

District Academic Senate (DAS) Meeting

Tuesday, November 17, 2020

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUzZ09>

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/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUzZ09>

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 November 3, 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) Regulation [Second Reading] [supporting document]
 - Regulations need to be approved by end of December, which means they need to be ready for the Mon Dec 7th Chancellor's Cabinet meeting.
 - [LRCCD Policy & Regulation Vetting Process](#) and [Review Process Chart](#)
2. Call to Action [Second Reading] [supporting document]
 - Review the edits to our Call to Action document.

Discussion Items (15 minutes per item)

1. Antiracism and Equity
 - Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. Recap of ASCCC Fall Plenary, "Addressing Anti-blackness and IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters". [Adopted Resolutions Packet](#)

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. DETC-Cameras On/Optional Guidelines [supporting document]
 - Continue discussion about CCCO Cameras-on recommendations and review DETC taskforce guidelines draft document.
3. Academic Program Maps: Degree Planner/Map Maker
 - Faculty involved in the transition of program maps to an interactive online format are reaching out for support from the Academic Senate.
 - Review the situation and discuss best methods to support the faculty involved with this project.
4. Summer ESAs for District and College Academic Senate Presidents
 - Proposal for open ESAs to compensate for any LRCCD meetings held over the summer requiring attendance by DAS Leadership.
5. Academic Freedom
 - At ASCCC Fall Plenary Resolution 10.01 was passed which adopted the paper "[Protecting the Future of Academic Freedom in a Time of Great Change](#)"
 - Review and discuss the recommendations from that paper. [supporting document]

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)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - College Bookstores (Crump)
 - Equivalency Task Group (Oliver)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Future DAS meetings-Dec 1st, Jan 19th, Feb 2nd, Feb 16th, Mar 2nd, Mar 16th, Apr 6th, Apr 20th, May 4th
 - [LRCCD Board of Trustees](#) Meeting, Wednesday November 18, 2020 5:30pm
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Supporting Materials

Agenda Item Decision #1

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, “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 Determination of Eligibility for Credit for Prior Learning

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

3.0 Prior Learning Assessment Grading Policy

- 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 (CCR, Title 5, §55050(k)) and in cases of credit by exam, pursuant to Title 5, §55021 and §55025.

4.0 Transcription of Credit for Prior Learning

- 4.1 The student's transcript shall be clearly annotated to reflect that credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)). If credit is earned by a particular exam, see annotation procedures in sections 8.2 and 9.4 (CCR, Title 5, 55052.5).
- 4.2 Upon request of an assessment of prior learning or review of an Advanced Placement (AP), International Baccalaureate (IB) Exam or College Level Exam Program (CLEP), students shall be advised that transcription of credit for a college requirement may not transfer to the CSU or UC system.

5.0 Applicability of Credit

- 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 Upon assessment of a student's mastery of a course's learning outcomes, credit should be made if possible to Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education (CSUGE) breadth, local community college program or GE requirements, and only as a last resort electives credit (CCR, Title 5, §55050(d)).
- 5.3 Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

6.0 Automatic Referral for Credit for Prior Learning Assessment

- 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 American Council on Education (ACE) Credit Recommendation Consideration

- 7.1 Decisions for granting credit for prior learning shall consider the credit recommendations of ACE, pursuant to CEC 66025.71.

8.0 Advanced Placement (AP) Examination (CCR, Title 5 §55050(m))

- 8.1 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.
 - 8.1.1 Official copies of the AP test scores are on file with the Admissions and Records Office.
 - 8.1.2 The student achieved a passing score on the college's AP Credit Chart.
- 8.2 The student's transcript shall be clearly annotated to reflect the credit was earned through an AP exam (CCR, Title 5 55052).

9.0 High Level IB Exam and CLEP

- 9.1 A student requesting credit for prior learning through a High-level IB Examination or CLEP must meet the general eligibility criteria in section 2.0 and the following.
 - 9.1.1 Official copies of the IB or CLEP test scores are on file with the Admissions and Records Office.
 - 9.1.2 The student achieved a passing score on the applicable college's IB or CLEP Credit Chart.

- 9.1.3 The faculty in the appropriate discipline shall have the authority to approve IB program examination and CLEP scores deemed to constitute satisfactory performance for direct course credit and/or general education area credit.
- 9.2 Credit may be awarded for the California IGETC, CSUGE Breadth, or local community college general education requirements, as most appropriate. Where no direct course or general education area matches an IB or CLEP exam, the college may award elective credit.
- 9.3 Credit earned through the IB Exam or CLEP shall be clearly annotated on the transcript to reflect that credit was earned through an IB exam or CLEP (CCR, Title 5, §55052.5).

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 A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.
 - 10.1.3 A completed petition for credit is on file.
- 10.2 A veteran student meeting the criteria in 10.1 may receive:
 - 10.2.1 Three (3) units of living skills credit toward graduation requirements.
 - 10.2.2 One (1) unit of elective credit.

11.0 Industry Recognized Credentials

- 11.1 The determination to offer credit for industry recognized credentials rests solely on the discretion of the discipline faculty.
- 11.2 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.
 - 11.2.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.
 - 11.2.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.
 - 11.2.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.
 - 11.2.4 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 Assessment of Student-Created Portfolio

- 12.1 The determination to offer credit by assessment of a student created portfolio rests solely on the discretion of the discipline faculty.
- 12.2 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.
 - 12.2.1 The student must submit a petition for evaluation of the student

- portfolio to the discipline department chair or faculty designee.
- 12.2.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.
- 12.2.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.
- 12.2.4 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 Petitioning for Course Credit through Credit by Exam (CCR, Title 5 §55050 (e))

- 13.1 A student requesting credit for prior learning via 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 for which credit is sought.
- 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 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 Credit by Exam for High School Articulated Courses

- 14.1 Procedures for granting credit by exam through high school articulated courses shall be in accordance with LRCCD R-7135.

Agenda Item Decision #2-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~~ 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 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.

Agenda Item Discussion #2-DETC-Cameras On/Optional Guidelines

DRAFT Decision tree to reduce/remove webcam requirement

Rationale for Decision Tree

In response to the [CCCO Legal Opinion 2020-12](#) about Cameras-On Requirements, DETC Taskforce formed to develop guidelines for faculty before SP21 semester.

Faculty are encouraged to consider the following:

- **Digital Equity Gap:**
 - Students may not have a webcam and there may not have been any indication when they signed up for a section that this was a requirement for them to be successful in the course.
 - Students may not have computers with enough computational power to enable virtual backgrounds.
 - Students may not have sufficient internet bandwidth to allow them to have a camera on.
- **Invasion of Privacy:**
 - Students may not wish to display their living conditions. This may include students who have insecure housing, are homeless, or live in conditions that they fear may negatively impact the perceptions of their peers and or faculty member.
 - There may be others living with the student who may be unable or unwilling to provide informed consent to being viewed or recorded by others.
- **The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973**
 - Students may have a disability which makes it difficult for them to appear on camera. Per the State Chancellor's office guidelines:
 - *Colleges are not required by the ADA to make adjustments that would result in a 'fundamental alteration of the program,' or impose an 'undue burden' on the college. However, allowing students to determine for themselves whether to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden.*
 - The act of staring at oneself on camera for prolonged periods may be a trigger for people who have experienced certain types of trauma. (Costa, K. (2020) "Cameras Be Damned." retrieved from <https://www.linkedin.com/pulse/cameras-damned-karen-costa/>)

Decision Tree

Option 1: If the material being taught does not intrinsically require audio/video interaction

- A. If a class is **synchronous**
 - Consider using the text/chat feature of a platform during a live stream/presentation
 - Keep in mind that on some platforms, the text/chat content is not persistent, such platforms include Zoom and Google Meet
 - Canvas chat is persistent
 - Discord and (paid) Slack have persistent chat that also supports screen shots (copy-and-paste), file upload/share
- B. If a class is **asynchronous**
 - Consider the persistent text/chat feature of a platform (Canvas has a chat feature)
 - Email works for instructor to student interaction

Option 2: If the material being taught intrinsically requires audio/video content

- A. If the audio/video content **needs to be peer-to-peer interactive**
 - If possible, consider scheduling only parts of a class to require audio/video real-time interaction, reduce the duration of video interaction time
 - If only audio is needed, consider the use of phone calls (Zoom can be set up to allow phone-in participation without video)
 - Encourage students to look into background blurring or replacing tools
 - Most platforms have audio noise reduction options
- B. If the audio/video content **does not need to be interactive**
 - Consider having content pre-recorded instead of broadcasted in real-time
 - For simplicity, Canvas has 100GB allocated per class
 - Students can also upload to Google Drive and share a link

Resources for Faculty

- Best practices for faculty who will require cameras on
 - Clarify in class schedule, pre-term welcome letter, and syllabus
 - Recording options to eliminate/minimize FERPA violations
 - Recordings made with identified students present should not be used beyond the confines of that section in that semester
 - Develop a consent form for students?
 - Alternative ways to support students who cannot have cameras on
- Include best practices for language in syllabi (plain language)
- Refer faculty to existing documents that have been vetted (e.g. College on the Canyons, [Chancellor's Office document](#))

Resources for Students

- Background blurring or virtualization feature on existing platforms
 - Zoom: [virtual backgrounds](#)
 - Google Meet (only when using Google Chrome as browser):
 - Click on the vertical "..."
 - Change Background
 - Choose slightly blur, blur, use provided backgrounds, or add your own
- Background blurring apps (can feed background blurred video to communication platforms):
 - [XSplit VCam](#) - only for Windows

- Inexpensive/free do-it-yourself solutions to remove background:
 - For stand-up desk users (may also work for regular sit-down configurations), here's a sample [demonstration video](#). Note, this is a sample and will be replaced with a more polished version.
 - Commercial product to install on chair and block the background: [Webaround Big Shot Gen2 Portable Webcam Background, 56 Inches, Chroma Key Green](#)

Agenda Item Discussion #4-Academic Freedom

From the ASCCC paper, "Protecting the Future of Academic Freedom in a Time of Great Change"

Recommendations for local senates:

1. Recommend that local senates create a statement on academic freedom, in addition to the board policy, that delineates the specific issues and parameters of academic freedom for faculty. (this needs refining)
2. Recommend that local senates provide consistent and ongoing professional development for full and part-time faculty and senate leaders (curriculum, program review, policy chairs, senators, etc.) in the principles and tenets of academic freedom including in onboarding new faculty.
3. Recommend that local senates work to review, revise and strengthen shared governance processes, policies and procedures in relation to academic freedom so that shared governance protects dissenting opinions in the decision-making process. Dissent is vital to protect Academic Freedom.

Recommendations for local senates in collaboration with union colleagues:

4. Recommend that local senates work with union colleagues to develop due process around violations or perceived violations that fall within academic freedom that includes a duly constituted (appointed or elected) faculty committee to review and recommend action.
5. Recommend that local senates collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, etc.
6. Recommend that local senates work with union colleagues to train faculty on engaging in tenure and faculty evaluations in light of academic freedom.
7. Recommend that local senates support union colleagues in negotiating compensation for adjunct faculty participation in shared governance.
8. Recommend that local senates and union colleagues review AAUP resources and recommendations

Reports