

ORANGE COAST COLLEGE

Academic Senate Meeting | Sept. 10, 2024 | 11:30 am - 12:30 pm | Student
Union 214

Jews comprise a very small percentage of the state's population, by some estimates 3% of Californians are Jewish.

A portion of the Donahoe Higher Education Act, known as the Equity in Higher Education Act, provides, among other things, that all students have the right to participate fully in the educational process, free from discrimination and harassment, and that California's postsecondary educational institutions have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

AB 2925 would instead provide that California's postsecondary educational institutions have an affirmative obligation to combat racism, sex-based discrimination, hate-based discrimination, including anti-Semitism and Islamophobia, and other forms of discrimination, and a responsibility to provide equal educational opportunity.

AB 2925 would require each postsecondary educational institution to annually notify students by email of their right to file a complaint with the United States Department of Education's Office for Civil Rights if the student is subjected to discrimination, including anti-Semitic behavior, on campus, as provided.

I hope the Governor will permit AB 2925 to be enacted into law.



*The Anxious Generation: How the Great Rewiring of Childhood Is
Causing an Epidemic of Mental Illness*

emphasize technology use, including AI, as it has become almost second nature for students to rely on technology. The emphasis on encouraging students to appropriately deal with these issues as Haidt and his co-authors suggest, is helpful for students.

The implementation of AB 1111 introduces a common course numbering system aimed at simplifying transfer processes across California's community colleges, UC, and CSU systems. This system is now being introduced in phases to ensure that courses are equivalent for transfer purposes. Phase One involves six courses: College Composition (English 100),

Argumentative Writing and Critical Thinking (English 105), Public Speaking (Comm 110), Intro to Statistics (Math 110), Intro to American Government and Politics (Political Science 110), and Intro to Psychology (Psychology 110). These courses will be standardized with a common numbering system to facilitate smoother transfers and prevent students from retaking equivalent classes.

The courses must match the provided template exactly; additions are allowed, but modifications to the core content are not.

: Existing courses will need to be retired and replaced with the new standardized course numbers. Minor adjustments will be necessary for related programs.

For now, maintain current unit standards unless specifically instructed to change them. This initiative is expected to streamline transfer processes but may initially lead to challenges due to the scale of adjustments required. Further updates and adjustments will likely follow as the system is fully integrated. It has to be identical. We can add but not subtract. To proceed with course updates, you will need to retire the current course and upload the new course number. Modifying the existing course by incorporating the subject identifier and new course number should streamline this process. Templates may help but be prepared for potential challenges if the process is not followed accurately. Note that modifications to the six affected courses will require corresponding updates to all linked programs, although these changes are expected to be minor.

, the guidance remains unclear. Until further instructions are provided, we should maintain our current units. If adjustments become necessary, we will comply with the minimum standards as outlined. This initial phase may raise questions and lead to further revisions, but we will proceed based on the current guidelines.

Asked if English A105 is representative of English A101, A102, or both? Currently, the literature portion is designated as 101, and the nonfiction portion is designated as 102. Will verify whether these courses align with the transfer requirements. Specifically, determine if they satisfy requirements such as COMP 100 at a Cal State or UC, and whether they correspond to English 105 or another equivalent course for credit. She will ask Manoj Wickremesinghe who deals with transfers. We are aligning our course numbers with those accepted by Cal States and UCs. To ensure accuracy, we are adopting common course numbering, although there may be minor discrepancies in our current numbering. Stated that while it is not required to retire a course and start a new course, some find it easier to

modify the existing course rather than starting from scratch. I recommend beginning with modifications if they are manageable, rather than a complete rewrite. For those already using these six courses for transfer, it's likely you are already aligned with the established patterns, so adjustments should be minimal. This is the first phase, and it is expected that this process will be applied to all GETC courses. How long do you anticipate this process will take? We aim to complete this phase so that the catalog accurately reflects the updates by 2025. Phase 2 will involve common course numbering for 20 courses, and Phase 3 will include 50 courses. We have preliminary ideas about the 20 courses for Phase 2 but will wait to confirm before proceeding to avoid unnecessary work. Our focus is currently on the six courses for this initial phase. We anticipate further adjustments as we proceed, and although the process should align with transfer requirements, changes may be necessary. All Cal State systems are undergoing similar updates, while UC systems are still adopting the changes. Our goal is to finalize this phase within the current semester to ensure timely processing and avoid any state-level rejections. The program modifications involve only changing the course numbers. Our immediate goal is to finalize the six course modifications this semester.

Please ensure that your deans approve these changes, and then submit them through the curriculum process. We will expedite this review to avoid any surprises. Looking ahead, we will transition to CourseLeaf, a new curriculum system, in the summer of 2025. This shift may cause some initial disruptions, but the new system will integrate better with Banner, reducing manual processes and improving automation. We are currently

of the semester who often skip professional development week rather than drive in to participate could attend, as the online options seemed to capture them as well. And from another respondent, "I never go to Flex Week other than the mandatory convocation. This year I went to three workshops because they were on Zoom." Finally, "There were more than just the usual people participating in the session." There were a number of other comments as well, all very similar. Everybody felt that this was a very positive experience.

Let's talk about what's happening at OCC, currently at Orange Coast College. Anyone who cannot participate in person is considered absent and can complete Flex on Demand to make up those hours. So, in a conversation with the Flex Coordinator, I did find out that it was an inadvertent mistake that faculty with official accommodations did not have those Zoom links this year. But in addition

to faculty with official remote accommodations, there are many other reasons that faculty might be absent on Flex Day. Maybe there is an emergency. Maybe you contracted Covid on your flight home from Europe. Maybe you have other health concerns. A lot of faculty have invisible disabilities that don't require official accommodations but are still serious health concerns that they can manage on a regular schedule, but maybe not on a Flex Day event. Maybe you're a caregiver. Maybe you have to do child drop off or child pickup. Maybe you have a vulnerable person at home who you are taking care of, someone with cancer, someone with other healthcare issues. And then we have our part-time faculty, whose semesters may have already started at other colleges, and they're simply not available to come in person. These events are no less important life events than what someone like myself is experiencing with a broken body. They're just as important.

We can reframe how we approach Flex Day instead of focusing on what people do, let's focus on what they do. They can participate remotely. This will increase diversity of participants. This will increase participation, and it increases inclusion. These should not be platitudes. They should be campus priorities. Something to keep in mind when we're talking about Flex Day, the Coast Community College District began participating in the Flexible Calendar in 2017 as part of the State's Basic Skills Initiative. Professional development is part of the 10 + 1, and it is on faculty component.

The contract, Section 16.5, states that our Flex activities will be consistent with the California State Chancellor's 2019-2022 contract, Article 10, Section 16.5.

Accessibility Task Force recommends that the college provides HyFlex for all events, and that HyFlex is available to all faculty regardless of their official accommodations. And again, this is going to increase our participation. It will decrease absenteeism, and it supports the whole campus community.

5. Adjournment

adjourned the meeting at 12:30 p.m. in memory of the husband of our friend and colleague, Senator Jeanne Neil. Senator