the Paper Budget Processes and the Faculty Role**

Whereas, Resolution 2.01 S18 directed the Academic Senate for California Community Colleges (ASCCC) to “review its paper *The Faculty Role in Planning and Budgeting* to determine whether any update or further action is warranted in light of the 2002 Accreditation Standards”; and

Whereas, Resolution 5.03 F18 directed the ASCCC to “update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Budget Processes and the Faculty Role*<sup>10</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Celia Huston, San Bernardino College

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<sup>10</sup> ASCCC. [Budget Processes and the Faculty Role](#). (also attached as appendix)

## 6.0 STATE AND LEGISLATIVE ISSUES

### 6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation

Whereas, In 2010 legislation was introduced calling for the creation of baccalaureate degrees in the California Community College System, and the Academic Senate for California Community Colleges (ASCCC) voted to oppose such an action for multiple reasons, including opposition to “any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010)”<sup>11</sup>;

Whereas, While subsequent attempts to create baccalaureate degrees in the California Community College System were met with opposition from the ASCCC, SB 850 (Block, 2014) established a “statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors”<sup>12</sup> with a pilot sunset date of 2022-23 that was later extended to 2025-26;

Whereas, Initial reports from the baccalaureate pilot program colleges have demonstrated positive results, including over 200 graduates with baccalaureate degrees; and

Whereas, Students may be hesitant to enroll in baccalaureate programs at California community colleges if they believe that the programs will only continue through 2025-2026, despite the demonstrable success of such programs;

Resolved, That the Academic Senate for California Community Colleges remove its opposition to the creation of baccalaureate degrees in the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges urge the removal of the designation of “pilot” from the baccalaureate degree programs.

Contact: Jolena Grande, Cypress College

### 6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health

Whereas, SB 850 (Block, 2014) established a pilot program to create baccalaureate degrees in 15 districts within the California Community Colleges system, based in part on concerns regarding the potential gap in the number of students needing baccalaureate degrees by 2030 and beyond;

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<sup>11</sup> [ASCCC Resolution 6.01 S10: Opposition to Proposed Modification of the Community College Mission](#)

<sup>12</sup> [SB 850 \(Block, 2014\)](#)

Whereas, The 15 pilot programs have succeeded in graduating more than 200 students in the first two years of the pilot, with hundreds more currently in courses leading to a baccalaureate degree, particularly in those programs related to allied health;

Whereas, A demonstrated economic and professional need exists in local communities and professions that baccalaureate degree graduates in allied health would be able to fill, and external national accreditation standards in allied health have raised the expected educational attainment of future workers in allied health fields; and

Whereas, The California State University System continues to be impacted in allied health and other fields, preventing students from accessing public post-secondary educational options for baccalaureate degrees and encouraging the proliferation of for-profit allied health programs and the erosion of available clinical rotation sites available for California community college students;

Resolved, That the Academic Senate for California Community Colleges support the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge the prioritization of programs in allied health fields in the expansion of baccalaureate degree programs.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

## **9.0 CURRICULUM**

### **9.01 F19 Local Determination of International Baccalaureate Credit at California Community Colleges**

Whereas, AB 1985 (Williams, 2016) required that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an Advanced Placement (AP) examination, and that policy mandated that all community colleges grant course credit for any student who earns a score of three or higher on an AP exam;

Whereas, Academic Senate for California Community Colleges Resolution 18.03 SP 2016 “Local Determination of Advanced Placement Credit at California Community Colleges” stated that “determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview,” yet, by mandating that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, AB 1985 (Williams, 2016) contradicted that resolution;

Whereas, AB 1512 (Carillo, 2019), using AB 1985 (Williams, 2016) as precedent, aimed to mandate that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an International Baccalaureate (IB) examination and require each community college district to adopt and implement the policy, and that policy would mandate that all community colleges grant course credit for any student who earns a score of four or higher on an IB exam; and

Whereas, In addition to instituting AP policies at all California community colleges as required by AB 1985, the California Community Colleges, California State University, and University of California Systems offer credit for International Baccalaureate scores of 4 or more and College Level Examination Program (CLEP) scores of 50 or more, yet how IB and CLEP scores are evaluated and course credit awarded is determined inconsistently across the California community colleges, causing confusion and other issues for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for International Baccalaureate and College Level Examination Program scores in order to ensure that students receive all proper credit and are not required to duplicate coursework;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on International Baccalaureate exams as a proactive response to intent of members of the California Legislature;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on College Level Examination Program exams; and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to regularly review policies and practices regarding the awarding of credit for external examinations like AP, IB, and CLEP due to the continually developing nature of external examination content and structure.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

### **\*9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates and curriculum committees to include information about courses



that have received C-ID designations in their college catalogs, either as a single list, at the end of each course's description, or both (Resolution 13.01 F15);

Whereas, C-ID's role as a means of identifying comparable courses has increased in importance as a consequence of the implementation of Associate Degrees for Transfer, the efforts of the California Virtual Campus – Online Education Initiative (CVC-OEI) to simplify cross-college enrollments, and the work of the ASCCC Open Educational Resources Initiative to identify or develop openly licensed course materials; and

Whereas, Many colleges have yet to make any visible efforts to include C-ID references in student-facing course descriptions;

Resolved, That the Academic Senate for California Community Colleges remind local academic senates of the value of referencing C-ID designations in catalogs, schedules, and transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to include C-ID designations that are included in associate degrees for transfer or in courses listed on the California Virtual Campus – Online Education Initiative into public-facing course descriptions such as course catalogs and student transcripts.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Initiative Faculty Lead

### **\*9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes**

Whereas, Accountability efforts, such as those related to AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others, rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes needs;

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the Research and Planning Group worked on the AB 705 Data Revision Project to create and update Management Information System data elements to more accurately code transfer-level English, mathematics, quantitative reasoning, and English as a Second Language (ESL) courses as well as pre-transfer credit and noncredit courses; and

Whereas, ESL faculty drafted the updated CB21 rubrics using the original rubrics, the federal educational functioning levels currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, and results of ESL placement level work developed as part of the Common Assessment Initiative; and

Whereas, Credit, noncredit, and adult education English as a Second Language faculty statewide vetted the Course Basic (CB) 21 rubrics during three September 2019 AB 705

ESL Data Revision Project Recoding Regional Meetings and in response to a survey distributed September 25-October 3, 2019;

Resolved, That the Academic Senate for California Community Colleges approve the updated CB21 rubric for ESL<sup>13</sup> and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact: Kathy Wada, Cypress College, California Community Colleges AB 705 ESL Advisory Committee

### **13.0 GENERAL CONCERNS**

#### **13.01 F19 Collegial Consultation during Implementation of Guided Pathways**

Whereas, The Guided Pathways Award Program, as described in legislation, relies on collegial consultation with faculty and the existence of grassroots governance at every level for successful implementation;

Whereas, The principles and tenets of guided pathways address academic and professional matters, including counseling, curriculum, and program processes to clarify pathways that lead to employment, assist students to select and enter chosen pathways, provide support on the pathways, and ensure learning is taking place; and

Whereas, Academic Senate for California Community Colleges Resolution 17.02 F17 “affirm[s] the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters”;

Resolved, That the Academic Senate for California Community Colleges assert that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ascertain and evaluate if and how collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation.

Contact: Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

##### **13.01.01 F19 Amend Resolution 13.01**

Amend the second resolved:

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<sup>13</sup> [English as a Second Language Levels by Domain. Sept. 25, 2019 Draft](#) (also attached as appendix)

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ~~ascertain and evaluate if and how~~ the extent to which collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation to meet identified needs.

Contact: Angela Echeverri, Los Angeles Mission College, Area C

**\*13.02 F19 Data Paper and Toolkit**

Whereas, Data can help to expose and address systemic barriers that impede the practice of equity on college campuses;

Whereas, Data is critical for faculty to understand and utilize so that they may best assist students in achieving their educational goals;

Whereas, In February 2010, the Academic Senate for California Community Colleges Executive Committee published *Data 101 Guiding Principles for Faculty*, which delineated ten foundational principles for the use of data; and

Whereas, Current initiatives and trends require faculty to consider and utilize data in dynamic and novel ways that are dramatically different from the practices of the past;

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with systemwide partners to evaluate the current use of data and recommend best practices; and

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include practical tools for data analysis that faculty can utilize to better serve students.

Contact: Manuel J. Vélez, San Diego Mesa College, Educational Policies Committee

**\*13.02.01 F19 Amend Resolution 13.02**

Amend the title:

**Data Paper and ~~Toolkit~~ Equity Minded Practices**

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with system wide partners to evaluate the current use of data and recommend ~~best~~ effective practices; and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include ~~practical tools~~ promising practices for data analysis that faculty can utilize to better serve students and advance equity on college campuses.

Contact: Rebecca Eikey, College of the Canyons, Area C

## **16.0 LIBRARY AND LEARNING RESOURCES**

### **\*16.01 F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators**

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08)<sup>14</sup> and 2011 (10.12 S11)<sup>15</sup> that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring<sup>16</sup>;

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment,<sup>17</sup> and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

Whereas, A great need has been created in the current context of AB 705 (Irwin, 2017), guided pathways, equity, and culturally responsive teaching for understanding of learning assistance as a field and how it fits into the context of the California community colleges not in a secondary role but in a symbiotic partnership for student learning and as a site like the classroom and library for student learning; and

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”,<sup>18</sup>

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<sup>14</sup> [ASCCC Resolution 10.01 F08: Minimum Qualifications for Learning Assistance Coordinators and Instructors](#)

<sup>15</sup> [ASCCC Resolution 10.02 S11: Supplemental Learning Assistance and Tutoring center Coordinator Minimum Qualifications](#)

<sup>16</sup> [Sanchez, R. \(2011\) Separating Learning Assistance and Tutoring. \*Rostrum\*. ASCCC. g](#)

<sup>17</sup> [Minimum Qualifications for Faculty and Administrators in the California Community Colleges](#)

<sup>18</sup> [ASCCC Resolution 16.01 S09: Develop Standards of Practice Paper for Library Services](#)

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

Contact: Ted Blake, Mt. San Jacinto College, Area D

## **19.0 PROFESSIONAL STANDARDS**

### **\*19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines**

Whereas, Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate’s degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate’s degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017-2019 collaborations within the California Community Colleges Chancellor’s Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit<sup>19</sup> to aid colleges in determining equivalencies to the associate’s degree;

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<sup>19</sup> [Career Technical Education Faculty Minimum Qualifications Toolkit](#)

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in career technical education disciplines.

Contact: Rebecca Eikey, College of the Canyons