

Academic Senate Summary for February 18, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Paul Wickline	X
Marilyn Jimenez	X	Nicole Faudree (COFA President)	A
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Bianca Philippi	X	Dilek Sanver-Wang	X	Kaia Redfern	X	Michelle LaBrie	X
Chad Peters	X	Dustin Silva	X	Dr. Kathy Bakhit	X	Miriam Golbert	X
Charles Johnson	X	Gary Sornborger	X	Kelly Burke	X	Nadezhda Monosov	X
Daylene Meuschke	X	Dr. Jasmine Ruys	X	Kelly Cude	X	Patti Haley	X
Desiree Goetting	X	Jason Oliver	X	Larry Alvarez	X	Robert Wonser	X
Dr. Diane Fiero	X	Julie Johnson	X	Lori Marie Rios	X	Teresa Ciardi	X

A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment:
 - There was a comment made regarding the planning of classes and the fall schedule of classes. How will this affect scheduling?
3. Approval of the Agenda:

- Motion to approve the agenda by Gary Quire, seconded by Tamera Rice. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
4. Committee Appointments: Angeli Francois (Adjunct Faculty, English), Equal Employment Opportunity (EEO) Committee
 5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Nov. 12, 2020 (pg. 12-15)
 6. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Lisa Hooper, seconded by Lauren Rome. Votes counted using the participants window, raised hand feature. Unanimous. Approved.

Academic Senate meeting, Dec. 3, 2020 Summary (pg. 3- 11)	Program Viability Committee Summary, Nov. 19, 2020 (pg. 16-20)
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B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. PAC-B Committee Annual Report, Jason Burgdorfer
 - Jason was unavailable to present this report. This report will return on a future agenda.
2. Career Education Committee Annual Report, Gary Quire (pg. 21-25)
 - A contracted Web Developer has been assisting with inputting the career trees for various CE programs. The videos are on hold and will start once it is safe to return to campus. The videos on hold include MEA, Sound Arts, ARCHT, ID, Home staging, PPL and 2 for automotive. Marketing is being undertaken to support the webpages. There are also plans to have Career Tree posters. There is an ACUE Cohort 1 and Cohort 2, a list of other CTE Liaison positions, and a committee budget report. The focus includes an inclusive learning environment for students. The second cohort will start in March and will focus on active learning. There are some spots still available on the second cohort. Anyone interested can contact Regina Blasberg to sign up. Harriet oversees committee funding. There have been some changes with funding allocation due to the changes within the region. The allocation will change but not the amount of the funding. The region has taken over the LinkedIn Learning platform. There might be a change as to where the region will meet. Special thanks was given to all who are working with CE and all the work they have done.
3. Academic Senate Presidents Report, David Andrus
 - Academic Senate Resolutions: There are three resolutions that have been drafted and are being reviewed. There are two resolutions that will need to be reviewed by the Academic Senate Executive Committee. There will be two resolutions listed as a discussion item, Anti-Racism (Call to Action) Resolution and Truth in Academia on the March 4th agenda.
 - Cultural Competency List for Curriculum: Vice President, Lisa Hooper has been working on this list. There is now a push for everyone to revise their curriculum. This is more so for people to look at their curriculum in terms of how it relates to diversity, equity and inclusion.

- Equity Minded Practitioners Committee Meeting Update:
 - The committee is working on determining what is the best way forward to assist campus DEI efforts. David will work with the committee on how to develop workshops and how faculty can infuse their curriculum with greater awareness to diversity, equity and diversity. David has requested some assistant from other faculty to help identify and brainstorm ideas. There has also been some discussion as to how the Senate can support disciplines outside of the classroom.
- Constitution & By-Laws Committee: David has met with the committee chair, Rebecca Shepherd. Work will be done on revising the documents. The hope is to have EMP review to ensure there are no unintended barriers in the documents.
- Program Review: This will be discussed in March as part of the Senate program review.
- Return to Campus Coalition Group:
 - There are about 20 members who are part of the Return to Campus Coalition group. It is important to make sure everyone is represented and there be will be additional members added. It will be more difficult to return to campus than when everyone left. Returning to campus is important to consider what this will mean for articulation, public health plans such as social distancing and face mask guidelines. There have been some subgroups which have met. Most conversations begin with instruction, as there are some areas on campus which cannot plan until instruction identifies what it is intending to do for summer and fall. It is more likely that summer will predominantly continue online. The fall will be determined by the vaccine, drop in positive COVID-19 cases and the virus variants.
 - IAC meeting: David and Omar will be presenting and lead a discussion regarding what the plans are to return to campus in the fall. The plan is to continue to offer essential infrastructure courses. There is the possibility of offering hard to convert courses such as labs, math placement, athletics, and performing arts such as VAPA. There is also a possibility of including the contingency planning for a second group of lecture groups. Who would be interested in coming back? What will students need? These plans will be developed in the next 2 weeks. On the March 4th meeting there will be a discussion regarding provisionally trained instructors.
- CPC Retreat:
 - Dr. Diane Fiero is now the lead policy officer. There were 15 people present. There will be a larger amount of policies that will be coming through on future Academic Senate agendas.
- Bellwether Award: Special thanks to all involved including faculty in the Bellwether Award.

4. Academic Senate Vice President Report, Lisa Hooper

- New area of COC GE: There is a new area of COC GE that was developed in response to the “Call to Action” movement. These will not impact the total number of units but

it will be a subset of previously existing area of the social science so there is now an ethnic studies requirement. Curriculum had to submit information by Feb. 5, 2021. All work was done over the break. Courses were selected which were previously qualified and those reasonably qualified. In total, there were about 12 courses submitted.

- States Core Competencies: The state has come up with 5 core competencies, courses have to meet 3 of those 5 core competencies. The core competencies will be noted in the Curriculum Committee summary which will be listed on the next Senate agenda. This is not a diversity requirements, as locally a course needs to cover 30% or more content which relates to issues of diversity. These are stricter standard requirements. For anyone not teaching in social sciences or humanities it may be more difficult for courses to meet these requirements. There is another submission window in December and if a course is accepted it is applied retroactively to the fall. In other words if courses are accepted in December they will be backdated to Fall 21.
- If anyone believes their course may qualify for the core requirements it is recommended to have faculty talk to their curriculum committee rep. It is better for faculty to assess their courses for suitability for their area and possibly tweak the language without changing the spirit of the course. This could be a consistent practice to hold the integrity of the curriculum.
- Ethnic Studies Prefix: An ethnic studies prefix had to be created and this was the first time this has been done in the history of the CCC system. Courses are being evaluated based on the title of the course as usually courses are evaluated on the content only. Course were equated with a native course and then with an Ethnic Studies course if same course number was available. If courses are not accepted at the State level then the course can be revised. The Ethnic Studies prefixes can be archived. Faculty with any questions regarding Ethnic Studies can reach out to Lisa Hooper.
- Academic Senate Newsletter: There have been some great accomplishments by faculty which can be highlighted in the newsletter such as the Bellwether Award. COC has been recognized for the work that has been done with acceleration in Math and English. This is a national recognition and a testament to the work of the Math and English faculty over many years to help our students achieve their Math and English requirements. The Non-Credit program has been recognized by the ASCCC as an honorable mention exemplary program. There has been great work done within VAPA during the pandemic such as producing entire virtual productions and culminating projects. Bill MacPherson has students producing music and entire CD's. There has also been a lot accomplished with Model UN. This has been one of the first program to have deaf and blink programs in partnership with the Hellen Keller Institute. The hope is to have a newsletter by the end of December. Anyone interested in creating a blurb or in helping to craft the newsletter please reach out to Lisa Hooper.

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Part-Time Faculty, MQE for Winter 2021, (pg. 26)

- This list has been reviewed by Alicia Kaminsky, MQ Committee Chair. Motion to adopt this list by Aaron Silverman, seconded by Carly Perl. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
2. Dr. Terri Goldstein, Discipline Assignment memo (pg. 27)
 - There was a clarification regarding the Interdisciplinary Noncredit Basic Skills discipline assignment. It was clarified that for many the Interdisciplinary Noncredit Basic Skills is not added if there is no intention for a faculty member or an administrator to teach in this area. However, for adjunct faculty there is an “Additional Interest Form” done through HR where faculty state their qualifications and how they meet that MQ. This form is only submitted once a faculty member is going to be hired to teach a non-credit class. Dr. Goldstein will be teaching a non-credit course in GNS under the basic skills category soon.
 - Motion to adopt Dr. Terri Goldstein discipline memo by Garret Reick, seconded by Regina Blasberg. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
 7. Scale of Adoption Assessment (SOAA) 2020 Review, Paul Wickline, Jasmine Ruys & Garrett Rieck.
 - [Scale of Adoption Assessment \(SOAA\)](#)
 - [SOAA Summary](#)
 - [SOAA FAQ Sheet](#)
 - [SOAA Academic Senate Presentation 2.18.21](#)
 - [Paul led a discussion at the end of the fall semester and there was agreement to have this item return as an action item. Paul worked with a work group to continue to develop the document. This is an annual document that is submitted to the Chancellor’s office in March. This is a system which has been adopted and is being used statewide since 2019 based on the Community College Research Center \(CCRC\) essential practices. The primary purpose of the SOAA was also outlined such as, for colleges to reflect on their guided pathways journey and progress to date. There is no penalty if there is no movement on the scale. The main pillars were outlined such as, “Clarify the Path, Enter the Path, Stay on the Path and Ensure learning. The Academic Senate President and the CEO President/Chancellor will need to approve the plan in NOVA. Background information was also shared in regards to which groups this plan has gone through. A review of the Fall 2020 assessment of scale of adoption \(Column 2\) for the March 2021 report was reviewed and updated in November of 2020. A descriptive place mat was created and was given to all BOT members to demonstrate what is being done with the Scale of Adoption.](#)
 - [Motion to adopt the Scale of Adoption \(SOAA\) 2020 Assessment document by Garrett Hooper, seconded by Gary Quire.](#) Votes counted using the participants window, raised hand feature. Unanimous. Approved.
 3. Resolution to Support Students during COVID-19 Crisis, David Andrus (pg. 28-29)
 - This resolution was revised due to the Executive Order from the State Chancellor, Eloy Oakley to extend title 5 provisions relating to the Pass/No Pass. Back in Spring 2020

the Senate adopted a resolution to put into place the requirement of that executive order to suspend the local Pass/No Pass policy provisions. The existing document was revised and the bold font indicates the new language which has been added. A new footnote was also added referencing one of the new executive orders. A new resolve was added relating to the new grading policy. This item is listed as Action to be able to communicate to students as soon as possible all of the tools which are available to them during the present Spring, 2021 term. In regards to subset B, the Senate had made an exception in terms of the pass/no pass as it related to major requirement. This is the permissive language that Senate needs to now review again.

- The previous Pass/No Pass deadline was 30% of a course and this has been waived as part of this Executive Order. In previous semesters it was the last day of the course. There is some interest from counseling faculty to modify this deadline to 75% of the course. The reason for this is to align this deadline with the withdrawal deadline. This would allow for counseling faculty to have a conversation with a student, prior to the end of the course, in terms of what is appropriate. If a student chooses a “W” they may be eligible for a Withdrawal removal. Counseling faculty were inundated with many students who waited until the last day of the semester to find out what their grade was in the course. Many students were unclear as to what the process was.
- The current board policy for Associate Degrees states that students cannot request a P/NP for courses in their major. However, the Academic Senate allowed for students to use a P/NP for their major coursework if it was earned during the spring, summer or fall terms of 2020. The language in the existing resolution has been modified to extend for spring, summer and fall 2021 terms as this is what has been extended in the Executive Order. It is not recommended for students who are transferring to a CSU/UC to use this P/NP option. This option is more so for students in local degrees as CSU/UC’s have not extended their option. Students can also receive information from Counseling by way of a drop in or express appointment. This option will also need to be communicated to all department chairs.
- There is some concern with allowing the 75% deadline and instead allowing students to submit a P/NP after the last day of the semester as the 75% deadline could add more stress for students. Allowing this option may impact a student’s academic standing as their grade could have already been calculated. If a student received a lower letter grade and then retroactively wanted to apply for a P/NP, due to the delay in processing, it will automatically put them in academic dismissal. Whereas, if a student applied for a “P/NP” before the semester ends it would remove them from dismissal. This created delays with the ability for students to register and proceed with classes. This can also create delays for transfer students in terms of processing delays. This resolution could be adopted as is and then re-amended in future meetings to work out details with the 75% option. It was clarified that the state chancellor’s office did not provide an extension for the winter 2021 terms. Student would not be able to submit a request for winter terms. However, if this resolution is passed and a student made a request to use the P/NP option for the winter it would be allowed for major coursework for any degree at COC.

- Motion to adopt this resolution with the amendment that the 75% deadline which aligns with the Withdrawal deadline and is added for the P/NP option by Garrett Hooper, Rebecca Shepherd. Voting Results using oral/verbal roll call vote: (22 eligible voters)
 - 1, senator was absent
 - 1, abstention from Regina Blasberg
 - 0, No Votes
 - 20, Yes Votes

E. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. BP 7210 Academic Employees, Gary Collis (pg. 30)

- This policy was reviewed as part of the District's obligation to read and review existing policies. This policy has been in place since 2008. The last sentence was removed as it was a summary of Education Code language and this cannot be changed. This change was well received in that if Ed Code changed then this policy would need to be edited. Thus by removing it, there is not possibly language conflict in the future if Ed Code is amended. It is not clear if Faculty Directors are referred to in Ed Code. There was a suggestion to remove COCFA and leave only as collective bargaining agreement as there is also the AFT union. There was also a suggestion to change DSPS to AAC, however the MQ and Ed Code still defines this as DSPS. This item will return as an Action item.

2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus

- Administration became interested in this policy as a result of "Special Admin Students." Under our current policy the District will admit high school students through dual and concurrent enrollment. These are special population students. If students are in the 11th or 12th grades, Ed Code law does not impose that limitation. The proposal is to expand the groups of students via our local policy to admit 9th and 10th graders. There is a current policy whereby younger students could be admitted but they need to pass the WISC test, which measures students' cognitive abilities. Both Dr. Omar Torres and Dr. Jasmine Ruys met with the Senate Policy Review Committee to discuss possible ideas. However, there are many concerns with adding 9th and 10th graders as many feel they may be too young. Pedagogically many felt there needs to be a distinction made based on grades. There are also behavioral issues and sensitive subject matter in the classroom and what impact this can have on students. There are some students who already have some academic insecurities and may feel uncomfortable having younger students in their classes.
- There was some discussion with equity as expanding admission of 9th and 10th graders is considered equitable. There is concern that those who would take advantage of these programs would not be the underrepresented student populations. There will also be exceptions to the rule as the law allows for some students to enroll who are not capable of doing the course work and then others are considered exceptional gifted students.
- The Hart District has approached COC in regards to allowing 9th and 10th graders at COC. Various iterations are possible such as allowing 9th and 10th grades to take college level courses at their campuses or only allow dual enrollment courses. The Hart District feels

there is a need for this as many are sending their students to Mission College. How will this affect AOC students? In the current iteration AOC is an exception through the, "I CAN" program. There was a request to have this option go through the Equity Minded Practitioners. There was a suggestion to create a student screening process to allow students, at the caliber of AOC, to enroll at COC. There are concerns with enrolling 9th graders as it is not clear if they are successful in high school. There is a need to empower the high schools to meet the needs of their students. In regards, to the WISC test there is the children and adult version. There are some students who would not be eligible to test for the adult version.

- Students will need to be approved by their counselors and principles. High School teachers felt that dual enrollment courses would take jobs away from high school students. The current Dual Enrollment program has been expanded to Castaic High School only (and AOC). Many high schools are interested more so in 10th graders and having students take counseling and career exploration courses. The admission of 9th or 10th grader enrollment will be left up to the discretion of department faculty.
 - There are some concerns with equity issues and not allowing those students who may not be considered, "gifted or elite students" to enroll in college level programs. In regards with the AB288 Dual Enrollment agreement, it has been proven that there is a possibility to expand to 9th and 10th graders. There was a suggestion to see research from other schools which have already implemented similar programs.
 - David will work with Dr. Omar Torres and Dr. Jasmine Ruys to determine how to return this discussion item on a future agenda.
 - BP 5010 (pg. 31-33)
 - AP 5010 (pg. 34-36)
3. Add Code Enrollment Procedures, David Andrus
- This item was tabled due to not having enough time to discuss.

F. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Mission Statement, David Andrus
2. Summer/Fall 2021 Online Instructor Certification Determination, James Glapa-Grossklag & Dr. Omar Torres

G. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Anti-Racism (Call to Action) Resolution(s)

H. Announcements

- Next Academic Senate Meetings Spring 2021: March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

I. Adjournment: 5:18 pm