



Academic Senate of El Camino College 2020-2021

November 3, 2020

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

Office location: Schauerman Library, Room 273

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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 (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.



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Zoom information for Academic Senate Meeting 11/3/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96066759172>

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial:
+1 669 900 6833 (US Toll)

Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, October 20. In the subject line, please put Academic Senate Meeting 11/3 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

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

Part-Time (One-year terms)

Jack Spencer

Kamisha Sullivan

Behavioral & Social Sciences

Stacey Allen 22/23

Ali Ahmadpour 22/23

Kristie Daniel-DiGregorio 20/21

Renee Galbavy 20/21

Michael Wynne* 20/21

Business

Kurt Hull 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22

Mary McMillan 21/22

Claudia Striepe*^R 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin*^R 21/22

Joanna Nacheff 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21

Ryan Anthony 22/23

Yuko Kawasaki 21/22

Tiffanie Lau 20/21

Colleen McFaul 20/21

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Pete Marcoux* 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 22/23

Le Gui 20/21

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Sarah Jean Marble

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 20/21 = 2020/2021.

*Denotes longest-serving division senator (i.e., the "senior senator"). ^R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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:

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

FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

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

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

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

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

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th 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: Bill Beverly. Senate Rep: Darcie McClelland. 3rd 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. 1st & 3rd Mondays, 1:30-2:30, Library 202.

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

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

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

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

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

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

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

ECC (El Camino College) Acronyms

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

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

Adjunct

- Jack Spencer
- Kamisha Sullivan

Behavioral & Social Sciences

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Seranda (Bray) Sylvers

Fine Arts

- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Joanna Nachef
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Ryan Anthony
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Stephanie Burnham
- Kevin Degnan
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

Industry & Technology

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

Library and Learning Resources

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

Natural Sciences

- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter
- Jwan Amin

Associated Students Organization

- Sarah Jean Marble
- Pretty Abraham

Curriculum Chair

- Janet Young

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

President/Superintendent

- Dena Maloney

ECC Federation

- Kelsey Iino

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Loic Audusseau, ITS
- John Baranski
- Luis Barrueta
- Jeff Baumunk, HSA
- Erica Brenes, Humanities
- Amy Budzicz
- Linda Cooks
- Maria Cornejo, The Union
- Stefanie Frith, Journalism

Greg Fry
 Roberto Carlos Garcia
 Traci Granger
 Arturo Hernandez
 Christopher Hurd, SEA
 Matt Kline, Humanities
 Scott Kushigemachi, Humanities
 Julie Land
 Mark Malonzo, HSA
 Kathryn Marsh
 Ryan Martinez, ODE
 Gary Medina
 Jeff Miera
 Grace Perez
 Karen Preciado

Colin Preston
 Danielle Roman, HSA
 Linabel Sajo
 Russell Serr, HSA
 Kamisha Sullivan, Humanities
 Katie Sundara
 Sandra Trepasso
 Blake VanRoom, ITS
 Moses Wolfenstein
 Tony Roland Zapata, Counseling

Excused: J. Amin, R. Galbavy

ACADEMIC SENATE MINUTES

October 20, 2020

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 2020 semester to order on Tuesday, October 20th at 12:31pm.

B. APPROVAL OF MINUTES (p. 6-16)

D. McClelland: See pgs. 6-16 of the packet for minutes from October 6th meeting. Motioned by P. Marcoux, seconded by S. Allen.

- 23 yes, 0 nos, 0 abstained. APPROVED.

R. Diaz: Welcome Deans Rep for today, Dr. Russell Serr.

R. Serr: Hello everybody, it's nice to be back in Academic Senate. I spent many years here and enjoyed the collaboration and experience. There are many areas in our division and there's all kind of things going on. Equity and justice is on the forefront on an ongoing basis.

In what ways is your division demonstrating its commitment to equity and justice?

Division - Faculty and the Dean have been a part of the "Equity Now" series of webinars.

Participation has given me a chance to reflect on my own mindset, and I am hoping to take away some tools and best practices for improving the culture in the division to one that puts a heightened emphasis on equity and social justice.

A push to better utilize ECC Connect and Online Educational Resources to identify students who are struggling early, and lower textbook costs for students has been part of the division emphasis.

Programs

Athletics - An "Inspiring Change" meeting brought together former ECC coaches and athletes to discuss the experiences of men of color and begin dialogue that includes athletes and the challenges they may encounter.

Public Safety - At the fire academy and the police academy, equity is taught as a part of it the state mandated curriculum. EMT and Paramedic have adopted new curriculum as well and are providing more training on equality. They have had a guest speaker for AJ and are working to add another to include all of Public Safety.

Nursing - The Associate Degree Nursing program demonstrates commitment to its core values of equity and social justice through the diversity of its students and employees, the content and delivery of the academic programs, support systems and external constituencies to engage in meaningful discourse and activity. The program has integrated equity and social justice in the nursing program by way of:

- Hiring more diverse faculty.
- Offering student success facilitators across the curriculum.
- Use of multicriteria screening process as an admission criteria.
- Use of resources on campus to assist students with learning and disability needs.
- Integrated concepts of culture and diversity across the curriculum.
- Rotation of students to a variety of clinical settings that allow them to care for diverse population of patients.

Nursing and allied health programs are currently finding who in their programs has socio economic challenges and qualify for grants provided by the Foundation, so each of these students will get \$500 if they meet the criteria.

We define social justice as an ongoing process to which we are committed, rather than as an ultimately achievable goal. Social justice entails respect, care, and equity, with a consciousness about the impact of race, class, gender, cultural, sexual orientation, family responsibility or family status, marital status, religious or political conviction, pregnancy, age, and disability.

Nursing, Radiologic Technology, Respiratory Therapy - Programs are working to identify students who meet eligibility for \$500 Relief Fund provided by the foundation. 9-13 students from each program who are socioeconomically disadvantaged will receive the monetary support.

Special Resource Center - The director ,Gary Greco, presented to Academic Senate and the Council of Deans "Invisible Disabilities in a Remote Environment". The take away from this presentation was to raise awareness of students with various disabilities that faculty may not see while having to teach in a remote environment due to the Pandemic.

The SRC has remained steadfast in it's commitment to educate the campus in that this program is not accessible. If such program is not accessible, then it is no longer equitable and just for students attending El Camino College.

The continued commitment to equity and justice was providing accommodations for Deaf and Hard of Hearing Individuals of color to have access to the Men of Color Conference sessions that were held over the past two weeks. The SRC provided this accommodation so that individuals of color who have disabilities had access.

SRC faculty have participated in the ECC Site Book Club and developed a Teams Channel. The Teams site is organized with:

Title: Affirming Racial Justice and Black Lives Matter

Resources to Share

Faculty and Staff: Developing Awareness

How Race and Ethnicity Can Affect SRC Students

Services' Area Methods for Promoting Racial Justice

The SRC has also begun to add the topic to monthly meeting agenda's.

The division has shown a commitment to equity and justice, and I am hoping we not only continue but add meaningful "Actions".

DM: Thank you so much and thanks to everyone in Health Sciences and Athletics who is participating in this work and demonstrating commitment to equity. Couple of quick announcements:

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- If you type something in the chat that you would like read aloud, please begin the comment with ***. If your comment does not begin with ***, we will assume it's just for others to read silently and will not acknowledge it publicly.
- Please take the PD survey I emailed to you this morning so they may gather feedback to make PD more meaningful and robust

C. UNFINISHED BUSINESS

a. BP/AP 4235, Credit for Prior Learning 2nd reading and vote- Darcie McClelland

- Motioned to approve by P. Marcoux, seconded by K. Degnan
- D. McClelland: We will start with the BP
 - Specific BP that was for credit by exam, we have to be inclusive of credit for prior learning
 - 26 yes, 0 nos, 0 abstained. APPROVED
- DM: We will move on to AP, which replaces three APs:
 - State law changed and asked us to combine all into one policy
 - 31 yes, 0 nos, 0 abstained. APPROVED and will move on to College Council

b. Resolution Calling for Mandatory Equity PD for all ECC Faculty 2nd Reading and vote- Senate Executive Board

- Motioned to approve by A. Josephides, seconded by A. Ahmadpour
- D. McClelland: Review of resolution in the packet beginning on page 26
- A vote to approve this resolution means you are agreeing to last resolve: will complete racial equity training, how it was fulfilled, and how lessons will be applied
- Question about where training will be? DM: We are working on implementation policy for you by next Senate meeting. There will be a symbol in Cornerstone, as well as trainings for those who are new to equity. This policy will follow with some feedback from FDC
- 32 yes, 1 no (Diaa Eldanaf), 0 abstentions. APPROVED.

If you are interested in bargaining team for MOU, please let Darcie and/or Kelsey know.

c. Call for Nominations, Senate VP Elect of Equity, Diversity, and Inclusion- Senate Executive Board

- We had one nomination last time, Analu Josephides. Any other nominations? Only qualification is that you have to be current senator and put in the time to be on Executive Board.
- A. Ahmadpour nominated Anna Brochet.
- We will have an election by the end of November 3rd.

D. NEW BUSINESS

a. Senate policy and implementation plan regarding Anti-racist equity PD for faculty 1st Reading- Darcie McClelland

- D. McClelland: In order to fulfill the mission of El Camino College to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity and success in collaboration with our diverse communities it is imperative that all ECC faculty be educated about the systemic nature of racism, its unconscious and conscious rooting into society's institutions, policies, and practices as well as those of our College, the historical and current impact of racism, oppression, marginalization, and discrimination on the physical, emotional, and mental health of students, employees, and community members of color, and individual responsibility in perpetuating such inequity.
- Thus, beginning with the 2020-2021 school year, all tenure and tenure-track faculty are required to complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the mandated fall and spring professional development events each academic year. Further details concerning the implementation of this policy can be found in the Anti-Racist Equity Professional Development Implementation Plan.
- Any feedback, questions, comments, on this policy?
 - Feel free to comment via email, will come back on November 3rd
- J. Shankweiler: Where does policy go after it's approved? DM: District would commence negotiations, we will post on Academic Senate website and on Faculty Development page. It will also live in the contract.
- DM: We have not had Senate policies in the past, but it was felt by many on campus that the best place for this policy to originate because it is our purview, rather than it coming from administration.

b. Guidelines on enforcing student health and safety requirements in the classroom 1st Reading- Ross Miyashiro

- R. Miyashiro: this is still a working draft and we are going through different constituency groups for feedback
- So that faculty have a method to enforce safety and health of students and themselves
- Addendum for back to work document that COVID taskforce is doing
- First part is board policy procedure, says that students should listen to faculty and administrators when it comes to health and safety. Failure to follow guidelines includes not wearing a face covering, not maintaining physical distancing, etc.
- Classes that are back on campus, students are following these without any question
- Address concerns individually, not calling them out. Some students have a waiver due to health reasons
- Follow up with a written reminder, usually via email
- If behavior continues or the student refuses to comply, we move on to AP 5520. That's when the student discipline starts kicking into action. Faculty would submit an Incident Report and Referral Form. Includes list of people to contact for assistance

- We will not forcefully remove a student from class, we ask that instructor dismisses class for a break
- College police have been instructed to deescalate and educate everyone on the health and safety and wellness of students and faculty
- Questions?
 - C. Striepe: It was asked whether other entities than classrooms wanted something similar - for instance, the library...is such a document still on the table, and will it also come before Senate? I am assuming so as Ross indicated he is asking all entities, but just checking? RM: Crystle Martin has document, have asked her to add on to it. Not only for library, but also for health center and counseling. Document is living, we will add on other components to it. I want to thank Crystle Martin for reviewing it for that
 - A. Ahmadpour: Are you working on strengthening infrastructure? Will we have enough nurses and expand our health department? Are we ready to respond to this huge need of our students? RM: That's in a different part of Return to Work document. The Health Center is open now and giving free flu shots. Even though Health Center is designed just for students, they are all set up with plexi glass, gloves, etc. AA: Do we have capacity to take in that many students? RM: Don't know what that many students means, but we do have a full Health Center staff going
 - J. Troesh: Thank you for your work in this document. A lot of what we are looking at here is after the fact, dealing with a person who can potentially infect other people. For faculty members at a heightened risk, for faculty member who cannot physically distance from older family members, this is very high risk. I know you are between a rock and a hard place, but need to have discussion. RM: We want to keep everybody safe. President Maloney is putting safety above all other concerns. This is addressed in overall document and in Academic Affairs appendices. When we come back, and I don't think that will be for a while, we do have a process in place where students will need to answer a questionnaire before coming to class. If there is any possibility that they were infected, even if they have allergy issues, they will be asked not to come to class until it is verified it is not COVID.
 - K. Daniel DiGregorio: an you point us to the documentation that will inform students of this policy? I trust it is not solely up to faculty to inform students of the policy. RM: You can also include this in your syllabi to make sure students are clear. As you know, we do give student updates even right now
 - DM: Thank you VP Ross Miyashiro for being responsive to this faculty concern. This will come back for second reading.

c. Noncredit workplan 1st Reading- Matt Kline and Scott Kushigemachi

- M. Kline: Scott and I are part of Noncredit workgroup, it is comprised of faculty members and purpose of group is to come up with strategy and plan to move forward with NC on our campus
- Have been developing NC on ad hoc basis thus far
- Group has been meeting since last Spring. We want to do 2 main things:

- Support nontraditional students: students who are not looking to earn a credit degree or certificate but rather wish to improve their existing skills or learn a new set of skills for employment
- Strengthen the reading, writing, math, and study skills of students
 - NC doesn't have constraints of credit curriculum.
 - For example, Real Estate has 6 hour real estate licensing exam prep class, construction tech-basic fork lift operating course
 - We have flexibility to meet specific needs of students
- NC is great because grades do not factor into credit GPA. Students can focus more on learning content that they want rather than being concerned about grades
- NC courses are repeatable, can take as many times
- As far as basic skills go, with AB 705, we have a lot of students going into transfer level course. For students who need support in basic skills, NC a great option to give them that support
- What can be NC?
 - 10 categories of NC Programs. The State will only provide noncredit apportionment for courses that fall within ten categories of classes
 - Career Development and College Preparation Programs (Enhanced Noncredit). Courses in these four categories have a higher apportionment rate than other noncredit courses.
 - Group has decided to focus on 4 specific categories: Career Development and College Prep Programs (also known as Enhanced Noncredit) – they fit nicely with vision to help nontraditional students specifically with vocational needs and basic skills
 - Basics skills in Math and English
 - ESL
 - ST vocational
 - Workforce preparation
 - CDCP if they lead to a NC certificate of completion or competency and generate higher apportionment for the state
- S. Kushigemachi: As Matt mentioned, workshop has been meeting since Spring. I think initially prompted by an announcement from Darcie calling for Senate members and the faculty to participate. Planning to see what main priorities are for NC at ECC, this is where main goals came from, there are more details in the packet for each
 - 1. Leadership, direction, and support for NC programs – one thing that was created to accomplish this is the workgroup and have gotten decent amount done in short amount of time
 - LT to hire a director of NC. If we look at larger, robust NC programs in the state, they have someone overseeing NC
 - 2. New and innovative programs – making sure we have efficient and effective curriculum process. NC has its own idiosyncrasies. We want to try to smooth that out. Focus on CDCP area and complement what we have on the credit side. Pathways between NC and adult ed. Currently, only NC program that is being offered is in ESL. We have been increasing offerings as demands increase. We also

want to provide support to divisions. There is a lot of problem solving, and we want to make sure other divisions don't get stuck like we have in various junctures

- 3. Faculty engagement
 - Faculty liaison, Shanna Potter.
 - Increase communication with Senate. Use Senate as vehicle for faculty to know about NC
 - Formulize a calculation – right now NC is paid through special assignment that creates more logistical challenges
 - Offer workshops about opportunities for NC
- 4. Robust student services
 - Currently our process are built on credit
 - As we go into new territory, we want to make sure everyone has info they need
 - Communicate to student services about these new programs so can be informed as we work with students
 - Evaluate our existing credit processes to make sure they are not creating challenges for NC students
 - NC application for CCC apply being piloted
 - Evaluate processes and make adjustments where possible
- MK: Final point- we need your support to make it happen
 - Make sure NC complements credit side of the house
- Contact info on slide for Scott Kushigemachi, Matt Kline, Shanna Potter
- Workshop coming up on Friday the 13th, it's in Cornerstone so you can sign up
- Questions?
 - S. Burnham: How much of this is being offered at the local Adult School? Or has that already been factored in when deciding what to offer here? SK: It is intended to be in between adult school and college bearing classes. MK: We work quite closely with adult schools and offer them to adult school students. We have right now ESL for Medical Terminology, where they can increase their knowledge of English specific to their content area. Then, those students become ECC students and EMT students. We are doing this for ESL for computers so students can go into CIS. CA Adult Education program- there are 72 consortia in the state and one of key aspects in these consortia is for students to get to community college from adult school. The goal of CAP program is to get students into CC for greater training.
 - T. Lau: Would Academic Strategy courses fall under the Basic Skills category? Will these types of classes be brought back? They were valuable for our students. SK: It would fall under basic skills category and eligible for NC CDCP funding.
 - D. Rowan: Will student financial aid pay for students enrolling in non-credit courses? SK: NC courses are free, no units or tuition, and ideally no fees so it should be no cost to students
 - C. Striepe: Would there be extra budget made available to, say, buy books/databases for these extra course/programs? SK: I'm sure that could be discussed. I wouldn't be able to answer it because we don't really have a budget. We promote this as no cost to student that is one of the main things that makes

courses attractive. So I think we have to find ways to address the additional fees that emerge. For example, one of the adult schools they do pay for their textbooks through the adult school

- J. Troesh: I heard the same course could be set up for both Credit and Noncredit with a mixture of both types of students in the same class. Is that correct? And if so, is that being factored into the load formula? SK: Having a mixture is called mirrored. The way that works is that it would have to fit into one of the CDCP categories. That being the case, the FTES for those students would be comparable to credit courses
- R. Diaz: Sometimes courses that are NC are offered to students who are currently incarcerated. Have there been conversations to support that student population and connecting them with the option to take these courses? SK: I think that would be awesome. We haven't talked about it because it's all still so new, but I think that's something that should be part of the discussion. The categories for CDCP would fit quite well with that student population
- S. Burnham: teaching a non-credit course: would this count toward faculty load requirements same as a credit courses, and for adjuncts, same pay? SK: So at that state level, the load works at 25 hours of NC instruction as a FT load. But that's not currently reflected in the contract for ECC faculty. So we have no way to offer that load which is why they are paid through special assignment. There is a way to do it, but not a way to do it right now, which is why currently only PT faculty teaching NC at that special assignment rate.
- DM: We will bring this plan back for a second reading and vote to approve it. If you have questions or comments between now and next meeting on November 3rd, email me or Scott and Matt.

E. INFORMATION ITEMS – DISCUSSION

a. Canvas course on infusing equity into the classroom-Erica Brenes

- E. Brenes: My name is Erica Brenes. When our group first formed, we felt trainings felt shallow. Wanted to create something that you could do any time you wanted, that is both theoretical and applicable. Thanks to SITE they gave us a Canvas course
- If you sign up for this class, you have complete access to it
- Have a pre-course self-reflection, first course is CRT; there are discussion boards if you want to publicly discuss
- Course three is trauma-informed pedagogy. Wanted to make sure it was interdisciplinary
- Fourth course is on equitable syllabi, fifth course is on contract grading
- There is a presentation on race and education, how to be an ally in the classroom
 - These will go along with brown bags
- More supplemental readings and end-of-term reflection
- Questions?
 - P. Marcoux: How long will it take? EB: If you took entire class, would probably take 5-6 weeks. Each course takes about 16 hours to complete if you are doing them fully thoughtfully. Could do it not as thoughtfully for about 8 hours. Anyone can take it
 - Link to sign up:
https://elcamino.formstack.com/forms/site_equity_culturally_responsive_teaching

- KDD: Can you take just some of the individual courses? If you don't have time to do the whole thing. EB: Absolutely
- C. Striepe: Are these flex eligible?
- S. Burnham: Will the brown bags be recorded for later viewing? EB: Absolutely
- EB: There are two modules that can be imported into your own class
- C. Brewer Smith: How many modules? EB: 6 modules
- DM: Please bring back to your division and promote to all faculty

F. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: Plenary resolutions are in the packet. Statewide senate plenary is Nov 5-7th. If you look at those resolutions and suggest on how to vote, please email me before November 5th. I am your voting delegate for statewide senate.

b. Chair, Curriculum- Janet Young

No report

c. VP Educational Policies – Darcie McClelland

No report

d. VP Faculty Development- Stacey Allen

- S. Allen:
 - Informed & Inspired: Cultural Appropriation
 - Panelists: Mediha Din, Kell Stone, and Shane Ochoa
 - Thursday, October 29th, 1-2pm
 - Some of what they will include: Cultural appropriation
 - Reminder that Faculty PD plans are due on Friday, October 23rd

e. VP Finance- Josh Troesh

- J. Troesh: Last meeting for PBC was mostly setting the goals for the committee for the year, the most related to this body are the two bottom ones:
 - Review role and responsibilities of PBC in the annual planning and budgeting process
 - Strengthen PBC members' level of understanding and engagement in the planning and budgeting processes so that they can adequately perform their role (training)
 - Develop procedures to evaluate PBC's work practices, decision-making process, and communication of decisions to other campus stakeholders
 - Engage the campus community in discussions around funding priorities and available resources
 - If there are any recommendations on how PBC can better do that, let me know

- On broader note, the constant changing of what happens and doesn't happen on political level obviously has impact on us. There is major election coming up and a number of state initiatives that may impact college. We will know more in November

f. VP Academic Technology- Pete Marcoux

- P. Marcoux: Academic Technology Committee
October 15 Meeting
 - New Technical Services Supervisor, Blake Vanroom, he is here today. Welcome Blake! We'll have him come back in a future meeting
 - Update on classroom technology for remote instruction
 - For students who want to take a class but don't want to come to campus
 - Unfortunately, with the technology, comes a high price tag. We are just starting to talk about what it might look like
 - Educational Tech Conference
 - 2020 Conference reflections
 - 2021 recommendations and planning
 - Will probably be on Friday in March
 - Faculty Laptop update
 - Being talked about in cabinet right now
 - Tech survey
 - IR decided to combine distance ed survey with tech survey and will come out sometime in November
- College Tech Meeting right after this, with following agenda items
 - Lecture Streaming
 - AIM Document Management System
 - Engage Software/ASO
 - Submission of IT contracts to Purchasing/Risk Management

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

- K. Degnan: Really not a whole lot to report right now. Main thing is Nuventive is currently unavailable. Both ITS and Nuventive are aware and working on resolving the issue
 - Hope to have resolved today or tomorrow
- When we are able to login again, Nuventive home screens will be changed to reflect SLO, PLO results due for Fall 2020

G. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- J. Shankweiler:
 - Nursing Accreditation Visit this week from the BRN
 - Ongoing today and yesterday. Things are going well and happy to support nursing program
 - Faculty Position ID proposals in process and due Oct 30
 - Calculating the Faculty Obligation Number (state tells us how many faculty members we are supposed to hire. We always try to be above the FON.) We know the FON for

next year, 320 again. We want to compare the number of FT faculty members and that tell us how many we should hire

- Substantive change proposal due to ACCJC for programs that can be offered online
 - That's due to the emergency, but we also need to submit substantive change proposal to ACCJC. We have quite a few programs with great than 50% content available online. Need to let ACCJC on an ongoing basis. If you were within 6 months of visit, couldn't submit.

b. ECC VP of Student Services – Ross Miyashiro

- Reminder that Warrior Food Pantry has more than food, supplies students with toiletries, feminine products, and diapers of every size. Includes tooth brush, shampoo and conditioner in a lot of different brands.

c. Online and Digital Education Committee- Mary McMillan

- M. McMillan: Expect 250 faculty to complete SPOCK, 400 signed up, which is great accomplishment
- Will be offering training for teaching live on line to complement DE training
- There's also going to be an upcoming ODE unconference, you'll hear more coming out soon
- Proctorio was being funded by Online Learning Initiative. Was used for identity verification rather than proctoring. Will no longer be funded and supported by that group after December, so we are looking at some alternatives for Proctorio.
- AP 4105 moved to our committee and is with ed policies and wo we'll see that coming through Academic Senate soon
- Going to be discussing some of our guidelines for regular effective contact in online classes. Something that came up in accreditation visit and coming forward to you as well.

H. FUTURE AGENDA ITEMS

- a. Update on Noncredit Program
- b. Equity Canvas Course Presentation
- c. AP 4231, Prerequisites

I. PUBLIC COMMENT

- A. Ahmadpour: in regard to what Ross was reporting, I recommend to add the number of nurses in Health Department and by possibility eliminating number of associate deans or reducing size of police department. I genuinely believe we can reduce to half and use for students
- C. Brewer Smith: meeting went really smooth
- S. (Bray) Sylvers: ECC First Gen Initiative will be celebrating first gen awareness week November 3-8. Events geared for students, but have event on Thursday for both faculty and students. This year, initiative will focus on Black First Gen. Monday- Tuesday, Thursday- a collaboration between SITE and AFAM. All info is in email that went out today
- D. Eldanaf: Is it possible for Spring that a faculty can send guided notes to copy center and students would order and pick up from bookstore? Something very convenient for faculty and students. How good are chances for spring to do that? J. Shankweiler: it seems if you bound it charge \$5 you can get it packaged the same way the books are. We'll look into it, it seems like it would be doable. D. McClelland: we'll circle back at a later meeting.

- D. McClelland: I know everyone in this group is spending so much time and energy to provide excellent educational experiences for students in a less than ideal environment. Thank you, we all appreciate the effort, time, and energy you spend. Take care of yourselves and we are so grateful for the work you put in.
- K. Iino: next week is Adjunct Equity Week, the Federation will be hosting a bunch of activities! Selene sent out an email, keep an eye out for emails, and support.

J. ADJOURN

Motioned to adjourn by A. Ahmadpour, seconded by C. Brewer Smith. Meeting adjourned at 1:59pm.

El Camino College Academic Senate Policy Regarding Anti-Racist Equity Professional Development for all Faculty

In order to fulfill the mission of El Camino College to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity and success in collaboration with our diverse communities it is imperative that all ECC faculty be educated about the systemic nature of racism, its unconscious and conscious rooting into society's institutions, policies, and practices as well as those of our College, the historical and current impact of racism, oppression, marginalization, and discrimination on the physical, emotional, and mental health of students, employees, and community members of color, and individual responsibility in perpetuating such inequity.

Thus, beginning with the 2020-2021 school year, all tenure and tenure-track faculty are required to complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the mandated fall and spring professional development events each academic year. Further details concerning the implementation of this policy can be found in the Anti-Racist Equity Professional Development Implementation Plan.

Anti-Racist Equity PD Implementation Plan

Starting with spring 2021, all ECC faculty will be strongly encouraged to complete anti-racist equity focused professional development outside of PD day general session in the following increments:

Full time- 4 hours per school year

Part time- 3 hours per school year (dependent on negotiation of pay for this time; if district does not agree to pay all PT for 3 hours, they will be required to complete only what they are paid for)

In fall 2021, this will shift from strongly encouraged to mandated. The senate recommends the following consequences for faculty who do not complete this requirement:

1st time- faculty member receives a letter signed by appropriate dean and senate president informing about failure to complete required equity PD and notifying that if this happens a second time faculty member will be docked pay in the same way as if the faculty member did not complete the required 24 hours of FLEX.

2nd time- pay will be docked following same procedure that is in contract for required FLEX hours.

On-campus anti-racist equity focused professional development will be recognizable in Cornerstone by a graduation cap logo and “Diversity/Equity/Cultural Intelligence” notation so that faculty can easily determine which activities qualify to meet this requirement. Faculty who wish to complete outside activities to meet the equity PD requirement will submit the activity on Cornerstone using the External Training form. This will be done using the same mechanism as is currently used for approval of outside activities; however, if the faculty member indicates that this training should fulfill the equity requirement the activity may also be reviewed by the senate VP of Diversity, Equity, and Inclusion in addition to the approval by the dean already required. The senate VP of Diversity, Equity, and Inclusion will audit outside approvals for equity PD each semester to ensure that the proposals approved are, in fact, related to racial equity.

Each semester, the FDC will publish a list of suggested on-campus activities for faculty members who are new to equity training to help guide them on their journey towards becoming more equity minded. These activities will be designed to introduce basic equity concepts such as microaggressions, implicit bias, institutional racism, racial privilege, stereotype threat, etc. Examples of current trainings that may be included on this list would be the SITE equity Canvas course and MyPath training. The senate VP of Equity, Diversity, and Inclusion will provide opportunities for interested faculty to work through these introductory level trainings in cohorts.

4 hours of equity training will be incorporated into NFLA so that new full-time faculty members will complete their first-year requirement as part of the academy.

APPENDIX ____

GUIDELINES ON ENFORCING STUDENT HEALTH & SAFETY REQUIREMENTS IN THE CLASSROOM

All students are required to follow the Standards of Student Conduct ([Board Policy](#) and [Administrative Procedure 5500](#)), which include following the health and safety guidelines provided. Maintaining health and safety guidelines is an important responsibility of all members of the campus community. .

Proactively address health and safety expectations at the beginning of your course. Some strategies include, but not limited to:

- Placing language regarding facial coverings, physical distancing, walking patterns, and health screenings on your syllabus
- Review the syllabus language on the first day of the course and thereafter, as needed.
- Provide a student with a face covering if they forgot one and remind them to bring/wear face coverings for this and future classes
- Show/Display [County of Los Angeles County Public Health Order](#) during class and/or on Canvas

Failure to adhere to health and safety guidelines may result in the instructor removing the student from class and/or possible formal disciplinary actions that may include consequences such as formal warning, probation, interim suspension, and/or long-term suspension (Per Administrative Procedure 5520)

Examples of failure to follow guidelines while on campus includes, but is not limited to:

- Not wearing a face covering on campus/during class (unless specific written exemption exists from Student Health Services or Student Resource Center)
- Not maintaining physical distancing of 6 feet
- Not following expectations for foot traffic, and identified traffic patterns and spacing markers
- Not completing required health screenings prior to coming to campus/attending class

If a campus employee has a concern that a student is not following health and safety requirements, the following are steps to address the issue.

1. **Address the concern individually with the student.** To reduce the chance the encounter is adversarial, it is recommended this is done as privately as possible (i.e. outside of the classroom).
 - a. State the guideline that is not being followed.
 - i. If related to face covering, verify if the student does or does not have written exemption to the guideline (via SHS or SRC).
 - b. Emphasize that all members of the community must adhere to the guidelines, to maintain a healthy work and educational environment.
 - c. Ask why they are not following the guidelines, and listen to their response.
 - d. Reinforce specific guidance on what the expected behavior is (wear a face covering, complete health screening, etc.).
 - e. Share the consequence of failing to follow guidelines – student may be removed from class for that class period, and up to the next class period, by the instructor. This absence

will count against their attendance and will also result in a disciplinary report to Student Conduct.

- f. Ask the student if they have questions or concerns. For questions you are unable to answer, refer the student to the Director of Student Development or to the Dean of Student Support Services, as applicable.
- 2. Follow up with a written reminder (recommended).** Example:

- a. Dear Student

This message is to follow up from our discussion today regarding the importance of adhering to health and safety guidelines on campus. Today you (objectively describe which guideline was not followed, focus on observed behavior and do not include personal opinion).



We discussed that all members of the campus community must adhere to the guidelines, to maintain a healthy work and educational environment. If this happens again, you may be removed from class for that class period, and up to the next class period. This absence will count against your attendance and may impact your grade. It would also result in a disciplinary report to the Student Development Office. These guidelines are not intended to impede your educational experience but provide for a safe environment for all, and so it is essential all members of our community adhere to the guidelines.

Sincerely, (Faculty)
Copy Dean/Associate Dean

If the behavior continues, is repeated, or the student does not comply after your initial request:

1. **Inform the student they are being removed from class, per [Administrative Procedure 5520 Student Discipline Procedures](#).** Inform the student they must leave the class at this time, and a Incident Report & Referral Form will be submitted to the Student Development Office. Instructors may determine if the removal will include the next class period, which is an option but not required. Inform the student that they must abide by health & safety guidelines, and instructor removal will occur as necessary to enforce the guidelines. If the student will not physically leave than the classroom faculty member will dismiss the class.
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.

If the student does not comply with your request, and does not comply with leaving class (instructor removal):

1. **Contact one of the following people to respond and assist (in the following order):**
 1. College Police Services
 2. Dismiss the class (break until support arrives)
 3. Your Division Dean or Associate Dean (or Dean on Duty)
 4. Director of Student Development, Greg Toya
 5. Dean of Student Support Services, Idania Reyes
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.



If at any time you would like to consult on a student behavior concern, please contact Dr. Greg Toya at <gtoya@elcamino.edu> or x3500 for assistance. All employees are encouraged to reach out as needed.

General tips on addressing student misconduct:

- As employees we role model the behavior we expect from students. Address the student as privately as possible, and respectfully.
- Use a calm, non-confrontational voice.
- Be specific in identifying the concern with the student, and the change that needs to be made.
- Avoid making assessments or assumptions of the reasons behind the behavior, making judgements about the individual as a student or person, or label/stereotype the student. Do not include this type of language or description in any written report.
- Addressing behavior early is important, in order to provide the student the opportunity to correct.
- These situations can be uncomfortable and stressful, and you can consult or debrief with your department chair, division dean, and/or (Insert position to handle).

El Camino College Noncredit Plan: 2020 to 2022

Proposed to Academic Senate in Fall 2020

Developed by the Noncredit Workgroup

Co-Chairs: Matt Kline and Scott Kushigemachi

Academic Senate Noncredit Liaison: Shanna Potter

Mission and Vision

The noncredit program supports the college mission by engaging diverse, nontraditional, and underserved populations within the El Camino College service area; by advancing the educational, career, and personal success of students; and by striving to overcome equity gaps. There are two main goals of the noncredit program:

- Support nontraditional students who are not looking to earn a credit degree or certificate but rather wish to improve their existing work skills or learn a new set of skills for employment
- Strengthen the reading, writing, mathematical, and study skills of students

Description of Program

Noncredit courses have no credit/units associated with them, and there is no accompanying tuition or fees. Courses may be repeated an unlimited amount of times. The courses generate apportionment at a lower rate specific to noncredit instruction. Noncredit apportionment is limited to the following ten categories:

1. English as a Second Language (including Vocational ESL or VESL)
2. Immigrant Education (including citizenship)
3. Elementary and Secondary Basic Skills (including supervised tutoring)
4. Health and Safety
5. Courses for Adults with Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-Term Vocational (including apprenticeship)
10. Workforce Preparation

Noncredit courses that lead to either a certificate of completion or a certificate of competency and fall within the following categories generate almost the same rate of apportionment as credit courses (prior to the Student Centered Funding Formula). These courses are called Career Development and College Preparation (CDCP) or enhanced noncredit courses:

1. English as a Second Language (including VESL)
2. Basic Skills
3. Short-Term Vocational
4. Workforce Preparation

The noncredit program will typically target underrepresented groups, which helps improve inclusion throughout the college. Moreover, with the implementation of the noncredit program, the college has an increased opportunity to develop partnerships with adult schools, community businesses, high schools, and other agencies in the region to help students gain employment or enhance job performance.

Our initial focus will be on enhancing basic skills, ESL, and workforce development by offering CDCP noncredit courses. Additionally, the college has started offering

noncredit mirrored courses.

A noncredit mirrored course is a duplicate of a credit course that is offered at the same time as the credit course, thus allowing students to take a course for either credit or noncredit. For instance, ESL 53B is a credit course, and NESL 53B is an exact copy of the course, but it is noncredit. A section of ESL 53B and a section of NESL 53B can be offered at the same time with the same faculty member. Mirrored courses enable students to learn the content of a credit course without having to pay tuition, and they allow students to repeat the course again until they have mastered the course's content. CDCP noncredit mirrored courses receive nearly the same apportionment rate as their credit counterparts (prior to the Student Centered Funding Formula).

Goals

GOAL 1: Provide leadership, direction, and support for noncredit programs			
Actions	Lead(s)	Completion Date	Notes
Create a Noncredit Workgroup with manager and faculty co-chairs	Academic Affairs (AA)	Finished	
Hire a Director of Noncredit to lead and oversee the implementation of the noncredit program, and hire support staff as appropriate	AA	June 2022	

GOAL 2: Create and offer new and innovative noncredit programs			
Actions	Lead(s)	Completion Date	Notes
Develop an efficient noncredit curriculum approval process	NC Workgroup (NCW), Curriculum Committee	June 2021	

Identify and offer courses and certificates that: 1.) receive enhanced CDCP funding, 2.) complement credit offerings, 3.) provide pathways between adult education and ECC credit programs, and/or 4.) address specific workforce needs	NCW, AA, Community Advancement (CA)		Two high-impact short-term certificates to CCC by Fall 2021, preferably sooner; Determine target for number of certificates awarded by 2023
Increase noncredit ESL offerings as appropriate based on demand	Humanities, CA	June 2021	Already increasing for Spring 2021
Support divisions in expanding noncredit offerings	NCW	Ongoing	NC involves unique logistical challenges that can be difficult to navigate

GOAL 3: Increase faculty engagement with noncredit program development and noncredit instruction

Actions	Lead(s)	Completion Date	Notes
Create a noncredit liaison to Academic Senate for increased communication and awareness of noncredit programs, especially with regards to items from the Noncredit Plan	NCW, Academic Senate (AS)	Finished	
Formalize a load calculation for noncredit instruction	AA, AS, ECCFT, NCW	June 2021	Currently, NC faculty are paid using Special Assignment

Offer workshops to faculty to inform them of the unique opportunities afforded by noncredit	NCW	Ongoing, Starting November 2020	
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GOAL 4: Provide noncredit students with robust student services commensurate with those provided to credit students			
Actions	Lead(s)	Completion Date	Notes
Develop training for and increase communication to select Student Services departments	NCW, Student Services (SS)	Ongoing, Starting November 2020	
Evaluate existing processes to ensure they do not create unique barriers for noncredit students (registration, records access, etc.)	NCW, SS	Ongoing	Explore CCC Apply Noncredit Application; Address noncredit transcript needs; Investigate grading options

Evaluation

Noncredit students may be interested in updating their workplace or job-readiness skills, working toward a certificate in order to get a pay raise, acquiring professional training for entry or re-entry into the job market, and/or taking classes for self-improvement. That said, noncredit courses may provide a pathway for students to transition to the college's credit programs and may also inspire students to achieve an academic or vocational goal they had not thought was possible. The achievement of both academic and/or vocational goals will need to be tracked for noncredit students. Data will also be collected on the number of students who transition from noncredit to an ECC credit program.

Appendix:

Noncredit Minimum Qualifications

Board Approved: May 19, 2014

Board Approved Revisions: November 16, 2015; June 18, 2018

Available at: <https://www.elcamino.edu/administration/vpaa/ECC-Minimum-Quals-2018.pdf>

The Dean's list recognizes students' academic achievement and is generated each semester – one list for Fall semester and one list for Spring semester.

To qualify for the Dean's list, a student must, in any one semester, complete six or more graded units with a 3.5 grade point average in all coursework receiving a letter grade. All applicable units must be earned at El Camino College.

Draft: Dean's Council (Chris, Debra, Gary)

Notes:

1. *There is no CCLC template for this procedure. We suggest the number 4200 because there is no other template or local procedure or policy with this number. Also, 4200 is situated between AP 4110 Honorary Degrees and AP 4220 Standards of Scholarship, which seems a good position.*
2. *In an effort to make the Dean's List accessible to students with disabilities, we looked for a way to include them without calling out their disability. Having a lower unit requirement just for students with disabilities too blatantly set a separate standard for them. By reducing the unit requirement to 6 units for everyone, we have the larger equitable benefit of including all our part-time students who may be excellent scholars but are unable to enroll in 12 units for a variety of reasons (work, kids, caring for parents, etc.).*
3. *The 6 units must be taken for a grade (additional classes may be no credit or P/NP).*
4. *Given the reduced unit requirement, we suggest that all applicable units must be completed at ECC.*
5. *We suggest that the operational process by which the list is created and how the awards are disseminated to students, does not need to be in the procedure, giving the VPAA's office the flexibility to change the process if needed.*

New Procedure

Administrative Procedure 5031

Instructional Materials Fees

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time. ~~The materials must be available to the student for at least the length of the class. ranging from the length of the class up to at least two years.~~ The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional and other material is only available through the District, or that the District requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if:

- 1) It is provided to the student at the District's actual cost; **and**
- 2) The material is otherwise generally available but is provided solely or exclusively by the District for health and safety reasons;

or

The material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

New Procedure

Establishing Required Materials and Related Fees

- For new courses requesting fees, the process established by the Curriculum Committee for recommending such materials and fees shall be followed. The request must comply with the definitions above.
- As part of the process for establishing fees, justification must be provided of how the request meets the state criteria for allowable fees, the intended usage of the materials, the rationale for the need for the materials, the way(s) in which the material relates to the student learning outcomes for the course, the continued value of the material outside the classroom, and comparable costs to student if the materials were purchased commercially. Calculation and support data for determining such fees must be provided by the department making the request.
- For existing courses requesting new or revised fees, each department will make their request for instructional materials fees to the Vice President of Academic Affairs or designee. Each request must contain a justification for the fees utilizing the criteria above.

Publishing and Collecting Fees

All instructional material fees are published in the class schedule and collected at the time of enrollment.

Gathering Related Data/Responding to the State Chancellor's Office

- The Office of Academic Affairs gathers related data and responds to inquiries from the California Community Colleges Chancellors' Office.

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

Dean Committee: 9/15/2020

POLICY & PROCEDURE SERVICE

AP 5031 Instructional Materials

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

NOTE: This procedure is legally required. Local practice may be inserted.

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) the instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons; or 2) the

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

instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

Establishing Required Materials and Related Fees

NOTE: *Insert local procedures here, including:*

- How need is determined and by whom.
- How compliance with definitions is determined and by whom.
- How materials will be provided and by whom.
- Procedures for publishing and collecting fees.
- Who is responsible for gathering related data and responding to the State Chancellor's Office inquiries regarding these fees.

Revised 8/06, 3/12, 9/1

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First-Gen Awareness Day November 8th



Mon. Nov 2nd @ 1pm
Black First - Gen
Alumni Chat



Tue. Nov 3rd @ 2pm
Power of the
Black Vote



Thu. Nov 5th @ 1pm
Black First - Gen
Symposium



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

55th SESSION RESOLUTIONS

Fall Plenary

***FOR DISCUSSION AT AREA MEETINGS,
October 16 & 17, 2020***

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 7, 2020.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
David Morse, Long Beach City College, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B

FALL 2020 VIRTUAL 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.
- 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 during 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 #.

- *1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- *1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- *3.01 S20 Support The Anti-Racism Pledge
- *3.02 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- *3.03 F20 Adopt Anti-Racism Education Paper
- *4.1 F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
- *6.01 F20 Oppose Legislated Curriculum
- *9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- *9.02 F20 Bolster the Ethnic Studies Requirement
- *10.01 S20 *Disciplines List*—Registered Behavior Technician
- *10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
- *17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures
- *18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
- *19.1 F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*

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1.0 ACADEMIC SENATE

***1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements¹.

Contact: ASCCC Executive Committee

***1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey² completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

¹ [Proposed ASCCC Vision, Mission, and Values Statement](#)

² [Local Senates Survey 2017](#)

appointments to Academic Senate for California Community Colleges’ standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

3.01 F20 Support *The Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “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, 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”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”³;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

³ [*The Anti-Racism Pledge*](#)

***3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;⁴

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,⁵ cultural responsiveness,⁶ and equity-mindedness⁷ that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

⁴Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

⁵ Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

⁶ Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

⁷ Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

***3.03 F20 Adopt Anti-Racism Education Paper**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.⁸

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

***4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.⁹

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation**

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

⁸ [*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*](#)

⁹ [*Effective and Equitable Transfer Practices in the California Community Colleges*](#)

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges’ curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

***9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

***9.02 F20 Strengthen the Ethnic Studies Requirement**

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans; and;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations, Title 5 §55063.

Contact: ASCCC Executive Committee

10.0 DISCIPLINES LIST

***10.01 F20 *Disciplines List*—Registered Behavior Technician**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

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); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.¹⁰

Contact: Angela Echeverri, Standards & Practices Committee

10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*¹¹ concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

¹⁰ [Registered Behavior Technician Language](#)

¹¹ [Equivalency to the Minimum Qualifications \(2016\)](#)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,¹² which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

***17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

¹² [Equivalence to the Minimum Qualifications\(2020\)](#)

18.0 MATRICULATION

***18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways**

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*¹³ identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

***19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change**

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

¹³ [*Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*](#)

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.¹⁴

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

¹⁴ [*Protecting the Future of Academic Freedom in a Time of Great Change*](#).

Academic Senate Resources for Serving Students with Disabilities

Whereas, Students with disabilities are legally entitled to equal access to education and are required to receive reasonable academic accommodations under federal and state law;

Whereas, While title 5 section 56000¹ is clear that academic accommodations may not result in fundamental alterations of curriculum, as defined in title 5 section 56001², there are often misunderstandings between instructional faculty and Disabled Students Programs and Services (DSPS) professionals on what constitutes fundamental alterations of curriculum, the roles of DSPS offices and instructional faculty in providing academic accommodations, the rights of instructional faculty to challenge academic accommodations on the basis of fundamental alterations, and so forth;

Whereas, There is potential for academic accommodations to impact instruction, regardless of whether or not an academic accommodation results in a fundamental alteration of curriculum, which makes the provision of academic accommodations an academic and professional matter under the purview of local senates; and

Whereas, Local senates need resources and professional guidance on how to effectively serve students with disabilities from a faculty perspective;

Resolved, That the Academic Senate for California Community Colleges incorporate students with disabilities issues into its committee work as a distinct area of focus, either within the its existing committee structure or by establishing a new committee focused on students with disabilities;

Resolved, That the Academic Senate for California Community Colleges provide resources to local senates, such as breakout sessions, Rostrum articles, and regional meetings, on effective practices for serving students with disabilities; and

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for serving students with disabilities to bring to the body for approval by the Spring 2022 plenary session.

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

¹ See

[https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

² See

[https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Administrator Retreat Policies

Whereas, Education Code section 87454 allows tenured faculty within a given district the right to retain their faculty tenure when assigned to an educational administrator position, while Education Code section 87458 states that educational administrators without faculty tenure have the right to become first-year probationary faculty provided all of the requirements of section 87458, commonly known as “retreat rights”, including the existence of a process reached by joint agreement between the representatives of the governing board and the academic senate and approved by the governing board, and not subject to dismissal by the governing board under the provisions of Education Code section 87732;

Whereas, In its decision in *Wong v. Ohlone College*¹ the California Court of Appeals (First District, Division 3) ruled that the right of an educational administrator without faculty tenure to become a first-year probationary faculty is discretionary, not absolute, as articulated in the following passage from the appellate court decision:

“Although statutory language is, of course, a most important guide in determining legislative intent, there are unquestionably instances in which other factors will indicate that apparent obligatory language was not intended to foreclose a governmental entity’s or officer’s exercise of discretion. (Id. at pp. 910-911, fn. 6, 136 Cal.Rptr. 251, 559 P.2d 606.) That a terminated administrator “shall have the right to become” a first-year probationary faculty member, does not impose a mandatory duty on the college to make an appointment. Wong’s argument ignores that part of the statute that conditions the appointment on the governing board making “a determination” by applying a new statutory procedure, or an existing procedure. (§ 87458, subs. (a), (b); see § 84755, subd. (b)(9).) The statutory reference to the governing board’s determination strongly suggests that the Legislature did not intend to foreclose the college’s exercise of discretion in deciding whether to deny or grant an appointment under section 87458. Had the Legislature intended to make a section 87458 appointment nondiscretionary, the Legislature could have clearly done so by requiring that an administrator “shall become” a first-year probationary faculty member if he or she meets certain statutory conditions.”;

Whereas, Educational administrator retreat policies should be designed to do what is best for students, not what is best for a retreating administrator, including assuring that retreating administrators without faculty tenure go through a process that is at least as rigorous as and equivalent to a probationary faculty hiring process; and

Whereas, The Academic Senate paper *Administrator Retreat Rights: An Introduction and A Model Procedure* adopted in 1990 is significantly outdated and needs to be replaced with a new paper that accounts for the significant changes in the legal and higher education landscapes that have occurred since 1990;

Resolved, That the Academic Senate for California Community Colleges assert that the right of educational administrators without faculty tenure to become first-year probationary faculty articulated in Education Code section 87458 is not an absolute right, but rather at the discretion of the district governing board through the locally established policies and procedures per the

¹ The full appellate court decision is available at <https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html> .

requirements of Education Code section 87458 and in accordance with the 2006 appellate court decision in *Wong vs. Ohlone College* (<https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>);

Resolved, That the Academic Senate for California Community Colleges assert that the requirement articulated in Education Code section 87458 that procedures for reassigning administrators without faculty tenure to faculty assignments “shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member” represents a minimum requirement for local administrative retreat policies, not the only requirement, and thus the methods used for evaluating the qualifications and readiness to serve as probationary faculty established through local hiring processes or other equivalent processes may be included in local administrator retreat rights policies; and

Resolved, That the Academic Senate for California Community Colleges draft a new paper on educational administrator retreat rights that includes a model policy that accounts for the 2006 appellate court decision in *Wong vs. Ohlone College* (<https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>), and any other relevant case law that may exist; and that provides effective practices for assessing the needs for and provision of professional development for any educational administrator seeking to retreat to a faculty assignment, regardless of faculty tenure status within the district.

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

Proposed ASCCC Resolution
Fall 2020

The Role of Student Employees in Advancing Faculty Diversification

Whereas, The Academic Senate for California Community Colleges has promoted the goal of faculty diversity for decades¹;

Whereas, The Academic Senate for California Community Colleges' paper *A Re-examination of Faculty Hiring Processes and Procedures (2018)*² promoted faculty diversity and included "the creation of 'grow your own' programs seeking to hire students who attended California Community Colleges" as a district measure for promoting equal employment opportunity;

Whereas, Anecdotal accounts suggest many students employed as peer mentors and tutors are students of color who aspire to a career as a community college faculty member; and

Whereas, Students employed as peer mentors and tutors have long been recognized as an essential components of strategies to promote student success and equity;³

Resolved, The Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office work with local districts to identify student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, interested in a career pathway as a community college faculty member;

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include as a priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member; and

Resolved, The Academic Senate for California Community Colleges encourage local senates to advocate for the preservation of funding for student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, in the interest of advancing student success and equity and to support career pathways as a community college faculty member;

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

¹ *The Challenge of Cultural Diversity in the California Community Colleges* (1988) https://asccc.org/sites/default/files/publications/Challenge_0.pdf and Resolution 03.02 S01 Faculty Diversity, <https://asccc.org/resolutions/faculty-diversity>

² https://asccc.org/sites/default/files/Hiring_Paper.pdf

³ *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) <https://files.eric.ed.gov/fulltext/ED496117.pdf> and *Practices that Promote Equity in Basic Skills in California Community Colleges* (2010) https://asccc.org/sites/default/files/publications/promote_equity_basicskills-spr2010_0.pdf

Faculty Development Committee Meeting

Minutes for Tuesday, October 27, 2020

Via Zoom: <https://cccconfer.zoom.us/j/94569377900> 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
	Anna Brochet	AB	Counseling
	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
	Yuko Kawasaki	YK	Health Sciences & Athletics
X	Crystle Martin	CM	Library & Learning Resources
X	David McPatchell	DM	Compton College
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
X	Claudia Striepe	CS	Library & Learning Resources
	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 2020 Meetings: September 8 & 22, October 13 & 27, November 10 & 24

Spring 2021 Meetings: February 23, March 9 & 23, April 27, May 11 & 25

Informed & Inspired:

SA encouraged the committee to attend “From Colonialism to Commodification: Cultural Appropriation and Contemporary Racism” on October 29th. Panelists Mediha Din (Sociology), Kell Stone (Sociology), and Shane Ochoa (English) will distinguish between cultural appropriation and appreciation as they explore the ideological roots that contribute to the perpetuation of cultural appropriation in contemporary society. Topics to be addressed include the cultural appropriation of indigenous peoples, cultural appropriation in popular culture, racist Halloween costumes, and decolonizing Coco and *Dia de los Muertos*.

CS recruited Seranda Bray (Counseling), Anna Brochet (Counseling), Erica Brenes (English), and Shane Ochoa (English) to serve on a panel to discuss racial microaggressions on November 19th. To accommodate a scheduling conflict for our panelists in the English Department, the session will take place from 2-3pm.

Outstanding Adjunct Faculty Award (Oafa)

SA reported there were 9 nominations for the Oafa this year. Nominees have until 4:00 pm on Thursday, October 29th to submit supporting materials. The selection committee is comprised of Selene Torres (last year’s recipient), Virginia Rapp (Dean of Business), Michael McDermit (English), and Giancarlo Fernandez (ASO President). The committee will meet on November 12th to make their selection; the Oafa award ceremony will take place via Zoom at the Academic Senate meeting on December 1st.

Spring Professional Development Day – Wednesday, February 10th)

SA reported that President Maloney is encouraging the FDC to consider a theme for Spring PD Day focused on racial microaggressions. She has requested the general session be co-sponsored with the Presidential Advisory Committee on Race and Equity and, despite current budget constraints, she will work to secure funding for a keynote speaker who could address racial microaggressions and facilitate breakout sessions for faculty and classified staff. The FDC wholeheartedly supports these ideas and discussed several potential speakers. AA recommended Robin D.G. Kelley, a historian at UCLA, and Michelle Alexander, author of *The New Jim Crow*; PP recommended Luke Wood and Frank Harris, citing their established relationship at ECC; MS recommended John Perkins, author and civil rights activist; and DM recommended Marc Brown and Leslie Sykes, both are newscasters for ABC 7 Los Angeles. DM noted that Leslie Sykes' father is a former president of Compton College.

Resolution of The El Camino College Academic Senate Mandating Anti-Racist/ Equity Professional Development for all El Camino College Faculty

The FDC discussed the Resolution of The El Camino College Academic Senate Mandating Anti-Racist/ Equity Professional Development for all El Camino College Faculty which was approved by the Academic Senate on October 20, 2020. In addition, we discussed the proposed policy and implementation plan referenced in the resolution.

CS mentioned that she had received a handful of emails asserting the resolution seems to vacillate between an all-encompassing focus and a specific focus on anti-black racism. Colleagues were seeking clarification and asked if the resolution also covers such areas as anti-muslimism/Islamophobia and anti-Semitism.

AJH raised concerns that the resolution and policy noted flex activities must be senate approved; she argued the policy would have greater appeal with language that demonstrates our trust in faculty. AA echoed those concerns and stressed the importance of protecting academic freedom.

Lastly, we discussed the procedures for submitting off-campus activities for approval and agreed that it would be best to keep the process as it is now by submitting an External Training form in Cornerstone which is then routed to the deans. Either the form would need to be modified to include a question regarding anti-racism PD or we will need to ask that faculty include a statement explaining how the activity is related to anti-racism/equity in their verification documentation.

SA reported that members of the Academic Senate executive board attended a meeting of the Federation executive board on October 22nd to discuss the policy and implementation plan. Troy Moore recommended implementing the policy in fall 2021 considering some faculty have already completed their 24 hour flex obligation for this academic year. Overall, the Federation supports the resolution and policy and is working to put together an MOU and bargaining team. SA will serve on the team and asked the FDC if others are willing to participate.

Adjourned: 1:59

SA/10.29.20