Riverside City College Academic Senate

Agenda

Monday, 4 November 2024 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
3:05	II.	**Approval of the Agenda**
3:05	III.	**Approval of the Minutes:** Tabled for Nov. 18
3:10	IV.	**Public Comments**
3:20	V.	**Liaison Reports**

       A.   RCCD Faculty Association
       B.   College President or designee
       C.   ASRCC Representative

3:30	VI.	**Committee or Council Updates and Reports**
3:30	VII.	**Ongoing Business**

       A.   President Scott-Coe or designee will facilitate a review and discussion of "Instruction-Related Details" in the RCC Faculty Guide, related to Academic Honesty and BP 3500 (information + discussion)
       B.   Stacy Weidner, Regional Manager of Barnes & Noble College, will address faculty questions about bookstore prices (discussion)
       C.   VP Wilcoxson and President Scott-Coe will provide an overview of ASCCC Resolutions for Fall Plenary (information + discussion)

4:15	VIII.	**New Business**

       A.   President Scott-Coe will share proposed syllabus language shared at District Academic Senate regarding Credit for Prior Learning (CPL) (information + discussion)
       B.   EPOC faculty co-chair Wendy McKeen will present the committee's proposed updates to Tiger Pride Values and a proposed tri-chair model (first read + discussion)
       C.   VP Wilcoxson and the Senate Nominating Committee will sunshine nominees for completing the current term of Vice-President (Spring 2025-Spring 2026) (information)
       D.   Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
             a.   CCN Phase II Convenings: Additional Faculty Nominees
             b.   Faculty Co-Chair for SAS

4:30	IX.	**Officer Reports**

       A.   Vice President
       B.   Secretary
       C.   President

4:45	X.	**Open Hearing**
4:55	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

Next RCCAS Meeting: Monday 18 November 2024
Agenda items due Tuesday 12 Nov. 2024 at noon

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, 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** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Faculty Guide

Spring 2020

college mission

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

college vision

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

tiger pride values

Tradition and Innovation: We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency: We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continual Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.

Equity-Mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-Centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.

Approved by RCCD Board of Trustees on 01/21/2020

Welcome to teaching and learning at Riverside City College.

The information in this guide is compiled to support the work of all faculty members at the College.

Faculty Development and the Office of Academic Affairs
Riverside City College
4800 Magnolia Ave. ✦ Riverside, CA 92506

Revised Spring 2020

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Part 1: Term Reminders

Thank you for reviewing the term reminders. These reminders are intended to summarize briefly the common activities associated with instruction. The reminders were primarily compiled for faculty new to RCC, though returning and seasoned faculty may also find these helpful. Additional information and details about these and other topics can be found in the remainder of this document.

Before the term begins

Here are some simple reminders to consider as you finalize discussions with your department chair/division dean regarding tentative teaching assignments for upcoming terms.

❑ **assessment of student learning outcomes**
Prior to each term determine the student learning outcome assessment projects planned in your discipline/department. Your full-time faculty discipline members, department chair , and/or the Riverside Assessment Committee (RAC) co-chairs can provide support.

RAC co-chairs:

Denise Kruizenga-Muro	Jude Whitton	Wendy McEwen
Associate Professor,	Assistant Professor,	Dean,
English	Communications Studies	Institutional Effectiveness
(951) 222-8618	(951) 328-3774	(951) 222-8148

❑ **book order**
Some departments or programs establish a standard textbook adoption for certain courses. Check with your department chair about textbook adoption policies.

Textbook orders and orders for other required and for recommended materials can be submitted through the College Bookstore's (Follett) Online Adoption site:
https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=2084&langId=en_US

You can also connect with the College Bookstore at 2084txt@follett.com

❑ **course syllabus**
   ❍ **CREATE** a syllabus for **EVERY** section that you teach.

   Thank you for following college best practices when creating your syllabi. The inclusion of student learning outcomes from the current Course Outline of record is required.

   ❍ **PREPARE** an electronic and/or physical copy for all students.

   ❍ **ARCHIVE** your syllabi for all sections to Course Syllabi Repository by sending an electronic copy to your Instructional Department Specialist (IDS)

❑ **faculty e-mail account**
Please confirm that your professional e-mail address is functioning.
Thank you for using your professional e-mail address when communicating with students, staff, faculty, and administrators. It is CRITICAL to check this e-mail account regularly

❑ **keys**
The Instructional Department Specialist (IDS) can assist you in obtaining the appropriate key card or standard (physical) key. Key card access is required for the Math & Science Building, Nursing Building, and Wheelock Gym.

❑ **large group instruction**
RCC thanks you for providing access to students in your classes as is **pedagogically sound** within the **physical limitation** of your classroom. Within these parameters no additional permission is needed to enroll up to 89 students in your section. After consultation with your discipline and department chair, if you determine it is sound to enroll to 90+ students, e-mail the request to your Dean of Instruction; you will be informed if the enrollment can be mutually agreed upon.

❑ **parking permit**
Purchase your RCCD Parking Permit online via your WebAdvisor account https://wa.rccd.edu/RCCD/RCCD?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=8677351740

❑ **safety**
Download the RAVE Guardian app to your mobile https://www.rccd.edu/rave/Pages/index.aspx

❑ **teaching (TA) approval**
Teaching Assignments (TAs) are approved electronically via your WebAdvisor account. Approval must be completed prior to first day of class.

❑ **unique considerations for new hires**
  ❍ Set up your RCCD voice mail
    Inquire with department IDS for current policy and/or instructions.
  ❍ Locate Faculty Mailboxes
    Faculty mailboxes are located in the Riverside Administration Support Center for general mail. Please contact your department chair and/or IDS for mailbox location within your department. All Associate Faculty will need to request a mailbox with the Riverside Administration Support Center.
  ❍ Obtain Copy Code
    Please see the department IDS for your copy code for small print jobs.

Before the First Day of Class

Be prepared when you enter the classroom on the first day. Give thought to how you will manage student adds, maintain records of attendance, and assist our students who are sometimes overwhelmed and lost.

You will be able to access/print an accurate first-day roster and waitlist from **WebAdvisor** one-day before the first meeting of your class (NOT the start of the term). Before that time, enrollments may change as students remove themselves or are removed from your roster and qualified students from your waitlist are enrolled. Printing hard-copies is highly recommended since the WebAdvisor system experiences high demand use during the beginning of the term. You may experience delays in executing your WebAdvisor requests should you attempt to access the system during your first class meeting.

- ❑ **Print Attendance Roster from WebAdvisor. A hardcopy detailing student attendance MUST be submitted at the end of the term.**

- ❑ **Print wait list from WebAdvisor.**

- ❑ **Print add/authorization codes from WebAdvisor.**

- ❑ **Confirm that the required text that you ordered is in the bookstore (if not, please contact the store manager at 2084txt@follett.com)**

- ❑ **Provide the library with a copy of your text to place on reserve, when possible.**

- ❑ **Check your faculty mailbox in the Administrative Support Center for important notices.**

- ❑ **Check your professional e-mail account. Consider developing an automated response to address common questions from students.**

- ❑ **Thank you to full-time faculty for posting office hours on or next to your office door.**

The first week of class is always hectic, and reassurances from faculty and staff can go a long way towards helping students navigate the College.

The Office of Student Services has established a robust presence of Ask Me booths throughout campus for the beginning of the term. If you would like to be involved, please contact the Office of Student Services at (951) 328-3636 to volunteer for a booth or to obtain Ask Me stickers.

First Day of Class Concerns

Best practices and helpful hints for the first day of class.

- ❑ **add codes**
  - ✦ Add Codes become active on the first day of class.
  - ✦ Best practice is to adhere to the Waitlist when adding students
  - ✦ Make sure that you AND your students know the Last-Day-to-Add for your section. This information is available on WebAdvisor.
  - ✦ Our students need your classes. Thank you for distributing the Add Codes as soon as possible.
  - ✦ It is strongly recommended that you record the student names associated with the add codes as you distribute them.

- ❑ **distribute syllabus to every student**
  - ✦ Make certain that students who add the section also receive the syllabus.
  - ✦ Any modifications to the document during the term are best put in writing and distributed.

- ❑ **student e-mail**
  - ✦ Please encourage students to check their student e-mail regularly.

- ❑ **classroom conditions**
  - ✦ Thank you for refraining from moving desks or tables from room to room in order to add students. Though well-intentioned and in the spirit of trying to accommodate students, this disrupts the desk count in other classrooms.
  - ✦ Thank you for leaving the Disabled Student seating in place. Every term this furniture is specifically placed as needed by the Disability Resource Center (DRC). If a student in your section requires DRC furniture and it is not currently in your classroom, notify DRC so that appropriate accommodations can be made.

During the Term

Stay on track.

❑ **assessment project**
  ✦ As planned before the beginning term, thank you for engaging in any agreed upon assessment of student learning, and continuing discussion with your discipline members, department chair , and/or the Riverside Assessment Committee (RAC).

❑ **census**
  ✦ Keep updating the names of students on your Attendance Roster until Census. Keeping track of who is officially enrolled will help you manage the adds into your course AND impress upon the students the importance of meeting the Last Day to Add deadline.
  ✦ Submit Census Roster on WebAdvisor by the deadline. Remember to drop No-Shows. This is a State Regulation.
  ✦ Reconcile any hard-copy of your Attendance Roster with WebAdvisor after the census. DO NOT allow unregistered students to attend your class.
  ✦ If you have TBA labs associated with your course, additional information is available in part 2 of this document.

❑ **instructor absence**
  ✦ Please call your IDS to report your absence. If you cannot reach her/him by phone, leave a message and/or e-mail your IDS. She/he will need to know:
    - your name
    - course name
    - section number and/or day & time of class meeting
    - any message for your students
  ✦ The IDS will
    -"post your class" so that your students are aware that class is canceled
    -generate an Absence Affidavit for you to sign/submit upon your return
  ✦ Possible substitute instructor
    - thank you for refraining from making personal arrangements for a substitute
    - instead contact your department chair and division dean to explore possible arrangements

❑ **improvement of instruction (IOI)**
  ✦ You will be notified early in the term if you are scheduled for improvement of instruction. All parts of the process must be completed.
  ✦ Part-time faculty, please note that if you are teaching multiple campuses within the District, you may still need to undergo an IOI for EACH college.

❑ **teaching availability**
  ✦ Complete and submit an availability form when you receive it from your IDS. This does not guarantee an assignment (associate [PT] faculty) but lets us know your interest and availability.

At the End of the Term

Finish Strong.

- ❑ **final exam**
  - ✦ Hold all final exams according to the RCC Final Exam schedule. The scheduled can be found at https://www.rcc.edu/departments/Pages/Class-Schedule.aspx

- ❑ **grades**
  - ✦ Submit Grades on WebAdvisor by deadline
  - ✦ If you awarded an Incomplete Grade to a student, you MUST also submit an Incomplete Grade Contract on WebAdvisor.

- ❑ **hard copies of required documents**
  - ✦ Submit Attendance Rosters *and* Grades to your IDS.

- ❑ **student learning outcomes (SLO) assessment**
  - ✦ Work with your discipline, department chair, and/or Riverside Assessment Committee representatives to appropriately submit results of assessments projects.

Part 2: Instruction-related Details

The material presented in part 1 contained brief statements to assist faculty in getting a good start, staying on track, and finishing the term well. Part 2 of this document provides a more in-depth understanding of these topics as well as additional information to assist faculty with issues that arise related to instruction.

Academic Freedom

The faculty, administration, and Board of Trustees subscribe to the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure. This aligns with CCR Title 5 section 51023 and standards established with the College's accrediting body; the alignment is evidenced by the adoption of Board Policy 4030 which states:

"Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning. Academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom. College and university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

Assessment of Student Learning Outcomes

Assessment of the effectiveness of the delivery of course content and curriculum in community colleges is a state mandated activity with the objective of improving student success. Riverside City College is committed to evaluating the delivery of and quality of the content presented in our courses. As part of your responsibilities as an instructor of this college you are expected to participate in this assessment process. It is recommended that you familiarize yourself with this activity by exploring the Riverside Assessment Committee's (RAC) Assessment Guide. Please check with your department chair for guidance on the assessment efforts happening in your department pertaining to the courses you are teaching.

Book Orders & Required Course Materials

State regulations require that the College inform students of costs associated with their courses at the time of enrollment. RCC complies with this requirement through the bookstore. You will receive reminders in your RCC email account for textbook orders. It is extremely important that if you have textbooks adopted for your course, you provide that information to the bookstore prior to student registration or as soon as you have your assignment.

- Please provide information to the bookstore of required books, recommended books, and any supplies (i.e. calculators, scales).
- You must also inform the bookstore if you are using Open Educational Resources (OER) material or no text material at all, so they can provide that information to the students.
- Desk copies – the bookstore does not provide desk copies. Please talk to your Department Chair for the procedure in your department.
- RCC Bookstore will accept textbook adoptions via Google Form, email, or online.
  - ⇨ Google Form (https://forms.gle/d2fyidnVop9P3Pxk7)
    This is the best option if you use the same material each term as you can be added to our text rollover – we do the work for you!
  - ⇨ Email – please send your request to 2084txt@follett.com or Tammy.Wagonis@rcc.edu
    - Online – Set up an account at https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=2084&langId=en_US
    - You will need to click the New?Register Here link.
    - The bookstore supplied password is 2084
- You are also welcome to drop by the bookstore with your textbook adoptions.

Contact Information
Store Manager: Michael Felix, 2084mgr@follett.com
Course Materials Manager: Tammy Wagonis, 2084txt@follett.com
Store Direct Line: 951-222-8140

Breaks during class time & Passing Periods

- Classes are to be held for the entire scheduled instructional time. There is no "passing period" built into the scheduled class meeting time. Some meeting times are long enough so as to require one or more 10-minute break periods. This break time must be taken during the class meeting time and may NOT be accumulated in order to begin class late or end class early.
- Please refer to the chart below to determine the break time appropriate for your section. If you have any questions or concerns, please contact your Department Chair or Dean of Instruction.

Class meeting time per day		# of 10-minute Breaks
Minutes	Hrs : Mins	
50 to 95	00:50 to 01:35	NA
110 to 155	01:50 to 02:35	1
170 to 215	02:50 to 03:35	2
230 to 275	03:50 to 04:35	3
290 to 335	04:50 to 05:35	4
350 to 395	05:50 to 06:35	5

Course Syllabus

Standard Components
It is always a good idea to periodically touch base with your Department Chair about important syllabus details specific to your discipline.

The following list of syllabus components is not intended to be exhaustive or to replace faculty best practices. All syllabi should contain:

- Instructor contact information.
- Textbook information
- Clearly identified Student Learning Outcomes (Required) (Available from your Department Chair or in every Course Outline of Record in CurricuNet)
- Grading details
- Course calendar detailing readings, assignments, class meeting dates, test dates, and Final Exam date and time

For classes that have TBA lab hours, syllabi must include statements addressing the following:

- The expected weekly attendance in lab
- The nature of the instruction occurring in the lab
- The physical location of the lab
- How the assignments in the lab factor into the grade for the course

Important Statements

The omission of specific content can be a potential source of problems for instructors and students. Experience has shown that clear policy statements in your syllabus are of great help should misunderstandings arise with students. Please include statements in your syllabus about:

* *Accommodation of Disabilities*
  Such a statement is required. Here is a suggestion:
  Riverside City College provides services to students with disabilities through the Disability Resource Center (DRC), located in the Charles A. Kane Student Services building, room 130. To request academic adjustments or services due to a disability, please visit the DRC or contact the DRC office at (951)-222-8060. A DRC counselor will confidentially review any educational limitations with you to determine what services you qualify for. Once your accommodations are approved through DRC, please bring your DRC Letter to Instructor to me so that I may facilitate your academic adjustments and services in class.

* *Academic Honesty*
  Academic Honesty, Plagiarism, Cheating, etc. This should include a statement not only about what constitutes plagiarism and/or cheating, but also a statement about the consequences to the student's grade for the test/assignment on which s/he demonstrated academic dishonesty. District policy on academic dishonesty is found in [board policy AP 5520](#) which is available on the [district website](#) and allows three options. The faculty member may:
  * reduce the score on test(s) or assignment(s) according to the weight of the test or assignment;
  * reduce the grade in the course if the weight of the test or assignment warrants grade reduction; or,
  * fail the student in the course if the weight of the test or assignment warrants course failure.

* *Adding and Dropping the Course*
  Adding this class suggested language:
  Students adding this section will be provided with an add/authorization code. You are responsible for completing the add process before the deadline to add. Add codes can be processed and deadlines identified through MyPortal. If you fail to add the class by the deadline, you are not officially enrolled and college policy prohibits you from continuing to attend class.

  Be aware that your failure to pay fees/fines, to document prerequisites, to clear academic holds, or to navigate personal problems may hinder you from adding this section. Please allow sufficient time to take care of these issues before the deadline to add.

  Adding this course after the published deadline will require documentation of extenuating circumstances involving severe illness, accident, or death of a family member, and is subject to approval by the appropriate Dean.

  The use of an add/authorization code issued to another student violates the Student Code of Conduct and will be referred to the Dean of Student Services for disciplinary action. ***The unauthorized use of an add code is grounds for removal from the course.***

  Dropping this class suggested language:
  You may withdraw from this course by the drop deadlines using MyPortal. Deadlines are available on MyPortal. If there is a hold restricting use of MyPortal for this purpose, you may bring a completed ADD/DROP card to the Admissions counter of the college and complete the process there. It is the student's responsibility to drop this class should s/he decide no longer to attend.

- *Classroom Policies and Expectations of Student Behavior*
  This should include policies on cellphone usage, common courtesy, eating and drinking in the classroom, appropriate language, proper classroom and online etiquette, etc. The Student Code of Conduct is [Board Policy 5500](), which can be found on the District website and is listed under "Rights and Responsibilities" in the Student Handbook. The Student Handbook is accessible under the student portal of the RCC website.

- *Course Policies*
  A syllabus should include course policies on missed assignments or exams, attendance expectations, tardiness, and class participation. Thank you for remembering that attendance cannot be used as a component for assigning class grades. However, class participation may be considered and factored into established grading policy.

Submit copy of syllabi to Department Office (IDS)
Every term the Department Offices archive syllabi for all courses taught at Riverside City College. This is critical for our students. Often times, when our students transfer, the four-year institution requires a copy of the syllabus from a course that the student took at Riverside City College. This is for matriculation purposes and a Course Outline of Record is unacceptable; the university wants to see the syllabus. This request often takes our students by surprise as they may not have saved every syllabus from every course that they took at community college. In addition, these documents assist us greatly in dealing with other issues that arise after the term has ended.

Field Trips
Paperwork required for course-associated field trips must be submitted prior to the event. Contact your IDS for specific discipline requirements, deadlines, and paperwork. It is critical that you meet these deadlines or your request may be delayed or declined. A faculty travel request must be filled out and submitted to your IDS, who will obtain a travel number and proper signatures. This is mandatory so that faculty will be covered by liability insurance while off site.

Final Exam Schedule
The Final Exam Schedule for Riverside City College can be found in the pdf of the Schedule of Classes. DO NOT change the meeting date/time or location of your Final Exam. If you believe that a change is warranted, contact your Department Chair/Dean to discuss the matter.

Note: Riverside City College Final Exam schedule differs from the Finals Schedule at Moreno Valley College and Norco College.

Late Adds

Remind your students to process add codes on or **BEFORE** the *Last Day to Add* for your section. This date varies by section so check WebAdvisor or the Schedule of Classes for the exact date for your section.

If a student misses the *Last Day to Add*, a **Late-Add Petition** must be filed. Late-Add Petitions can only be submitted during the week immediately following the *Last Day to Add*. The forms require the signature of the instructor and the approval of the Dean of Instruction. The Dean of Instruction will not approve Late- Add Petitions unless the student falls into one of the following allowable conditions per Title 5:

- Illness – The student must prove s/he was ill or injured during the add period. The student must attach a note from a doctor, clinic, or hospital certifying illness and inability to add by the published deadline date.
- Accident – The student must attach a "true copy" of an original accident report from a police department, sheriff's office, California Highway patrol, or other police agency. It is the student's responsibility to explain how the accident prevented him/her from adding by the published deadline date.
- Death – The student must attach a copy of the death certificate and explain the relationship to the deceased.

It is the student's responsibility to clear all impediments to adding/enrolling. The following reasons do not merit approval of a Late-Add Petition:

- Required assessments not completed
- Prerequisite not cleared
- Child care issues
- Inability to pay fees on time
- Financial or academic holds
- Class needed for graduation or transfer
- Lack of understanding or knowledge of class add deadlines or registration procedures

Methods of Instruction

Riverside City College uses the Canvas learning management system as the basic platform for all online and hybrid classes. In order for a course to be offered using the Hybrid or Online method, the course **MUST** be approved to be offered using these methods through the curriculum approval process. Contact your department chair, Curriculum Committee representative or consult Curricunet if you have questions about whether a particular course has been approved for Distance Education.

In addition, RCC offers faculty the ability to use the Canvas learning management system for any course, allowing instructors to create an online gradebook that allows students access to their grades at any time, to post course-related documents and materials, and to leverage many features unique to the Canvas environment.

PLEASE REMEMBER!
If you are requesting a Canvas shell for a course that is neither Online nor Hybrid you may only supplement and not replace classroom seat time with online meetings or assignments. For example, a standard course instructor may not ask students to meet online in lieu of regular classroom meeting time but may offer an assignment online to be completed outside of regular classroom meeting time.

Canvas Requirements
All faculty who wish to utilize Canvas must first complete an approved training process through at least one of the following:

- Complete the Online Canvas Academy (OCA)
- Complete a face-to-face Canvas training session
- Show proof of training from another organization (must be approved)

More information can be found at the [Distance Education Faculty Training website](#).

Canvas Course Shells
All Online (OL) and Hybrid (HYB) courses will appear automatically in Canvas.

All other course types require the instructor to manually request a Canvas shell via an Opt-In process in [WebAdvisor](#).

To Opt-In, an instructor must complete the following steps:

- Complete Canvas Training
- Log into [WebAdvisor](#) using your faculty login
- Click the "Distance Education Class Shell Opt-In" link in the Faculty Information section
- Opt-in by selecting the correct Term, checking the box next to your course, and choosing "Canvas" in the Services section

Once opted-in, course shells will appear in Canvas within 2 to 4 hours.

More information can be found at the [Distance Education website](#).

Prior-Term Course Content
All previously taught courses will have their most recent prior-term content automatically copied into the new course.

The following course attributes must match to identify a previously taught course within the last year:

- Course Name/Number: eg ENG-1A
- Faculty Name
- Instructional Method: eg HYB, OL, WE, etc
  e.g. John Smith's 19SPR ENG-1A (HYB) course content will be automatically copied to John Smith's19SUM ENG-1A (HYB) course.

  If you require prior content from an alternative course to be copied to your upcoming course, please fill out a Course Content Copy form.
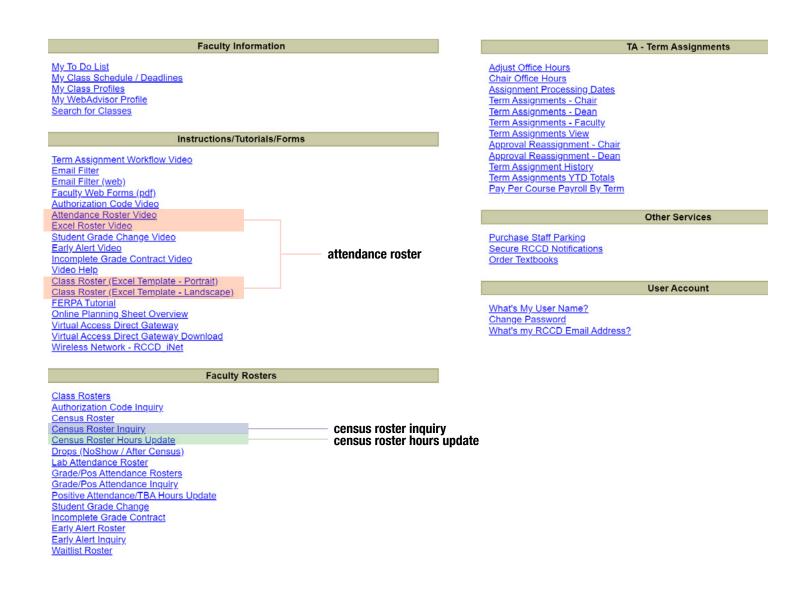
Merged Courses
Courses and sections that have been merged in Canvas allow an instructor to define course content once for all entries in the merged group. Courses that have been cross-listed in Colleague by your IDS will automatically be merged in Canvas. If you wish to merge additional courses in Canvas, you may submit a Course Merge form.

Instruction-related Details

Required Documents

Pursuant to Title 5 Section 59025, records relating to attendance and FTES are classified as Class 3 Records and are records basic to audit. These records include Attendance Rosters, Census Rosters, and Grade Rosters.
Many tools are available for faculty in WebAdvisor to assist in maintaining and reporting this critical information.

Faculty Information

My To Do List
My Class Schedule / Deadlines
My Class Profiles
My WebAdvisor Profile
Search for Classes

Instructions/Tutorials/Forms

Term Assignment Workflow Video
Email Filter
Email Filter (web)
Faculty Web Forms (pdf)
Authorization Code Video
Attendance Roster Video
Excel Roster Video
Student Grade Change Video
Early Alert Video
Incomplete Grade Contract Video
Video Help
Class Roster (Excel Template - Portrait)
Class Roster (Excel Template - Landscape)
FERPA Tutorial
Online Planning Sheet Overview
Virtual Access Direct Gateway
Virtual Access Direct Gateway Download
Wireless Network - RCCD_iNet

attendance roster

Faculty Rosters

Class Rosters
Authorization Code Inquiry
Census Roster
Census Roster Inquiry
Census Roster Hours Update
Drops (NoShow / After Census)
Lab Attendance Roster
Grade/Pos Attendance Rosters
Grade/Pos Attendance Inquiry
Positive Attendance/TBA Hours Update
Student Grade Change
Incomplete Grade Contract
Early Alert Roster
Early Alert Inquiry
Waitlist Roster

census roster inquiry
census roster hours update

TA - Term Assignments

Adjust Office Hours
Chair Office Hours
Assignment Processing Dates
Term Assignments - Chair
Term Assignments - Dean
Term Assignments - Faculty
Term Assignments View
Approval Reassignment - Chair
Approval Reassignment - Dean
Term Assignment History
Term Assignments YTD Totals
Pay Per Course Payroll By Term

Other Services

Purchase Staff Parking
Secure RCCD Notifications
Order Textbooks

User Account

What's My User Name?
Change Password
What's my RCCD Email Address?

Attendance Rosters

At the end of each semester, hard copies of attendance rosters must be submitted to the Department Office (IDS) for every section taught. For convenience, **Excel-based templates** are available from the Faculty Menu on WebAdvisor along with a tutorial detailing how to download and import an Excel file of your class roster.

You will be able to print an accurate first-day roster one day before start of your class. Before that time, enrollments may change as students remove themselves or are removed from your roster and qualified students from your waitlist are enrolled.

Census Rosters

Census rosters are due within five days of the census date listed in WebAdvisor.

Use these rosters to record active, inactive and no-show students. Check the census roster carefully against your attendance records and drop all "no-show" students. Students whose names do not appear on the Census Roster are not officially enrolled in the class and may not attend class.

Census Rosters and Classes with TBA Lab Hours

Most of these sections use CI Track to document attendance for lab hours. If your section is linked to CI Track, the hours that your students have completed in lab will appear in the **Census Lab Hours** column of the Census Roster.

Hours of attendance logged in CI Track serve as evidence in the case of an audit. However, if you have documentation (evidence) that the Lab Hours pre-loaded in WebAdvisor from CI Track are in error, you may correct the value in the Census Lab Hour cell on this screen. All documentation (evidence) in support of these corrections MUST be submitted to the Office of the Dean of Instruction immediately after you submit your Census Roster. This will serve as institutional evidence in case of audit.

Please note: the requirements for student attendance in the TBA instructional Labs associated with your section MUST be clearly detailed in your course syllabus. If you have any questions about TBA instructional labs associated with your course, please contact your Lab Coordinator or Department Chair. The Dean of Instruction is also available to respond to any questions you may have. For classes in CIS, CSC, ENG, ESL, REA, WL, and other courses that have TBA lab hours, the course syllabi must clearly state the nature of the instruction occurring in the lab, the required weekly attendance in the lab, the physical location of the lab, and how the assignments in the lab factor into the grade for the course.

Census Rosters Inquiry

The **Census Roster Inquiry** is available as a menu choice in WebAdvisor under Faculty Rosters. Use this to confirm the submission of your Census Report and to print it for your records.

Census Rosters Inquiry and Classes with TBA Lab Hours

For classes with associated TBA lab hours, the Census Roster Inquiry will detail the number of reported lab hours for each student as of Census. If you discover you have made an error in reporting lab hours at Census, you may correct your error using the *Census Roster Hours Update* option.

Census Roster Inquiry

Please **print this page** and keep for your records

Class Name   CIS-1A-43776
Title   Intro to Comp Info Sys
Location
Term
Instructor

ID	Student	Census Status	Lab Hours
	Aguilar, Stephanie P	Active	2.4
	Anderson, Arnold K.	Active	2.4
	Candia, Jorge E.	Active	5.5
	Chavez, Gustavo	Active	2.4
	Corado, Lili	Active	2.3
	Diaz, Tatiana G.	Active	2.8
	Dixon, Terrianne L.	No Show***	
	Fields, Aaron M	No Show***	
	Garcia, Ramiro C	Active	5.3

Census Roster Update and Classes with TBA Lab Hours
For sections with TBA Lab Hours, faculty may update the Lab Hours reported at Census after submitting the Census Roster. You may do this ONE TIME only.

Census Roster Hours Update

NOTE:
- State regulations require that RCCD report at least 1 hour of attendance for each active student as of census who was enrolled in a census class with TBA hours.
- Hours updated on this form can only be updated once per section.

IMPORTANT: Hours reported must be supported by appropriate evidence.

Class Name	CIS-1A-43776
Title	Intro to Comp Info Svs
Location	Riverside City
Term	Fall 2013
Instructor	Faculty Member's Name

ID	Student	Status	Census Lab Hours
	Aguilar, Stephanie P.	Add	2.4
	Anderson, Arnold K.	Add	2.4
	Candia, Jorge E.	Add	5.5
	Chavez, Gustavo	Add	2.4
	Corado, Lili	Add	2.3
	Diaz, Tatiana G.	Add	2.8
	Dixon, Terrianne L.	Add	
	Fields, Aaron M.	Add	

Note: After State Reporting has been finalized, you will no longer be able to access this option for sections offered during this term.

Grade Rosters

Grade Rosters are due at the end of the term and are submitted on WebAdvisor. If you assign an Incomplete Grade, you must also submit an **Incomplete Grade Contract** for each student with an INC grade.

Remember, an INC grade will be reported as IF, ID, etc. The first letter indicates the Incomplete grade and the second letter indicates the grade to which the INC will revert if after one calendar year the student fails to complete the requirements set forth in the INC Contract.

Incomplete grades are awarded at the discretion of the faculty member. They should be assigned only if it is beyond the deadline for the student to drop with a W and the student can document an extenuating, unforeseeable circumstance preventing him/her from completing the semester.

Faculty Information

My To Do List
My Class Schedule / Deadlines
My Class Profiles
My WebAdvisor Profile
Search for Classes

Instructions/Tutorials/Forms

Term Assignment Workflow Video
Email Filter
Email Filter (web)
Faculty Web Forms (pdf)
Authorization Code Video
Attendance Roster Video
Excel Roster Video
Student Grade Change Video
Early Alert Video
Incomplete Grade Contract Video
Video Help
Class Roster (Excel Template - Portrait)
Class Roster (Excel Template - Landscape)
FERPA Tutorial
Online Planning Sheet Overview
Virtual Access Direct Gateway
Virtual Access Direct Gateway Download
Wireless Network - RCCD_iNet

Faculty Rosters

Class Rosters
Authorization Code Inquiry
Census Roster
Census Roster Inquiry
Census Roster Hours Update
Drops (NoShow / After Census)
Lab Attendance Roster
Grade/Pos Attendance Rosters
Grade/Pos Attendance Inquiry   **faculty rosters**
Positive Attendance/TBA Hours Update
Student Grade Change
Incomplete Grade Contract   **incomplete grade contract**
Early Alert Roster
Early Alert Inquiry
Waitlist Roster

TA - Term Assignments

Adjust Office Hours
Chair Office Hours
Assignment Processing Dates
Term Assignments - Chair
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Term Assignments - Faculty
Term Assignments View
Approval Reassignment - Chair
Approval Reassignment - Dean
Term Assignment History
Term Assignments YTD Totals
Pay Per Course Payroll By Term

Other Services

Purchase Staff Parking
Secure RCCD Notifications
Order Textbooks

User Account

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Change Password
What's my RCCD Email Address?

Grade Rosters and Classes with TBA Lab Hours

For sections with TBA Lab Hours, faculty are able to view the Total Lab Hours completed by each student for the course. Along with the completed work from regularly scheduled weekly labs, this information will assist the faculty member in determining the contribution of the lab hours to the overall grade in the course.

In addition, the hours reported at Census are provided for final review.

If the Census hours need to be corrected, you may adjust the hours using the Census Roster Hours Update link from the WebAdvisor menu.

You may only correct hours if you have documentation (evidence) that the Lab Hours previously reported are in error. All documentation (evidence) in support of these corrections MUST be submitted to the Office of the Dean of Instruction immediately after you submit the Census Roster Hours Update. This will serve as institutional evidence in case of audit.

NOTE:

- The "Lab Hours" column reflects total hours the students completed in the lab for the term.
- The "Census Hours" column reflects hours the students completed in the lab up to the census date.
- If the "Census Hours" are less than 1.0 contact hour (.83) lab attendance, the District does not receive compensation for any lab hours the student completed.
- If the hours listed in the "Census Hours" column are less than 1.0 and the student has successfully completed the class, please verify with the student that the hours listed are correct.
- If hours need to be adjusted, they can be adjusted on the "Census Roster Hours Update" link in WebAdvisor.

IMPORTANT: All hours reported must be supported by appropriate evidence.

Class Name	SPA-4-47886
Title	Spanish 4
Location	Riverside City College
Term	Fall 2014
Max Lab Hours	18.00
Instructor	Dr. Kathryn E. Kelly

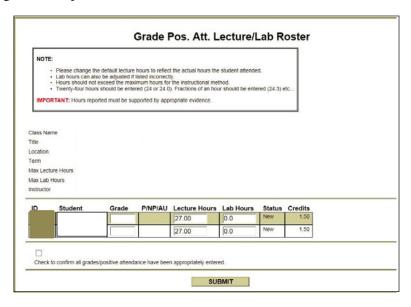| ID	Student	Grade	P/NP/AU	Lab Hours	Census Hours	Status	Credits
	Student A			17.6	2.08	New	5.00
	Student B			11.9	1.44	New	5.00
	Student C			19.1	2.07	New	5.00
	Student D			19.8	2.34	New	5.00

Grade Rosters and Classes with Positive Attendance Lecture and Lab Hours
Sections that do not meet the criteria for typical scheduling must be reported as Positive Attendance courses. For these sections, hours of attendance must be reported. Many of these sections have both a Lecture and a Lab component, so that is the example used below.

For sections that require the reporting of Positive Attendance hours, the Grade Roster must be submitted in WebAdvisor at the end of the term will appear as follows:

For every student, you will enter a grade, the hours that the student attended lecture (Lecture Hours), and the hours that the student attended lab (Lab Hours). The lecture and lab hours will be pre-loaded with the maximum hours possible. It is your responsibility to reduce the hours for each student based upon his/her absences during the term.

It is critical that during the term you maintain accurate records of student attendance in BOTH the lecture and the lab portion of the course. The hard-copy of your attendance record IS the official documentation required and should be submitted to Admissions & Records at the end of the term. Make certain that you have clearly indicated attendance for every student for every day the class met. If you were absent, then all students lose those hours of attendance for that day.

Contact your Department Chair or the Dean of Instruction with any questions.

Grade Rosters Inquiry
Instructors can confirm that grades and (if appropriate) TBA hours or Positive Attendance hours have been submitted by clicking on the **Grade/Pos Attendance Inquiry** option in the Faculty Menu on WebAdvisor:

Grade Rosters and Positive Attendance Updates
If a correction needs to be made to a student grade, you may use the Student Grade Change option on WebAdvisor.

If a correction needs to be made to the Positive Attendance hours submitted, you may do so by using the Positive Attendance/TBA Hours Update option. If you update the Positive Attendance hours, please resubmit an updated hardcopy of the Attendance Roster to the Instructional Department Specialist (IDS). It is critical that the hardcopy of the Attendance Roster documents and supports the hours of attendance that you have reported on WebAdvisor.

Faculty E-mail

You must routinely check your RCC e-mail accounts. Reminders about time-sensitive activities related to your contract (TA approvals, Census deadlines, etc.), updates from Admissions & Records, and communication from department and administrative offices are routinely sent to you via this account. Your timely monitoring is critical to the communication within the district and at our college.

FLEX Obligations and Opportunities

RCC participates in the Flexible calendar program. Therefore, by law and negotiations with the RCCDFA, Full-Time faculty are required to spend 24 hours per year and Associate Faculty may be compensated up to 3 hours per year (from July 1-June 30) in professional development activities.

Those activities, according to the California state flexible calendar policy, must fall into at least one of the following categories:

- course instruction and evaluation;
- staff development, in-service training and instructional improvement.
- program and course curriculum or learning resource development and evaluation;
- student personnel services;
- learning resource services;
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
- departmental or division meetings, conferences and workshops, and institutional research;
- other duties as assigned by the district;
- the necessary supporting activities for the above

These hours may be satisfied by one or more of the following activities:

- Attending mandatory college day or district day events
- Attending on-campus workshops, presentations, meetings and/or events that have been approved as a FLEX event by the faculty development committee
- Participating in off-campus activities such as conference attendance, course redesign, or discipline- related activities.

Discipline-related activities should

- be activities that are directly or indirectly related to the subject(s) taught
- result in improved knowledge in one's field
- be based on a topic that can be incorporated into courses taught to improve student learning

For instance, a faculty member in the Art department could attend an art exhibit. A faculty member in biology could attend a talk at the Long Beach Aquarium about climate change.

Off-campus activities require completion of an individual flex plan with department chair approval before attendance of the event.

For full-time faculty individual flex plans are completed in the Flex Track system (www.academic.rcc.edu/cte and click on Flex Tracker). It is also required that you provide evidence of your activity upon completion.

For associate (part-time) faculty, up to 3 hours of FLEX can be reported in the etrieve system using the Single Sign-on Portal (go.rccd.edu)

Glenn Hunt Center for Teaching Excellence

At Riverside City College, the Glenn Hunt Center for Teaching Excellence has a variety of resources for faculty to utilize while pursuing their professional development activities.

There are many workshops held in the Hunt Center monthly on various topics. We also offer a quiet place to prepare for class and grade assignments. Faculty may also use the Faculty Workroom in Quad 117.

The Hunt Center has a variety of equipment at your disposal, such as SCANTRON machines, computers, printers, a small refrigerator and microwave. We also have a supply of "scratchers" (AKA Instant Feedback Forms) as well as meeting rooms. Equipment available for checkout includes laptops, document cameras, video cameras and LCD projectors. There is also a library of books and audio books donated by faculty and others. (We welcome new donations to add to this collection). More information is available from the "Resources" menu on the right side of the Faculty Development webpage http://www.rcc.edu/facultydev/Pages/cte.aspx .

> **Access to the Glenn Hunt Center**
> Location: Salvatore G. Rotella Digital Library, Fourth Floor.
> Hours staffed: Monday-Wednesday: 12 pm-5 pm
> Thursday: 12 pm-4:30pm

Faculty may obtain an access code from the Library Circulation Desk, Second Floor, for additional access during non-staffed hours.

> **Contact Information:**
> Faculty Development Coordinator: Tammy VantHul
> Email: Tammy.VantHul@rcc.edu
>
> Faculty Development Administrative Assistant: TBA
> Email: TBA
>
> Faculty Development Phone: (951) 328-3653

Teaching Assignment (TA) Approval Process

Teaching Assignments are approved via WebAdvisor. Once you as the faculty member and the department chair have tentatively worked out which class(es) you will teach, the IDS generates a TA for you. During an approval period, new and modified TAs enter the WebAdvisor queue to be approved, first by the department chair, then by the Dean of Instruction, and finally by the faculty member. When a TA is ready for you to review and approve or deny, you will receive an automated e-mail delivered to your college/ district e-mail address. It is important to approve/deny your TA by the deadline stated in the e- mail. Pay close attention to the term; some months you may have multiple TAs to approve.

If there is an error on your TA, please contact your IDS before approving or denying your assignment.

FAQs about TA Approvals

Faculty Information

My To Do List
My Class Schedule / Deadlines
My Class Profiles
My WebAdvisor Profile
Search for Classes

Instructions/Tutorials/Forms

Term Assignment Workflow Video
Email Filter
Email Filter (web)
Faculty Web Forms (pdf)
Authorization Code Video
Attendance Roster Video
Excel Roster Video
Student Grade Change Video
Early Alert Video
Incomplete Grade Contract Video
Video Help
Class Roster (Excel Template - Portrait)
Class Roster (Excel Template - Landscape)
FERPA Tutorial
Online Planning Sheet Overview
Virtual Access Direct Gateway
Virtual Access Direct Gateway Download
Wireless Network - RCCD_iNet

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Census Roster Inquiry
Census Roster Hours Update
Drops (NoShow / After Census)
Lab Attendance Roster
Grade/Pos Attendance Rosters
Grade/Pos Attendance Inquiry
Positive Attendance/TBA Hours Update
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Incomplete Grade Contract
Early Alert Roster
Early Alert Inquiry
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Chair Office Hours
Assignment Processing Dates — **assignment processing Dates**
Term Assignments - Chair
Term Assignments - Dean
Term Assignments - Faculty
Term Assignments View
Approval Reassignment - Chair
Approval Reassignment - Dean
Term Assignment History
Term Assignments YTD Totals
Pay Per Course Payroll By Term

Other Services

Purchase Staff Parking
Secure RCCD Notifications
Order Textbooks

User Account
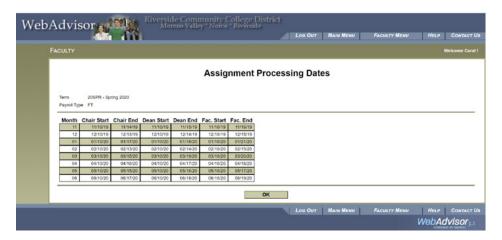
What's My User Name?
Change Password
What's my RCCD Email Address?

Q: **When is my TA approval period?**

A: Approval periods are approximately during the 10th of each month. Specific dates for each month are available in WebAdvisor.

To find the dates:
* log onto WebAdvisor
* from the Main Menu CLICK on Faculty – Click Here from the Faculty Menu in the lower right quadrant labeled TA-Term Assignments
* **CLICK Assignment Processing Dates**

Q: **I approved my TA last month. Why do I have to approve the same TA more than once?**

A: The quick answer is that it is not the same TA… something is different about it. If there is a change made in your TA, the new TA will need to be reviewed and approved. This is nothing new… it happened back in the pen & paper approval process days as well.

Q: **Do I have to approve a TA every month?**

A: No. There may be months in which no TA approval is needed. Before the term begins, you will obviously be approving the TA for the upcoming term. If nothing on your TA changes, that should be it. However, see the above question.

Q: **Will I ever have a TA from more than one term to approve during the same month?**

A: Possibly. This can happen especially during months at the end of an intersession and before a primary term. So always be mindful of the Term that is indicated in the automated e-mail notification.

Please note that while you will receive an automated e-mail requesting your approval that there is an order of approval it must pass before the system will allow you to submit your approval.

Part 3: College Support Services

Some information about the college is relatively constant. This section summarizes this information. Please contact your department chair or the Dean of Instruction if you have any questions.

CalWORKs Program

Workforce Preparation offers the CalWORKs program, funded through the Chancellor's office of the California Community Colleges. CalWORKs was designed to promote self-sufficiency through employment and education. The population that is eligible to receive services via CalWORKs is TANF (Temporary Assistance for Needy Families) recipients with minor children. For detailed information, see CalWORKs on the RCC website.

Riverside Administrative Support Center

The Riverside Administrative Support Center (RASC) provides the following services for faculty:

* faculty mailboxes
* copier access
* parscore grading
* faxing
* computer
* District and campus mail services
* copying (hard copies of Copy Requests can be dropped off in the RASC (located in BE 110) or e-mailed to rivadminsupport@rcc.edu. Copy requests using more than 500 pages will be sent off-site for processing and require at least four working days to process.)

College Safety and Police

IN AN EMERGENCY CALL 911 or CALL RCCD SAFETY AND POLICE DISPATCH at (951) 222-8171 OR 222-8172.

The College has 24-hour coverage.

If you or any of your students would like to be escorted to your vehicles after dark, notify Dispatch at (951) 222-8171 or (951) 222-8172.

Be advised that RCCD officers will ticket for moving violations on and near the college.

Disability Resource Center (DRC)

Riverside City College provides services to students with disabilities through the Disability Resource Center (DRC), located on the first floor of the Charles A. Kane building. Students that require academic accommodations due to a disability should be directed to visit the DRC or contact the staff at 222-8060. A DRC staff member will confidentially review student concerns to determine any required accommodations. Once accommodations are approved, you will be contacted with information on how to serve the needs of the student.

> Contact Information
> Riverside City College DRC
> 4800 Magnolia Ave Riverside CA, 92526
> General Phone: (951) 222-8060
> Location: Charles A. Kane Building, First Floor.

EOPS / CARE

Our mission is to provide effective support services, but most of all to assist educationally disadvantaged students in reaching their educational goals. Extended Opportunity Programs and Services (EOPS) is a student support program implemented and funded by the State of California (as per Title V) to help recruit, retain, and assist the academic success of low-income and educationally-disadvantaged students by providing them with the tools and resources for achieving a higher education.

> Contact Information: Phone (951) 222-8045
> Location: Charles A. Kane Building, Second Floor

Riverside Technology Support Services (TSS)

The Riverside City College Technology Support Services department provides and maintains the audio and visual technology, equipment, and services to support your courses.

For information, please visit the Riverside TSS web page at http://www.rcc.edu/tss/Pages/tss.aspx.

You must receive instructional media training prior to being issued media keys. Please contact TSS personnel at (951) 222-8511 or rimc@rcc.edu

For IT support please submit a Help Desk ticket. Email: helpdesk@rccd.edu

Services provided (most services require 48 hour notice):
Time notification requirement may vary depending on type and volume request

- Assisted Listening Systems
- CD/DVD Duplication*
- Document Scanning*
- Equipment Installation & Maintenance*
- Instructional Laptops for Checkout
- Media Equipment Tutorials
- PA/AV Setups
- Photography/PowerPoint Presentation Assistance*
- Streaming Video*
- Technical Assistance with Media Equipment
- VHS to DVD and Cassette to CD conversions*
- Video Production (2 weeks notice required)*
- Video Conferencing* Location

Digital Library, First Floor

Contact Information Riverside TSS
4800 Magnolia Ave,
Riverside, CA 92506
General Phone: (951) 222-8511
E-mail: rimc@rcc.edu
Henry Bravo TSS Manager (951) 222-8513 or Henry.bravo@rcc.edu

If you experience problems with LCD projectors/screens, overhead projectors, microphones, document cameras, A/V touch panels, assisted listening systems, LCD/LED displays, or any other media equipment, please contact IMC at (951) 222-8511 or e-mail rimc@rcc.edu

For computer software or network problems, contact the Helpdesk at (951) 222-8388 or helpdesk@rcc.edu

Classroom Security

All faculty are provided with key access to the classroom(s) in which they teach and to the instructor workstation. Contact your IDS if you have questions and/or concerns

After your class is over (and if the next instructor has not yet arrived), please clear the room of students and lock the classroom door before you leave.

Library

Hours of Operation
Monday – Thursday: 7:30 am to 8 pm
Friday: 7:30 am to 4 pm
Saturday: 11 am to 4 pm

Contact Information
Circulation: (951) 222-8651
Reference: (951) 222-8652
Email: library@rcc.edu

Services
+ Please visit The Digital Library's Homepage at library.rcc.edu for current information and services.
+ Reserve Textbooks: Textbook may be placed on reserve at the reference desk. It is up to the individual faculty to provide a copy of the textbook.
+ Electronic Databases LAMP is also available at library.rcc.edu

Tutorial Services

Tutorial Services is found on the second floor of the Martin Luther King Building (MLK).

For information: http://www.rcc.edu/services/tutoring/Pages/TutoringHome.aspx

Veterans Services

Your rosters will indicate (V) if a student is a veteran. VA-related concerns should be referred to a Certifying Official at the Veterans Services Office in the Charles A. Kane Building, First Floor.

Contact Information
+ General Contact Number: (951) 222-8607.
+ Contact Number for student questions regarding pay, the Certificate of Eligibility, or VA Benefits: 1-888-GIBILL1 (1-888-442-4551).

Fall 2019 Directory of Services and Support

Student Success and Support Services
https://www.rcc.edu/AcademicSupport/Pages/Academic-Support.aspx *AND*
http://www.rcc.edu/AcademicSupport/studentsuccess/Progcomp/Pages/Program-Components.aspx
- Center for Communication Excellence (CCE) - MLK Rm 221, 951-222-8635
- Counseling - 2nd floor of CAK, 951-222-8440
- Library - 951-222-8652
- Math Learning Center - 3rd Floor of MLK, 951-222-8000 x4100
- Tutorial Services - 2nd Floor of MLK, 951-222-8170
- Writing and Reading Center - MLK Bottom Floor, 951-222-8632
- Instructional Pathways with Program Maps -
  https://www.rcc.edu/services/counseling/Pages/Instructional-Pathways.aspx

Student Services
- Admissions and Records - 1st floor of CAK, 951-222-8600
- ASRCC - 2nd floor of Bradshaw 951-222-8570 https://www.rcc.edu/asrcc/Pages/clubs.aspx
- Bookstore - Bradshaw bldg., 951-222-8140
- Career Closet - Portable 5 near Cafeteria
- Career Services - 1st floor of CAK, 951-222-8446
- Disability Resource Center - 1st floor of CAK, 951-222-8060
- Financial Aid - 1st floor of CAK, 951-222-8710
- Food Pantry, Student Activities - Bradshaw bldg. 207 951-222-8816
- Health and Psychological Services - Bradshaw bldg. under the bookstore, 951-222-8151
- Outreach / Welcome Center - 1st floor of CAK 951-222-8574
- Student Activities - 2nd floor of Bradshaw, 951-222-8570
- Transfer Center - 1st floor of CAK, 951-222-8446
- Upward Bound Programs – Information Services bldg. 114, 951-222-8948

Student Programs
https://www.rcc.edu/services/Pages/Student-Services.aspx
- Athletics – Wheelock Gymnasium, room 319 951/222-8420
- ALLY – Debbie Whitaker 951-222-8434 or Al Forbes 951-222-8000 x4025
- CalWorks - 2nd floor of CAK, 951-222-8648 or 951-328-3820
- Center for International Students & Programs – 2nd Floor Technology B, 951-222-8160
- EOPS (Extended Opportunity Programs and Services)/CARE (Cooperative Agencies Resources for Education)/Next Up (Cooperating Agencies Foster Youth Educational Support) - 2nd floor of CAK   951-222-8045
- Foster Youth/Guardian Scholars - Digital Library 112 951-222-8822
- Gateway College and Career Academy (early college high school) - Lovekin 5 951-222-8931
- La Casa - 2nd floor of Bradshaw 951-222-8168
- Puente - Maria Maness 951-222-8721 or Steve Garcia 951-222-8255
- Study Abroad Program – Digital Library 313, 951-222-8385
- Ujima/H.O.M.E room - 1st floor of Bradshaw 951-222-8130
- TRIO - 2nd floor of CAK, 951-222-8312 or 951-328-3580
- Veterans Services - 1st floor of CAK, 951-222-8607

Version current as October 2, 2019

RCC
RIVERSIDE CITY COLLEGE

Instructional Engagement Centers
- STEM Engagement Center - MLK Building, Room 222 (just past the Center for Communication Excellence)
- LHSS Engagement Center - Digital Library 106
- CTE Engagement Center - Technology A Room 101
- Fine & Performing Arts Engagement Center – Stover, room TBD
    Music – Coil CSA168
- Nursing Engagement Center - 1st floor, School of Nursing

Faculty Advisor Liaisons (for faculty support with Guided Pathways)
- CTE and Nursing - Laneshia Judon 951-222-8820
- LHSS - Tammy Kearn 951-222-8271
- STEM & Kinesiology - Heather Smith 951-222-8359 or Mary Legner 951-222-8886

Additional Points of Contact (contacts for faculty resources)
- Childcare/Early Childhood Development - lower campus next to football field, 951-222-8068
- Enrollment Services - Kyla O'Connor 951-222-8649
- Safety & Police -
    - 24-hour Dispatch 951-222-8171
    - Parking Services 951-222-8520, 951-222-8521, or 951-222-8522
- Student Life - Dr. Lisa Webb 951-328-3612
- Student Services - Dr. Thomas Cruz-Soto 951-222-8153
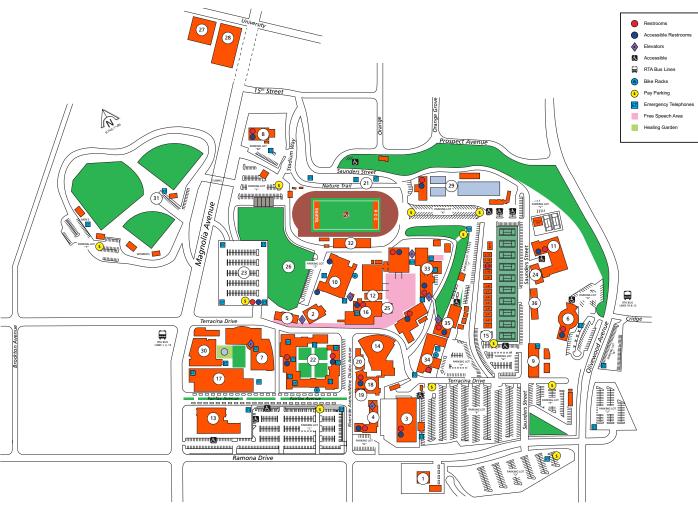- Student Success and Support - Dr. Allison Douglas-Chicoye 951-222-8038

Version current as October 2, 2019

RIVERSIDE COMMUNITY COLLEGE DISTRICT
ASSOCIATE-FACULTY CLASSROOM OBSERVATION

Instructor: _____ Site Location & Room: _____

Course: _____ Code No.: _____ Date of Visit: _____

Description of classroom activity (method & topic): _____

Number of Students present: _____

KEY: S = Satisfactory N = Needs Improvement N/A = Not Applicable or Not Observed

Instructional Assessment	S	N	N/A	Comments
1. Up-to-date knowledge of the subject				
2. Preparation and organization of material				
3. Clarity of presentation				
4. Use of instructional techniques and aids to stimulate class interest				
5. Ability to move smoothly from one topic or classroom activity to another				
6. Effective rapport with students				
7. Encouragement of student participation (as appropriate)				
8. Enthusiasm of instructor				
9. Observes beginning/ending of class as scheduled and/or appropriate class breaks				
10. Classroom management/enforcement of district policies				
11. Review of Syllabi (Syllabi contains student learning outcomes consistent with Course Outline of Record)				
12. Review of Student surveys				

ASSESSMENT: ☐ Satisfactory ☐ Needs Improvement

Additional Comments: _____

_____

_____

_____

_____

_____

Signature of Reviewer: _____

Legend:
- Restrooms
- Accessible Restrooms
- Elevators
- Accessible
- RTA Bus Lines
- Bike Racks
- Pay Parking
- Emergency Telephones
- Free Speech Area
- Healing Garden

1. Alumni House – 3564 Ramona Drive
   - RCCD Foundation
2. Art
3. Automotive Technology
4. Business Education (Alan D. Pauw)
   - Mailroom/Admin Service Center
5. Ceramics
6. Cosmetology
7. Digital Library & Learning Resource Center (Salvador G. Rotella)
   - City Grill Express Food Services
   - Dean, Student Success & Support
   - Glenn Hunt Center for Teaching Excellence
   - Guardian Scholars Engagement Center
   - LHSS Academic Engagement Center
   - Study Abroad Office
   - Technology Support Services
   - World Languages Lab
8. Early Childhood Education
9. Facilities, Maintenance & Operations
10. Gymnasium (Arthur N. Wheelock)
    - Athletics
    - Student Athlete Engagement Center
    - Fitness Room
11. Gymnasium (Catherine S. Huntley)
12. Journalism/Viewpoints
13. Kane Student Services & Administration Building (Dr. Charles A Kane)
    - Academic Affairs
    - Admissions & Records
    - Auxiliary Business Services/Cashier
    - Business Services
    - CalWORKs
    - Career & Transfer Center
    - Counseling
    - Disability Resource Center
    - Extended Opportunities Programs & Services (EOPS)/ CARE
    - Financial Aid
    - President's Office
    - Student Employment Services
    - Student Financial Services
    - Student Services
    - Transcripts
    - TRIO – Student Support Services
    - Veterans' Resource Center
    - Welcome Center
14. Landis Performing Arts Center
15. Lovekin Complex
    - College Safety & Police (L1-3)
    - Gateway to College (L4-9)
    - Tennis (L10)
    - Tennis Courts
    - Photo Lab & Studio (L12-14)
16. Martin Luther King Jr. High Tech Center
    - Center for Communication Excellence
    - Math Center
    - STEM/Fine & Performing Arts Academic Engagement Center
    - Tutorial Services
    - Writing & Reading Center
17. Math & Science Building
    - Dean, STEM
18. Music
19. Music Annex
20. Music Hall (Richard M. Stover)
    - Dean, Fine and Performing Arts
    - Marching Tigers
21. Nature Trail (Arlene & Robert F. Richard)
22. Quadrangle (Arthur G. Paul)
    - Art Gallery
    - Dean, Languages, Humanities & Social Sciences (LHSS)
    - Honors Study Center
23. Parking Structure
24. Pilates Studio (Eleanor H. Crabtree)
25. Planetarium (Robert T. Dixon)
26. Practice Field
27. RCC Coil School for the Arts – 3890 University Avenue
28. RCC Culinary Arts Academy – 3801 Market St.
29. Riverside Aquatics Complex
30. School of Nursing
31. Sports Complex (Samuel C. Evans)
    - Baseball Field
    - Softball Field (Ab Brown)
32. Stadium (Arthur N. Wheelock)
    - Weight Room
33. Student Center (Ralph H. Bradshaw)
    - ASRCC Student Government
    - Bookstore
    - City Grill Food Services
    - Dean, Student Life
    - Food Pantry
    - Hall of Fame
    - Student Health and Psychological Services
    - Heritage Room
    - La Casa Cultural Engagement Center
    - Student Activities
    - Ujima Cultural Engagement Center
34. Technology A
    - CTE Academic Engagement Center
    - Dean, Career & Technical Education
35. Technology B
    - International Students and Programs Center
    - Printing & Graphics Center
36. Warehouse

Updated 02/20

https://www.rcc.edu/businessservices/asc/Pages/Contact.aspx

DATE SENT: _____

Riverside City College
Riverside Administrative Support Center
REQUISITION

JOB NO.: _____

Phone 222-8525 FAX 222-8036
Email: rivadminsupport.center@rcc.edu

Name _____   Telephone _____

Date Required _____ Time _____   Budget Code _____

Division/Department _____   Subject _____

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❏ Pink
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❏ Blue
❏ Salmon
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ADT/AAT	Associate Degree/Transfer OR Associate of Arts for Transfer
AOE	Area of Emphasis
ASRCC	Associate Students of Riverside City College (Student Government)
BIRT	Behavioral Intervention Resource Team
BOT	Board of Trustees
CARE	Cooperative Agencies Resources for Education
CCCCO	California Community College Chancellor's Office
CCE	Center for Communication Excellence
CIPR	Comprehensive Instructional Program Review
COR	Course Outline of Record
CSEA	California Schools Employee Association CTA: California Teacher's Association
CTE	Career/Technical Education
DL	Digital Library
DLC	Department Leadership Committee
DRC	Disabled Resource Center
EMP	Enrollment Management Program EMP: Educational Master Plan
EOPS	Educational Opportunity Programs & Services
FAFSA	Free Application Federal Student Aid FDC: Faculty Development Committee
FERPA	Federal Education Rights and Privacy Act
FLEX	No Acronym, but referred to the professional growth hours that the college faculty are required to complete as part of the Flexible Calendar program.
FTES	Full-Time Equivalent Student
GE	General Education
GEMQ	Governance, Effectiveness, Mission, and Quality Leadership Council
IDS	Instructional Department Specialist

IGETC	Intersegmental General Education Transfer Curriculum (for UC: University of California System)
IOI	Improvement of Instruction
IMC	Instructional Media Center
MLC	Math Learning Center
MLK	Martin Luther King (Building)
PLO	Program Learning Outcome
PRAP	Program Review and Plan
RAC	Riverside Assessment Committee
RCCD	Riverside City College District
RCCDFA	Riverside Community College District Faculty Association
RDAS	Resource Development and Administrative Services Leadership Council
SAS	Student Access and Support Leadership Council
SEP	Student Education Plan
SLO	Student Learning Outcome
EPOC	Educational Planning and Oversight Committee
TA	Teaching Assignment
TLLC	Teaching and Learning Leadership Council
TSS	Technology Support Services (Formerly known as IMC, Instructional Media Center)
WRC	Writing and Reading Center

RCC Academic Division Area Information - 2019-2020 (Sorted by Department)

Department	Department Chair	Dept. Chair Office/Ext	IDS	IDS Office/Ext	Division Manager	Manager Office/Ext	Admin Asst	AA Office/Ext
Applied Technology-R9000	O'Connell, Paul	AutoTech 106, x8348	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
Applied Technology-R9000	Knieriem, Jim (Asst.)	Tech A-123, x8279	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
Art & Art History/Art History-R7800	Taube, Rhonda	ART 201A, x8144	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107 x8399
Art & Art History/Art -R7800	Soto, Jeffery	ART 101B, x9304	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107 x8399
Behavioral Sciences-R2000	Brown, Jami	QD 23E, x8398	Aguilar, Gloria	QD 213, x8540	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
BusAd/CIS/OfcAd-R6000	Lehr, Janet (Co-Chair)	BE 220, x8974	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
BusAd/CIS/OfcAd-R6000	Judon, Laneshia (Co-Chair)	BE 220B, x8820	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
Chemistry-R4000	Truttmann, Leo (Co-Chair)	MTSC 429, 328-3744	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Chemistry-R4000	Richardson, Paul (Co-Chair)	MTSC-426, x8329	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Communication Studies-R1200	Wiggs, Micherri	QD 3, x8426	Aguilar, Gloria	QD 213, x8540	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
Cosmetology-R7000	Westbrook, Peter	Cosmo 213, x8186	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
Counseling-R1500	Schultz, Garth (Co-Chair)	CAK 204-O, x8027	Ybarra, Allyssa	CAK 204, x3826	Douglas-Chicoye, Allison	DL-413 x 8038	Koperski, Erica	DL-413, 328-3881
Counseling-R1500	Magno, Karyn (Co-Chair)	CAK 204-F, x8722	Ybarra, Allyssa	CAK 204, x3826	Douglas-Chicoye, Allison	DL-413 x 8038	Koperski, Erica	DL-413, 328-3881
Early Childhood Educ-R8500	Yates, Shari	ECE Portable, x8903	Uribe, Dorine	BE 220, x8551	Farrar, Carol	CAK230J, x8493	Wilson, Elaine	TechA 121, x8131
Econ/Geog/Pol-R2100	Haghighat, Dariush	QD 209, x8262	Aguilar, Gloria	QD 213, x8540	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
English & Media Studies-R1000	Sell, Kathleen	QD 214B, x8681	Timme, Mia	QD 213, x8519	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
English & Media Studies-R1000	Scott-Coe, Jo (Asst.)	QD 13, x8052	Timme, Mia	QD 213, x8519	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
English & Media Studies-R1000	Sandoval, Victor (Asst.)	QD-214E, x8587	Timme, Mia	QD 213, x8519	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
His/Hum/Phi-R2300	Masterson, Rom	QD-22D, x8327	Aguilar, Gloria	QD 213, x8540	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
Kinesiology-R6500	Sigloch, Steve	WG 222, x8210	Stackhouse, Stefani	LWKN L10, x8421	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Kinesiology-R6500	Lowden, Clara (Asst.)	MUS 107, x8298	Stackhouse, Stefani	LWKN L10, x8421	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Library/Learning Resources-R3010	Lesch, Jacqueline	DL 219, x8656	Ybarra, Allyssa	CAK 204, x3826	Douglas-Chicoye, Allison	DL-413 x 8038	Koperski, Erica	DL-413, 328-3881
Library/Learning Resources-R3010	Hammock, Shannon (Asst.)	DL 426, x8659	Ybarra, Allyssa	CAK 204, x3826	Douglas-Chicoye, Allison	DL-413 x 8038	Koperski, Erica	DL-413, 328-3881
Life Sciences-R4100	Herrick, Scott	MTSC 329, x8354	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Mathematics-R4200	Cramm, Kenneth (Co-Chair)	MTSC 130, x8727	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Mathematics-R4200	Sanchez, Marc (Co-Chair)	MTSC-131, 328-3765	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Mathematics-R4200	Wong, Jason (Co-Chair)	MTSC-128, x8301	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
Nursing LVN-R8000	Weeks, Gina (Co-Chair)	Nurs 163, x8998	Bratton, Malika	Nurs 280C, x8760	Baker, Sandy	Nurs 266, x8408	vacant	Nurs 280A, x8818
Nursing RN-R8000	Vant Hul - Austin, Tammy (Co-Chair)	Nurs 265, x8246	Bratton, Malika	Nurs 280C, x8760	Baker, Sandy	Nurs 266, x8408	vacant	Nurs 280A, x8818
Nursing- CNA	Cowart, Amy (CNA Director)	Nurs 264, x8353	Bratton, Malika	Nurs 280C, x8760	Baker, Sandy	Nurs 266, x8408	vacant	Nurs 280A, x8818
Perform.Arts/Dance-R7500	Chenoweth, Rita (Co-Chair)	Huntley Gym 106, x8234	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107, x8399
Perform. Arts/Theater-R7500	Julian, Jodi (Co-Chair)	Stover 114, x8739	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107, x8399
Perform. Arts/Music-R7500	Mayse, Kevin	CSA 240, x8222	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107, x8399
Perform. Arts/Music-R7500	Richard, Charlie (Co-Chair)	CSA 241, x8331	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107, x8399
Perform. Arts/Music-R7500	Knecht, Jasminka (Co-Chair)	CSA 237, 328-3712	Smith, Joey	Stover 101, x8339	Adkins, John	Stover 103, x8047	Reyes, Irene	Stover 107, x8399
Physical Science-R4300	Cheney, James	MTSC 224, x8249	Taylor, Julie	MTSC 218, x8533	Blair, Scott	MTSC-219, x8250	Ahmadi, Mejgan	MTSC 220, x8729
World Languages-R2200	Gaylor, Dorothy	QD 120M, x8499	Timme, Mia	QD 213, x8519	Woods, Kristi	QD 213A, x8851	Vazquez, Amanda	QD 213A, x8057
								2/18/20

BP 3500   STANDARDS OF STUDENT CONDUCT

References:
>   Education Code Sections 66300, 66301, and 76033;
>   ACCJC Accreditation Standards I.C.8 and 10
>   34 C.F.R. Part 86, et seq.

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process set forth in federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion. The Board of Trustees shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board of Trustees on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog(s) and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under Board Policy 6433 Prohibition of Sexual Harassment under Title IX.

>   1.   Causing, attempting to cause, implying, or threatening to cause, assault, battery, or any other injury to another person whether or not the threat is in writing, by electronic means (including social media) or in person. Injury is defined as physical harm, harm to profession (defamation), or psychological harm.
>
>   Threats of any kind directed at anyone on District property or one of its approved educational sites will not be tolerated. District Police shall be called by the receiver of the threat or anyone on behalf of the receiver.

2. Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred by the Chancellor or College President.

3. Unlawfully engaging in any of the following: possessing, using, selling, offering to sell, furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, marijuana, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

4. Committing or attempting to commit robbery, bribery, or extortion.

5. Causing or attempting to cause damage to District property or to private property on campus.

6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

7. Willfully or persistently smoking, including e-cigarettes and vapors, in any area where smoking has been prohibited by law or by policy or procedure of the District.

8. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.

9. Committing sexual harassment as defined by law or by District policies and procedures.

10. Engaging in harassing or discriminatory behavior based on ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, military and veteran status, or any other status protected by law.

11. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal

assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

12.   Engaging in misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other destruction or damage to any real or personal property owned by the District or on campus.

13.   Engaging in disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District or college personnel.

14.   Engaging in Dishonesty

Forms of Dishonesty include, but are not limited to:

   a.   Plagiarism, defined as presenting another person's language (spoken or written), ideas, artistic works or thoughts, as if they were one's own;
   b.   Cheating, defined as the use of information not authorized by the Instructor for the purpose of obtaining a grade. Examples include, but are not limited to, notes, recordings, internet resources and other students' work;
   c.   Knowingly furnishing false information to the District for purposes such as admission, enrollment, financial assistance, athletic eligibility, transfer, or alteration of official documents;
   d.   Forging, altering or misusing District or college documents, keys (including electronic key cards), or other identification instruments.
   e.   Attempting to bribe, threaten or extort a faculty member or other employee;
   f.   Buying or selling authorization codes for course registration.

15.   Entering or using District facilities without authorization.

16.   Engaging in lewd, indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.

17.   Engaging in expression which is obscene; defamatory; or which so incites students to imminent lawless action on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

18.   Engaging in persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

19. Preparing, giving, selling, transferring, distributing, or publishing, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure without authorization.

20. Using, possessing, distributing or being under the influence of alcoholic beverages, controlled substance(s), or poison(s) classified as such by Schedule D, Section 4160 of the Business and Professions Code, while at any District location, any District off- site class, or during any District sponsored activity, trip or competition.

    a. In accordance with Section 67385.7 of the Education Code and in an effort to encourage victims to report assaults, the following exception will be made: The victim of sexual violence will not be disciplined for the use, possession, or being under the influence of alcoholic beverages or controlled substances at the time of the incident if the assault occurred on District property or during any of the aforementioned District activities.

21. Violating the District's Computer and Network Use Policy and Administrative Procedure No. 2720 in regard to their use of any of the District's Information Technology resources.

22. Using electronic recording or any other communication devices (such as cell phones recording devices, etc.) in the classroom without the permission of the instructor.

23. Eating (except for food that may be necessary for a verifiable medical condition) or drinking (except for water) in classrooms.

24. Gambling, of any type, on District property.

25. Bringing pets (with the exception of service animals) on District property.

26. Distributing printed materials without the prior approval of the Student Activities Office. Flyers or any other literature may not be placed on vehicles parked on District property.

27. Riding/using bicycles, motorcycles, or motorized vehicles (except for authorized police bicycles or motorized vehicles) outside of paved streets or thoroughfares normally used for vehicular traffic.

28. Riding/using any and all types of skates, skateboards, scooters, or other such conveyances is prohibited on District property, without prior approval.

29. Attending classrooms or laboratories (except for those individuals who are providing accommodations to students with disabilities) when not officially enrolled in the class or laboratories and without the approval of the faculty member.

30. Abuse of process, defined as the submission of malicious or frivolous complaints.

31. Violating any District Board Policy or Administrative Procedure.

Responsibility

A. The Chancellor shall establish procedures for the administration of disciplinary actions. In this regard, please refer to Administrative Procedure 3500[A] Student Discipline Procedures, which deal with matters of student discipline and student grievance.

B. The Vice President of Student Services of each College shall be responsible for the overall implementation of the procedures which are specifically related to all nonacademic, student related matters contained in Administrative Procedure 3500[A] Student Discipline Procedures.

C. The Vice President of Academic Affairs of each College shall be responsible for the overall implementation of the procedures which are specifically related to class activities or academic matters contained in Administrative Procedure 3500[B] Student Grievance Process for Instruction and Grade-Related Matters.

D. For matters involving the prohibition of discrimination and harassment, the concern should be referred to the District's Diversity, Equity and Compliance Office.

E. The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be included in all schedules of classes, the college catalog, the student handbook, and the faculty handbook, all of which are produced and posted to the college websites. Faculty members are encouraged to include the definitions and penalties in their course syllabi.

Date Adopted: May 15, 2007
Revised: May 17, 2011
Revised: August 20, 2013
Revised: September 15, 2015
Revised: May 17, 2022

(Replaces the Standards of Student Conduct portion of Policy 6080)
Revised: June 20, 2023
Formerly: 5500

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

ASCCC Fall Plenary Session 2024 Resolutions

For Discussion – Thursday, November 7, 2024

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 are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 7, 2024.

ASCCC 2024-2025 Resolutions Committee

Robert L. Stewart, Jr, ASCCC Resolutions Chair, Area C
Dr. Karen Chow, ASCCC At-Large Representative, Area B
Davena Burns-Peters, San Bernardino Valley College, Area D
Nikki Grose, Feather River College, Area A
Yuting Lin, Sierra College, Area A
Krystinne Mica, ASCCC Executive Director

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PLENARY RESOLUTIONS PROCESS

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

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources 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 (found in *Local Senates Handbook*)
- Resolution Procedures (Part II in *Resolutions Handbook*)
- Resolution Writing and General Advice (Part III in *Resolutions Handbook*)

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via https://leginfo.legislature.ca.gov/faces/home.xhtml

Explore California Code of Regulations, including title 5, via https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from 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. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

- *+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

- *+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments

- *+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

- *105.01 F24 Investigate Academic Renewal Policies

- *+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status

- *+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access

- *+105.04 F24 Support the Establishment of Guidance for Course Syllabi

- *+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success

- *+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards

- *+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

- *+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance

- *+114.02 F24 Work Experience Education Course Repeatability

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

101 CURRICULUM

101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3)[1] requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards[2] refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards[3] also refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

*+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, but the study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry;

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX 10) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR 132) meets CSULB's local GE Category B - Science, Technology and Mathematics/Quantitative Reasoning; and

Whereas, Cal-GETC Standards Version 1.0 (May 2023)[4] states Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological

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[1] Title 5 §55002:
https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[2] ACCJC 2024 Standards with Review Criteria and Suggested Evidence: https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf

[3] WSCUS Standards of Accreditation: https://www.wscuc.org/handbook2023/#standards-of-accreditation

[4] https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

Sciences, and though Cal-GETC Standards Version 1.2 (May 2024)[5] no longer contains the exclusion language, Nutrition course proposals continue to be denied with the reason cited being that the proposal is too narrow in focus;

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Solange Bushra Wasef, Palomar College, Area C

*+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments

Whereas, Cambridge International, known as a global educational program taught in English in 160 countries, is rapidly expanding across the US, the National Student Clearinghouse reports hundreds of Cambridge International students in the US enrolled in California postsecondary institutions, and thousands of international Cambridge students annually matriculate to California colleges and universities;

Whereas, AS [6]Levels Exams are administered at the end of a one-year course of study comparable to an Advanced Placement Exam, A Level exams correspond to two years of in-depth study in a subject, and Cambridge International AS and A level exams allow students to validate college level learning outcomes comparable to formal educational settings, aligned with subject exams corresponding to General Education transfer pathways, therefore deserving recognition and unit credit in academic contexts;

Whereas, The California General Education Transfer Curriculum[7] (Cal-GETC) has not yet included Cambridge International AS and A level exams[8] to meet transfer general education areas, and credit for prior learning is rigorously reviewed by external evaluators, with the ACE National Guide[9] (American Council on Education) recommending credit for passing Cambridge International A and AS Level exams; and

Whereas, While the University of California campuses recognize Singapore-Cambridge A levels, UCs still deny credit for Cambridge AS levels, exam grade thresholds vary, and without a current executive order for Cambridge credit from the California State University System, the CSU Office of the Chancellor as noted in the CSU Policy Guide[10] has recommended use of the ACE National Guide for awarding college credit based on prior learning assessment, thereby students encounter inequitable credit opportunities, and international students are increasingly aware that they can maximize the California Community Colleges' recognized pathways to successfully transfer to universities;

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[5] https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf
[6] https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/qualification/
[7] Cal-GETC Standards p. 18 https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf. Although the Cal-GETC Standards mentions Credit by Exam, it does not address other options for Cambridge International AS and A level exams.
[8] Cambridge AS and A level exams, https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/
[9] American Council on Education National Guide, https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc
[10] See Article 4 of the California State University's Credit for Prior Learning Policy: https://calstate.policystat.com/policy/13630631/latest

Resolved, That the Academic Senates for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to include the use of passing Cambridge International AS and A level exam grades to meet requirements for the California General Education Transfer Curriculum.

Contact: Dave DeGroot, Allan Hancock College, Area C

*+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

Whereas, Since fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies established effective fall 2021, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, It appears that California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for transfer general education ethnic studies requirement than "comparable" California State University (CSU) ethnic studies courses that are approved for CSU campus-specific general education ethnic studies requirements;

Whereas, It has been reported that CCC course-to-course articulation requests for ethnic studies courses with CSU Area F approved courses have been denied by some CSU campuses if the CCC "comparable" course is not already approved for California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies (which is aligned with Cal-GETC Area 6 Ethnic Studies effective fall 2025); and

Whereas, Requiring courses to have a prior intersegmental general education approval as a condition for a course to receive course-to-course articulation contradicts best practice of granting course-to-course articulation based primarily upon course content, course objectives and other course outline of record elements in a manner "comparable" to the CSU or UC course, not whether the course is approved for a transfer general education area;

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to strongly encourage California State University and University of California faculty to base course-to-course articulation agreements on course comparability, not transfer general education approval; and

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2025, that for any California Community College (CCC) ethnic studies course that is articulated to any California State University (CSU) course approved for any CSU campus ethnic studies general education requirement (Area F or Area 6), and any California Community College (CCC) ethnic studies course that is articulated to any University of California (UC) course approved for any UC campus ethnic studies general education and/or graduation requirements, be "automatically" approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

105 STUDENT PREPARATION AND SUCCESS

*105.01 F24 Investigate Academic Renewal Policies

Whereas, Academic renewal policies and procedures can alleviate some substandard grades for clear educational purposes[11], such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;

Whereas, Title 5 §55046[12] requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded;

Whereas, District policies and procedures on academic renewal vary among California Community Colleges (CCCs), and therefore create differences in access to and the educational standards of the CCCs; and

Whereas, Academic renewal policies and procedures are an academic and professional matter, specifically Title 5 §53200(c)(3) grading policies[13];

Resolved, That the Academic Senate for California Community Colleges survey district academic renewal policies with a focus on the maximum number of units that can be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded, and report on the results by Fall 2025; and

Resolved, That the Academic Senate for California Community Colleges encourages local and district academic senates to evaluate their academic renewal policies and procedures' criteria for renewal, and determine whether they are grounded in educational purposes, as defined locally.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

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[11] https://govt.westlaw.com/calregs/Document/I628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1
[12] ibid
[13] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

*+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status

Whereas, Title 5 §59404[14] of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions[15] to achieve Zero Textbook Cost (ZTC) status[16] while preserving faculty's right to select appropriate instructional materials (F23 17.01[17], S22 03.03[18]);

Whereas, The ASCCC recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTC status (F21 03.05[19]); and

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals, which may be the only barrier to achieving ZTC status for certain courses;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrative colleagues to allocate funds to cover the printing costs of lab manuals when such costs are the only barrier to a course achieving Zero Textbook Cost (ZTC) status, thereby supporting students' access to affordable instructional materials and facilitating the broader adoption of ZTC courses.

Contact: Michelle Pilati, Rio Hondo College, Area C

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[14] https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59404-district-policies-and-regulations-for-instructional-materials
[15] https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program
[16] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052
[17] https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts
[18] https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost
[19] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost

*+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access

Whereas, Publishers and bookstores vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as "inclusive", "equitable", or "first day" access although the costs of the program may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22 17.02[20]), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students' long-term interest (F19 09.06[21]);

Whereas, California community colleges are required by law to mark their sections which have no textbooks costs (California Education Code 66406.9[22]) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and

Whereas, College-wide automatic billing programs that require students to "opt-out" establish a system that requires students to act in order for a course section to be no-cost.

Resolved, The Academic Senate for California Community Colleges encourages faculty and colleges to use the term "automatic billing" in lieu of euphemisms such as "inclusive", "equitable", or "first day" access; and

Resolved, The Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office require that course sections that have no textbook cost be excluded from automatic billing programs.

Contact: Michelle Pilati, Rio Hondo College, Area C

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[20] https://www.asccc.org/resolutions/textbook-automatic-billing-concerns
[21] https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies
[22] https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-6-academic-materials/section-664069-operative-712024-highlighting-course-materials-available-free-of-charge#:~:text=2024%20Legislative%20Session.-,Section%2066406.9%20%2D%20%5BOperative%207%2F1%2F2024%5D%20Highlighting,Clearly%20highlight%2C%20by%20means%20that

*+105.04 F24 Support the Establishment of Guidance for Course Syllabi

Whereas, The freedom to create and teach courses is a professional right of each faculty member[23];

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR)[24], sections 66000 - 101149.5 of the California Education Code[25], sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5[26], the 2024 ACCJC Accreditation Standards[27], or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors[28] to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines; and

Resolved, That the Academic Senate for California Community Colleges shall make the syllabus guidance available by Spring 2026.

Contact: Preston Pipal, San José City College, Area B

*+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success

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

Whereas, Extended Opportunity Programs and Services was established to "encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap…and to assist those students achieve their educational objectives and goals" (*California Education Code §69640*[29]);

Whereas, Extended Opportunity Programs and Services is a categorical program whose funds are intended to support students who are underserved, are educationally and economically disadvantaged, and often are first-

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[23] https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#3

[24] https://www.ecfr.gov/current/title-34

[25] https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3

[26] https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

[27] https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf

[28] https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

[29] https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-42-student-financial-aid-program/chapter-2-student-financial-aid-programs/article-8-community-college-extended-opportunity-programs-and-services/section-69640-legislative-intent

generation college students, and whose monies have been restricted to protect funding to serve these students (*California Code of Regulations Title 5 §56200-56298[30]*); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any large-scale student support program, and Extended Opportunity Programs and Services is present at 116 California Community Colleges, with EOPS having served more than 86,843 statewide in the latest academic year in which complete data is available (*Data Mart[31] – California Community Colleges Chancellor's Office*);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 55 years of serving students;

Resolved, That the Academic Senate for California Community Colleges support the integrity of Extended Opportunity Programs and Services by affirming that their categorical funds should be used exclusively to serve EOPS students according to Title 5; and

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

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

109 PROGRAM REVIEW

*+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards

Whereas, Processes for Program Review is established as an academic and professional matter in Title 5 §53200[32] indicating the role and involvement of faculty self-study and improvement process;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) adopted updated standards in June 2023[33] resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards[34];

Whereas, Local academic senates and faculty members may require support to maintain the need for faculty involvement in the processes for Program Review due to the less explicit language in the Accrediting Commission for Community and Junior Colleges 2023 standards; and

Whereas, The last paper on Program Review by the ASCCC, titled *Program Review: Setting a Standard[35]*, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2023;

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[30] https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-7-special-programs-subchapter-25-extended-opportunity-programs-and-services

[31] https://datamart.cccco.edu/datamart.aspx

[32] Title 5 §53200

[33] Accrediting Commission for Community and Junior Colleges adopted updated standards in June 2023

[34] ACCJC 2014 standards

[35] *Program Review: Setting a Standard*

Resolved, That the Academic Senate for California Community Colleges update its *Program Review: Setting a Standard* (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2023 standard to reinforce the role of faculty in program review processes; and

Resolved, That the Academic Senate for California Community Colleges provide updated resources reflecting updated Accrediting Commission for Community and Junior Colleges 2023 standards to support local academic senates and faculty to assert their role and effectively engage in the program review process, by Spring 2026.

Contact: Davena Burns-Peters, San Bernardino Valley College, Area D

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges"

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to both serve students in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care[36];

Whereas, The California Legislature has enacted AB 705 (2017, Irwin)[37] and AB 1705 (2021, Irwin)[38] which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language;

Whereas, The California Community Colleges have adopted the guided pathways framework[39] and the California Community College Chancellor's Office has developed and adopted Vision 2030[40] to close equity gaps and meet California's workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Whereas, The Academic Senate for California Community College's paper *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges*[41] has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges* to include equitable practices in counseling on course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student's basic needs, to be completed by Spring 2026.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

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[36] https://www.cccstudentmentalhealth.org/
[37] https://codes.findlaw.com/ca/education-code/edc-sect-78213/
[38] https://legiscan.com/CA/text/AB1705/id/2609099
[39] https://www.cccco.edu/College-Professionals/Guided-Pathways
[40] https://www.cccco.edu/About-Us/Vision-2030
[41] https://www.asccc.org/sites/default/files/CounselingS12_0.pdf

111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, term limits for the Executive Committee, responsibilities of Executive Committee officers, the relationship between the Academic Senate Foundation and the Executive Committee, and the process for forming, amending, and deleting ASCCC standing committees, task forces, workgroups, and *ad hoc* groups;

Whereas, The Standards and Practices Committee reviewed and revised the ASCCC Rules to ensure that they were consistent with all applicable laws, Academic Senate for California Community Colleges (ASCCC) policies and procedures, and prior adopted ASCCC resolutions; and

Whereas, The proposed revisions to the ASCCC Rules were approved by the ASCCC Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Rules[42] and that the revised ASCCC Rules take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

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[42] https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Rules%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarrl%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930847197%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=3gAhUf0Y0AvcODiqcb16cKItlkyswwW6Te%2F2pAyIsVQ%3D&reserved=0

111.03 F24 Academic Senate for California Community Colleges Bylaws Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC Bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the ASCCC Bylaws in 2022, in consultation with legal counsel, to ensure that they were consistent with previously adopted resolutions, incorporated practices enacted since the COVID pandemic, clarified language throughout to distinguish local academic senates from the ASCCC, clarified the language pertaining to the relationship of the ASCCC Executive Director to the ASCCC Board of Directors, moved duties and responsibilities of Board officers to the ASCCC Rules document, and specify the threshold necessary for the ASCCC Rules to be changed by resolution at an ASCCC Plenary Session; and

Whereas, The proposed revisions to the ASCCC Bylaws were approved by the Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the ASCCC Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Bylaws[43] and that the revised ASCCC Bylaws take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

113 LEGISLATION AND ADVOCACY

*+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

Whereas, California Education Code Section 78213,[44] as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), prevents community colleges from offering prohibited courses to students who are not succeeding in the one-year throughput metric despite whether (a) such students would like the option of taking said courses, (b) community colleges had other success data metrics to support the value of said courses, or (c) CSU and UC faculty from the affected disciplines expect the additional preparation students receive from said courses;

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[43] https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Bylaws%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarrl%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930825393%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=YrFCuo%2BUjHKB%2BNkfib8metK0RUg86V%2BSjrSMX034k3k%3D&reserved=0

[44] See California Education Code Section 78213, particularly sub-sections (d) through (j) https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78213.

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), does not account for students who may feel so excluded by being forced to take transfer-level English or mathematics, or, for STEM majors, Calculus 1 courses, that they are opting to drop before census or to not enroll altogether, which contradicts the shared goals of all public educational institutions in California "to provide educational opportunity and success to the broadest possible range of our citizens" specified in California Education Code Section 66010.2;[45] and

Whereas, The Academic Senate for California Community Colleges has long expressed concerns that the ability of community colleges to serve all students were threatened by the implementation of AB 705 and AB 1705[46];

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code 78213 to allow community college districts to offer pretransfer-level English and mathematics courses and, for STEM majors, mathematics courses below Calculus so students will have the choice of taking said courses when (1) requested by students, (2) local college data supports the value of said courses irrespective of one-year throughput, or (3) CSU and UC faculty from the affected disciplines recommend the additional preparation students receive from said courses.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

114 CONSULTATION WITH THE CHANCELLORS OFFICE

*+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance

Whereas, The California legislature passed AB 1111 (Berman) in 2021[47] directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation," a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations;

Whereas, Phase I of implementation began in Spring of 2024 with course templates being made available in September 2024 with a due date for submission identified as December 1st, 2024, and an effective date of Fall 2025, demonstrating a lack of consideration for 1) established curriculum timelines and processes at California Community Colleges and 2) the ramifications these updates may have on ASSIST and Cal-GETC updates in addition to the additional stress this puts on a system already burdened by required updates from AB 928 (Berman), AB 705 (Irwin), AB 1705 (Irwin), and introducing Ethnic Studies requirements;

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[45] See California Education Code Section 66010.2
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2
[46] See the following ASCCC resolutions:
F23 07.04 AB 1705 Meaningful Metrics for Equitable Outcomes
F22 07.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
S22 06.03 Upholding the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended
S22 06.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course
S22 06.05 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)
F19 09.09 Ensuring Access and Opportunity for Success for All Students Through AB 705 (Irwin, 2017) Implementation
[47] California State Legislature. 2021. Assembly Bill No. 1111, Postsecondary Education: Common Course Numbering System. https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Whereas, Practical considerations including technological challenges with curriculum, catalog, and scheduling systems, questions with respect to maintaining articulation agreements, and other local concerns at individual colleges, including but not limited to local numbering practices, quarter vs. semester system course topic distribution, multi-college districts that may require layers of vetting, and numerous questions about academic freedom have arisen, vastly complicating an already complex implementation plan; and

Whereas, Funding[48] has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in "aligning existing course curricula to the CCN system" as one of the items fund may be allocated for;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, system partners, and the Legislature as necessary to provide for additional time to review, reflect on and implement course templates for common course numbering to ensure that systemwide articulation with CSU and UC will be able to be implemented within the anticipated/expected timeframe of AB 1111;

Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to advocate for additional funding for implementation and continued efforts to make required updates.

Contact: Mary Pape, De Anza College, Area B

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[48] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-55-ccn-implementation-allocation-a11y.pdf?la=en&hash=B22CCD432C315F1B2BA70FF0B89DB1E92A395DE8

*+114.02 F24 Work Experience Education Course Repeatability

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office stated in Memorandum ESS 23-49[49] that Title 5 "section 58161, …authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161[50], subdivision (f)(4)) …[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: "(4) Work Experience Education courses, as defined in section 55252."[51]

Contact: Ashley Young, Las Positas College, Area B

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[49] https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/ESS-23-49-Work-Experience-Education-Regulations-Clarification-Regarding-Repeatability.pdf

[50] https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment

[51] https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-4-course-repetition-and-academic-renewal/section-55041-repeatable-courses

Shared at District Academic Senate 28 Oct. 2024

Recommended syllabus language to reach students.

CREDIT FOR PRIOR LEARNING (CPL)

Attention working adults and veterans, you can earn CPL for knowledge gained outside of a traditional academic environment. Get a jumpstart on obtaining your degree through CPL and earn college credit for certain college-level skills and knowledge you gained through experience, certifications and industry licenses. Ask your counselor or CPL Coordinator for more information, email: [insert college CPL email here].

October 14, 2024

PROPOSED: TIGER* PRIDE *VALUES

TRANSPARENCY: We are committed to open communication and decision-making processes that foster trust and understanding among all members of our community.

INCLUSIVITY: We honor the rich traditions of our diverse community. We celebrate diversity and actively cultivate an environment where every individual feels welcomed, respected, and valued, regardless of their background, identity, or experiences.

GROWTH: We believe in the transformative power of education to inspire individuals and communities, providing innovative opportunities for personal and academic growth for all students.

EQUITY: We are dedicated to dismantling barriers to success and creating a college community where equity is not just a goal but a reality for all, with a focus on those who have been historically underserved, marginalized, and minoritized.

RESPECT: We honor the dignity and worth of every person, regardless of their background, identity, or lived experiences by fostering a culture of mutual respect, empathy, and understanding.

STUDENT-CENTEREDNESS: We place students at the heart of everything we do, prioritizing their needs, goals, and well-being with a holistic approach to our policies, programs, and decision-making processes.

Proposal: Addition of a Classified Professional Co-Chair to EPOC.

Info: Motion to add a Classified Professional Co-Chair to EPOC 10/14/24. Motion passed: 10 members voted. 9 in favor 1 against.

Rationale: Decisions are more informed and well-balanced with input from all relevant stakeholders, resulting in a more inclusive strategic planning process. Diversity of experience at the institution can better identify risks and opportunities, increase collaboration and communication between stakeholders, and build trust. In addition, classified professionals sit on and co-chair several committees, including all RCC's leadership councils. A classified chair on EPOC would support classified professionals who sit on these councils and committees. Lastly, classified professionals more closely reflect the cultural and racial demographics of our student population, whereas admin and faculty do not. Many classified professionals are RCC alumni and bring a unique perspective to our strategic planning structures. RCC is striving towards a more inclusive environment, and the addition of a Classified Co-Chair to EPOC is a major step towards inclusivity.

Written by: Wendy McKeen Faculty EPOC Co-Chair 10/25/24