LOS RIOS COMMUNITY COLLEGE DISTRICT

DISTRICT ACADEMIC SENATE

DAS President Julie Oliver

ARC President Alisa Shubb
CRC President Gregory Beyrer
FLC President Paula Haug
SCC President Lori Petite

District Academic Senate (DAS) Meeting

Tuesday, October 6, 2020
3:00 pm – 5:00 pm
ConferZoom

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEpLWGsrcHNhL3hHVGdUZz09
* Password: 220304*
Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#
Or Telephone:
* Dial:*
* +1 669 900 6833 (US Toll)*
* Meeting ID: 968 4545 6244*
* International numbers available: https://cccconfer.zoom.us/u/abHitcAmuK*
Or Skype for Business (Lync):
* SIP:96845456244.220304@lync.zoom.us*

Agenda
Preliminaries
- Call to order
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of September 15, 2020 Minutes
- Public Comment (3 minutes per person as time permits)

DAS President's Report (10 minutes)
- Review of meeting notes and weekly recaps and answering of any clarification questions.

Decision Items (15 minutes per item)
1. Credit for Prior Learning (CPL) LRCCD Board Policy & Regulation [First Reading]
   [Time Certain 3:15pm]
   o District Curriculum Coordinating Committee (DCCC) Chair Eric Wada will review the California Community College Chancellor's Office (CCCCO) timeline for approval for CPL policy and regulations, and he will review the draft documents with DAS. [see Supporting Materials]
   o LRCCD Policy & Regulation Vetting Process and Review Process Chart

Discussion Items (15 minutes per item)
1. Antiracism and Equity
   o Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. Review and discuss the edits to our Call to Action document. [supporting document]

California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.

2. [Undocumented Student Week of Action](#)
   o   Sandra Guzman will share information about the Oct 19-23 week of advocacy for undocumented students.

3. [District Education Technology Committee](#) (DETC)
   o   DTEC faculty co-chair Jena Trench will lead discussions on the following two topics:
      • Zoom privacy concerns
      • Equity concerns with Proctorio

4. [Follett and College Bookstores](#)
   o   Dan Crump will share information on the transition to Follett running all the college bookstores and will facilitate sharing and Q&A from colleges.

5. Los Rios Community College District (LRCCD) [Policies and Regulations](#)
   o   Review and discuss opening the following up for revision:

Attendance P-2222 & R-2222
Finals in Grading Practices and Standards P-7252
Student Clubs (requirement for a faculty advisor) R-2312
Textbook Selection Procedure R-71347
Maximum and Recommended Academic Load R-7211

   o   [LRCCD Policy & Regulation Vetting Process](#) and [Review Process Chart](#)

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah) [see Supporting Materials]
- District Educational Technology Committee (DETC) (Trench) [see Supporting Materials]
- Other meeting reports
  o   AB705 (Oliver)
  o   Adjunct Hiring Manual (Crosier)
  o   Calendar (Oliver)
  o   College Bookstores (Crump)
  o   Prison & Reentry Program (Crosier)
  o   Other…
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Future DAS meetings-Oct 20th, Nov 3rd, Nov 17th, Dec 1st
- [LRCCD Board of Trustees](#) Meeting, Wednesday October 14, 2020 5:50pm
- [ASCCC Fall Area A](#) (virtual)-Oct 16, 2020
- [ASCCC Fall Plenary](#) (virtual)-Nov 5-7, 2020

Draft Credit for Prior Learning LRCCD Board Policy

POLICY
Instructional Program   Credit for Prior Learning <mark>P-7137</mark>
Instructional Arrangements

1.0   Credit for Prior Learning
    1.1   Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom including, but not limited to, military training, industry training, state/federal government training, apprenticeships, internships, work-based learning or other industry-based experiential learning, validated volunteer and civic activities (ESS 20-300-001).
2.0   Procedures
    2.1   Procedures for students to attain credit for prior learning shall include, but not be limited to, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation and standardized exams, credit by examination, college level examination program (CLEP), college board advanced placement exam, evaluation of Joint Services Transcripts, (CCR, Title 5, §55050(a)).
3.0   Policy Review and Reporting
    3.1   This policy shall be reviewed every three years by the LRCCD board of trustees (CCR, Title 5, §55050(l)).
    3.2   The LRCCD Board of Trustees shall report disaggregated data by gender and race/ethnicity, the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures (CCR, Title 5, §55050(l)).

Draft Credit for Prior Learning Board Regulation

REGULATION
Instructional Program   Credit for Prior Learning R-7137
Instructional Arrangements

1.0 Credit for Prior Learning
    1.1   Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom.
    1.2   Students may receive college credit for prior learning through the approved alternative methods listed below:
        1.2.1   Achievement of a satisfactory score on the College Board Advanced Placement (AP)examination.
        1.2.2   Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination.

       1.2.3   Achievement of a satisfactory score on the College Level Examination Program (CLEP).

       1.2.4   Evaluation of Joint Services Transcripts (JST).

       1.2.5   Achievement of an examination administered by other agencies approved by the District (CCR, Title 5, §55050(c)).

       1.2.6   Evaluation of industry-recognized credentials.

       1.2.7   Evaluation of student-created portfolios.

       1.2.8   Satisfactory completion of an institutional examination administered by the college in lieu of completion of an active course listed in the current college catalog through a process called, "challenging a course through credit by exam."

    1.3   Credit for prior learning does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

2.0 <u>Determination of Eligibility for Credit for Prior Learning</u>

    2.1   The student must be in good standing in the District.

    2.2   The student must have previously earned credit from the District or be currently registered as a student.

    2.3   Current students must have an education plan on file.

    2.4   The course must be listed in the current college catalog.

    2.5   The student is not currently enrolled in the course to be challenged.

    2.6   If challenging a course through credit by exam, the student must be registered with the District and not currently enrolled in or received credit for a more advanced course in the same subject.

3.0 <u>Prior Learning Assessment Grading Policy</u>

    3.1   Grading shall be according to the procedures outline in LRCCD P & R 7252 except that that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course (CCR, Title 5, §55050(g)).

    3.2   Students shall have an opportunity to accept, decline or appeal decisions related to the award of credit once per assessment requested and in cases of credit by exam, pursuant to Title 5, §55021 and §55025 (CCR, Title 5, §55050(k)).

4.0 <u>Transcription of Credit for Prior Learning</u>

    4.1   The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)).

5.0 <u>Applicability of Credit</u>

    5.1 Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree (CCR, Title 5, §55050 (h)).

    5.2 Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

6.0 <u>Automatic Referral for Credit for Prior Learning Assessment</u>

    6.1 Upon completion of a student's educational plan pursuant to CEC §78212, a student shall be referred to the college's appropriate authority for assessment of prior learning, if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

7.0 Advanced Placement (AP) Examination (CCR, Title 5 §55050(m))
       7.1   A student requesting credit for prior learning through a College Board (AP) Examination must meet the general eligibility criteria in section 2.0 and the following.
             7.1.1   Official copies of the AP test scores are on file with the Admissions and Records Office.
             7.1.2   The student achieved a passing score on the college's AP Credit Chart.

8.0 High Level International Baccalaureate (IB) Examination
       8.1   A student requesting credit for prior learning through a High-level IB Examination must meet the general eligibility criteria in section 2.0 and the following.
             8.1.1   Official copies of the IB test scores are on file with the Admissions and Records Office.
             8.1.2   The student achieved a passing score on the college's IB Credit Chart.

9.0 College Level Examination Program (CLEP)
       9.1   A student requesting credit for prior learning through CLEP must meet the general eligibility criteria in section 2.0 and the following.
             9.1.1   Official copies of the CLEP test scores must be on file with the Admissions and Records Office.
             9.1.2   The student achieved a passing score on the college's CLEP Credit Chart.

10.0   Credit for Military Service
       10.1   A veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript must meet the general eligibility criteria in section 2.0 and the following.
             10.1.1 Honorable discharge from one or more years of active duty in the US armed forces.
             10.1.2 Completion of one semester at the college.
             10.1.3 A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.
             10.1.4 A completed petition for credit is on file.
       10.2   A veteran student meeting the criteria in 10.1 may receive:
             10.2.1 3 units of living skills credit toward graduation requirements.
             10.2.2 1 unit of elective credit.

11.0 Industry Recognized Credentials
       11.1   A student requesting credit for prior learning through evaluation of industry recognized credentials shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
             11.1.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.
             11.1.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.
             11.1.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.
             11.1.4 If the discipline faculty member determines the industry-recognized credentials adequately measure mastery of the course content as set

forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

12.0 <u>Assessment of Student-Created Portfolio</u>
- 12.1 A student requesting credit for prior learning through assessment of a student-created portfolio shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
  - 12.1.1 The student must submit a petition for evaluation of the student portfolio to the discipline department chair or faculty designee.
  - 12.1.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.
  - 12.1.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.
  - 12.1.4 If the discipline faculty member determines the portfolio contents adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

13.0 <u>Challenging a Course through Credit by Exam (CCR, Title 5 §55050 (e))</u>
- 13.1 A student requesting credit for prior learning via challenging a course through credit by exam   shall adhere to the following procedures and meet the general eligibility criteria in section 2.0.
  - 13.1.1 The determination to offer credit by examination rests solely on the discretion of the discipline faculty.
  - 13.1.2 A separate examination shall be conducted for each course for which credit is to be granted.
  - 13.1.3 A student must submit a petition to the discipline department chair or faculty designee for each course to be challenged.
  - 13.1.4 The examining faculty member shall determine the nature and content of the exam. (CCR, Title 5 §55050(c).
  - 13.1.5 If the student completes the examination with a passing grade as determined by the examining faculty member, the examining faculty member shall sign the petition, indicating the grade for the course successfully challenged and forward it and the backup documentation to the Admission and Records Office for transcription of credit.
  - 13.1.6 A student may be charged a fee for challenging a course through credit by exam which shall not exceed the enrollment fee associated with the enrollment in the course for which the student seeks credit by examination. (CCR, Title 5, §55050 (i)).

14.0 <u>Credit by Exam for High School Articulated Courses</u>
Procedures for granting credit by exam through high school articulated courses shall be   in accordance with LRCCD R-7135.

Agenda Item Discussion #1-Call to Action

The four Los Rios Colleges and the District Academic Senate ~~submit a joint report in~~ support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution "Support Infusing Anti-Racism/No Hate Education in Community Colleges" ~~of a call to action from the Academic Senate of California Community Colleges~~. Specifically, ~~we resolve to~~to the following Resolved statements from that resolution:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and*
- *infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, ~~all of~~ our Academic Senates are committed to:
1. ~~Make a tentative agenda now that includes~~Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges house the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African-American ~~and~~, LatinX,~~-~~ and Native American communities.
4. Prioritize the evaluation of hiring and evaluation processes with an equity lens.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about ~~these deaths and the~~ structural and historical biases that exist.

Reports

1. District Equity & Student Success Committee (DESSC) (Anayah)

The DESSC met on Monday, September 21, 2020

The DESSC membership structure and timeline were approved by DAS on May 5, 2020. The DESSC new structure was approved at Chancellor's Cabinet. Board of Trustees approval - Jake Knapp is working with Julie Oliver to get this on the BOT agenda, if it is required. M. Dixon will update us.

M. Dixon gave a brief history of the committee and its charge to equitize the process of student success while triangulating discussion among a unique mix of faculty, administrators, classified professionals, and students. The workgroup model has been adopted in an effort and with a commitment to being more nimble about solving equity-related issues. Workgroups will form (and dissolve) as needed to resolve issues confronting students. Advanced Education is one example of a workgroup that falls under DESSC. Communication and reporting channels exist - between DESSC and District Academic Senate.

There is a commitment to a diverse membership on the committee and the workgroups. The reality is that we will try to find the most informed people for workgroups who are working in those areas we need to address.

The following newly submitted charters for ad hoc workgroups were put forward for review and feedback:

· Call center for tech help for students
· Advanced Education
· Digital Equity

Members reviewed the charters and unanimously approved them by Monday, Sept 28th.

Other potential charters were mentioned. This work will be ongoing.

2020-21 meeting dates: September 21, October 19, November 16, December 14 / February 15, March 15, April 19, May 17: 2:30 – 4:30 pm

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2. **District Educational Technology Committee (DETC) (Trench)**

- The committee discussed faculty and student concerns about Zoom with regards to privacy/FERPA and also equity concerns surrounding the use of Proctorio.
  - The committee would like to know if similar conversations are occurring at the college-level? Are the college DE Committees and AS discussing these issues? Do they plan to? What guidelines/recommendations are being applied locally?
- DO IT/LMS reported Canvas usage data
  - Fall 2020 total course activity is up 271.88%
  - The day of highest course activity this year (14mil clicks on August 25, 2020) was up 280% from last year's highest day (5mil clicks on August 28, 2019)
    - This Fall we haven't seen a day under 6 mil clicks (even Saturdays, which typically have lower levels of activity)
- The committee also heard reports from representatives of the following groups:
  - District Accessibility Plan Implementation Committee - DAPIC (K. Knudsen)
    - Purpose: to better understand the scope of work required to create and remediate ICT (information and computer technology) with a specific focus on instructional materials. Also identify the types of resources needed.
    - Members divided up into 5 groups that will address the scope of work, faculty responsibility, training resources, and workload impacts.
  - Los Rios Colleges Online Coordinating Council (T. Powell)
    - Described the role of the coordinating council: coordinate collaborative district-wide efforts around the development and implementation of the Los Rios Colleges Online
    - Identified the two work groups that have been formed:
      - Program Development
      - Training and Professional Growth
  - Los Rios Colleges Online FastTrack OEI Rubric Academy
- The college DE Coordinators reported high summer enrollment in online teaching training (Online Teaching Institutes and Online Teaching and Learning Academy). Additional training courses are being offered this fall; most have already begun and are at or near capacity.