



The Academic Senate

CITY COLLEGE OF SAN FRANCISCO

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Curriculum • Degree Requirements • Grading Policies • Program Development • Student Prep & Success • Governance
Accreditation • Professional Development • Program Review • Planning & Budgeting Process • Others as agreed

CCSF Academic Senate Executive Council Final Minutes

Wednesday, 2020 April 22, 2:30-5:00pm

[Zoom meeting](#) Meeting ID: 774-302-560

Phone info: +1 669 900 6833 or +1 346 248 7799

Council Members Present: Monica Bosson, Steven Brown, Nixora Ferman, Ben Finateri, Ekaterina Fuchs, Simon Hanson, Fanny Law, Alexis Litzky, Marie Osborne, Douglas Owyang, Pablo Rodriguez, Mitra Sapienza, Kevin Sherman, Michele Sieglitz, Michelle Simotas, Chad Stephenson, Fred Teti, Marie Varelas, Rosario Villasana, Katryn Wiese, Dina Wilson, Christina Yanuaria

Council Members Absent: Jacob Adams, Octavio Alvarez, Susan Berston, Malcolm Cecil, Thomas Kennedy

Other Senate Members Present: Abigail Bornstein, Rachel Cohen, Lawrence Damato, Eric Greenfrost, Craig Kleinman, Alisa Messer, Jennifer Kienzler, Megan Kinney, Coni Staff

Guests: Cynthia Dewar, Mandy Liang, Pam Mery, Cherisa Yarkin, Vick Chung, Jessica Nguyen

[Materials folder](#)

- I. **Call to Order 2:40**
- II. **Adoption of Agenda**
Agenda Adopted.
- III. **Public Comment**
 - Noncredit programs have not received clear communication from our administration. Some colleges had plans to go online and hybrid in the Fall. Should our college decide to go online, our noncredit students were not equipped with 21st Century skills. We should include all programs in our planning.
 - AFT reported that our college canceled all of our American Sign Language classes in the Fall, and this would deter students from enrolling in this high demand program in which graduates could earn \$65/hour.

- Given the current circumstances, faculty deserved an increase in communication- both in quality and frequency

IV. Officer reports

President Litzky briefly reported that:

- A webinar by the ASCCC entitled Planning for Fall 2020 gave some illuminating insights on how local districts could engage in contingency planning based on the recommendations from the local county health department.
- Regarding online education, the Office of Online Learning has approached to maintain the qualitative integrity of online education by limiting the number of faculty who get training to teach online.
- The Curriculum Committee approved the distance education definition and terminology. We'd discuss Temporary Distance Education.
- The AFT and AS will host a forum to discuss and get feedback on the future of noncredit and other options.
- Fan5 is working on some final recommendations for categorical allocations as part of planning for Fall. Since the resource requests were put in prior to the current emergency, we could explore adjustments of the recommendations based on the context of equity and technology under the current pandemic.
- From the joint PGC Budget and Enrollment Management Committees, much of the discussion was devoted to the budget. A follow-up meeting will be scheduled to discuss the interrelationship between budget and enrollment management as well as contingency planning.
- The Academic Senate Executive Council election invitation had been sent out. We will conduct our officer elections on May 20. These leadership positions provide illuminating professional development opportunities.

First Vice President Hanson briefly reported that:

- Everyone can step up to the officer positions.
- Our budget development was getting worse with the possibility of dipping into the 5% reserves. As part of the resolution about our no confidence in the budget process, we requested that an independent financial analyst be hired to guide the college. The latest update from the acting Chancellor who made this request to Sacramento turned out that they would only send two staff members.
- In the discussion of Budget and Enrollment Management, the instructional budget was still restricted to 1,200 FTEF for next year, a 13% reduction in course offerings.

Second Vice President Teti briefly reported that:

- When the administration sees the participation in our elections, our recommendations will carry more weight in our governance capital from the visibility of faculty representation.

- The new College Scheduler has features to allow students to choose classes by inputting their availability, but its shortcomings include the limitation for browsing and course details.
- Education Policy Committee discussed credit for prior learning in response to the amended section of Title V.

Secretary Law briefly reported that:

- Faculty need to continue to foster a culture of communication by establishing communication channels that get our concerns addressed and our voices heard, such as by engaging in committee work and reaching out to our colleagues.

V. Discussions and reports

A. Committee on Committees report

- Many faculty have expressed interest in being reappointed.
- The Committee on Committees webpage has a list of vacancies.

B. Liberal Arts AA curriculum assignments

Rachel Cohen, the articulation officer from the Office of Instruction, gave some background about the status of Liberal Arts AA curriculum assignments. While searching for the associated departments who were in charge of these degrees, it was found that the articulation officer was the owner of these degrees and was responsible for updating and managing them.

- A Senate member asked what needed to be done in assessing these degrees and coordinating them with the GE level assessment.
- A Senate member commented that updating the degree requirements seemed like a laborious task, but having a rotation of this responsibility by the experts of the degrees would make the effort inconsistent.

C. [Area B GELO report](#) & [presentation](#)*

Criag Kleinman, SLO Committee coordinator, presented some highlights of the Area B GELO report, primarily about English 1A.

- Improvements have been shown in areas of meeting the SLO, 5%, and completion rate.
- Improvement needs to be made in integrating credible sources for support.
- When the data were disaggregated, it provided some insights on the equity gaps in ethnic groups, gender, and age groups that could address issues around meeting SLOs and completion rates.
- A Senate member commented that more details were needed about the information competency requirements in the report.
- Senate members in the chat commented on the education value of the term throughput and possible implicit bias of individual instructors' grading.

VI. Consent Agenda

A. Approval of Minutes from 2020, April 8*

Resolution 2020.04.22.01A Approval of Minutes: April 8, 2020

Resolved, that the Executive Council approved the minutes for April 8, 2020.

Adopted by consent

B. Committee appointments

Resolution 2020.04.22.01B Appointments to Committee, Task Forces, Work Group Appointments

CTE Steering

- Afshar, Golnar, - Eng. & Tech. (ocean) credit - reappointment
- Zimmerman, Carin - Eng & Tech. (ocean) credit - reappointment
- White, Kathleen - Child. Dev (ocean) credit - reappointment
- Brown, Steven - EH&F (ocean) credit - reappointment

Noncredit Adult Education

- Yanuaria, Christina - ESL (ocean) non credit - New Appointment
- Stephenson, Chad -Library (ocean) both - reappointment
- Jung, Paula - NSCD (ocean) both - reappointment

Scholarship

- Chatterjee, Neela - ESL (CNB) non-credit - reappointment
- Siekmann, Jonathan - Biology (ocean) credit - reappointment
- Weil, Melinda - Astro. (ocean) credit - reappointment
- Chu, Emily - Chemistry (ocean) credit - reappointment
- O'Brien, Andrea - Soc. Sci. (ocean) credit - reappointment
- Garcia, Adriana - NSCD (mission) both - reappointment

Student Learning Outcomes

- Stoffers, Peter - NSCD (ocean) credit - reappointment

Teaching and Learning Technology Roundtable

- Conner, Constance - Comp.Sci. (ocean) credit - reappointment
- Yamashiro, Lisa - Health. Ed. (ocean) credit - reappointment
- Nixon, Shannon - Biology (ocean) credit - reappointment
- Rodriguez, Dora - DSPS (ocean) both - reappointment

Works of Art

- Rahn, Katrina - Library (ocean) both - reappointment

- Lass, Barbara - Behav. Sci (ocean) credit - reappointment
- Asebedo, Anna - Art (ocean) credit - reappointment

Distance Learning Advisory

- Kitchin, Deborah - Business (ocean) credit - reappointment

Education Policies

- Mayers, Steven- English (ocean) credit - reappointment

Pathways

- Sweeney, Megan - Social Sci (ocean) credit - reappointment

Honors Issues

- Lian, Sue - WL&C (ocean) credit - reappointment

Matriculation Advisory

- Romano, Lisa - NSCD (ocean) both - reappointment

Registration and Enrollment

- Piontkowski, Dennis - Math (ocean) credit - reappointment

Success In Math, ESL, & English (SMEE)

- Fuchs, Ekaterina - Math (ocean) credit - New Appointment (replacing R. Page)

Faculty Professional Development Activities

- Teti, Fred - Math (ocean) credit - reappointment

Adopted by consent

C. Library Services Project support resolution+

Resolution 2020.04.22.01C Library Services Project Support

Whereas, the Library Services Platform (LSP) project is a statewide initiative to implement a unified resource management system across California community college libraries and creates a level playing field where all students throughout the system have greater and more equitable access to library resources, which furthers the statewide Vision for Success, and

Whereas, the LSP gives students a shared and common experience among California Community Colleges, prepares them for the same system provided by their future California state universities and colleges, and

Whereas, the LSP builds capacity for resource sharing among California community colleges and saves the California community colleges \$5 million per annum;

Whereas, the LSP project, "faces a dire situation if ongoing funding is not achieved for the soon-coming 2020-21 Fiscal Year,*" therefore be it

Resolved, the CCSF Academic Senate supports the request that the CCCCCO fully fund the LSP, and

Resolved, the Academic Senate urges CCSF administrative leadership to support the request and lobby for LSP funding from the CCCCCO.

Adopted by consent

D. GELO Assessment Report Process Update+

Resolution 2020.04.22.01D GELO Assessment Report Process Update

Whereas, assessment is very much action research conducted to generate dialogue about improving teaching methods, future learning, curriculum design, and resource allocation;

Whereas, general education learning outcomes (GELO) assessment reports in particular may assist in the writing of outlines for courses that satisfy general education requirements;

Whereas, an understanding of relevant general education learning outcomes (GELO) assessment reports can aid in the curricular review of general education (GE) courses;

Be it resolved, GELO assessment reports be presented to the Curriculum Committee since GE area requests, modifications, and mapping all fall under the CC's purview;

Be it resolved, GELO assessment reports be shared with the Articulation Officer in order to help with the review of which courses fulfill each GE area and why;

Be it resolved, department representatives in GE areas gather to share and document ideas about teaching to course outcomes that map to GE outcomes and 2) examine the learning expectations teachers have of students meeting the depth and breadth of GE courses.

Adopted by consent

E. AA/AS Gen Ed Language+

Resolution 2020.04.22.01E Gen Ed Language

Whereas, major requirements are not the same as general education requirements;

Whereas, students may misunderstand or be misled by AA and AS program outlines when it is not clear that general education requirements must be fulfilled to earn a major;

Be it resolved, the following mandatory language be included in the top matter of all AA and AS program outlines.

Note that the program description below outlines only how students fulfill the major requirement for an associate degree. The CCSF associate degree has several other components, including general education requirements. Please meet with a counselor and read the Associate Degree Requirements chapter of the CCSF Catalog for complete information. Generally, minimum time for completion of an AA or AS degree is four semesters, depending on student preparation and the number of units completed per semester.

Adopted by consent

F. Area B GELO Report+

Resolution 2020.04.22.01E Area B GELO Report

Whereas, this G.E. Area B Assessment Report is an effect of the general education learning outcomes assessment process, an accreditation

requirement designed to promote analysis, discussion, reflection, and improvement;

Whereas, serious time and analysis went into this report with the hope of improving student success;

Whereas, learning outcomes assessment reports need to be used to think critically about and improve the College;

Resolved, that the CCSF Academic Senate accept the G.E. Area B Assessment Report;

Resolved, that the CCSF Academic Senate recommend that this report be used, when relevant, during planning and improvement processes.

Adopted by consent

G. Working Adult Degree Program (WADP) Registration Priority 2*+

Resolution 2020.04.22.01F WADP Registration 2 Priority

Resolved, the CCSF Academic Senate recommends the adoption of the following resolution from the Registration and Enrollment Committee:

Students in the Working Adults Degree Program (WADP) should be given Level 2 registration priority effective Fall 2020.

Adopted by consent

VII. Old Business

A. P/NP modifications for Spring 2020

- Since the last discussion, there have been ongoing conversations from the perspective of equity and financial aid impact.
- It's confirmed that the implication of EW would not count against Satisfactory Academic Progress or toward units attempted.
- The imminent concern is mainly about the implementation and its timeline, despite the challenges involved in the implementation and communicating this to both faculty and students.

1. [SMEE committee resolution](#)*

- A Senate member commented that we shouldn't let difficulties of implementation be an obstacle while this change in grading policy for this semester would alleviate tension and anxiety among students amidst the pandemic.
- In consideration of the issue around articulation, it's been reported that CSUs and some UCs would accept P/NP.
- It's essential that the information would be communicated to students clearly so that they would understand the implications of their choices.
- The P/NP policy may negatively impact veteran students because the GI bill is connected to their units attempted.
- The proposed A, B, C, and NP grading would give students the opportunity to get a good letter grade.
- A student asked if it would be possible to extend leniency to giving a minus sign to a grade instead of A, B, and C.
- A Senate member gave a reminder that there were thoughtful reasons behind why certain courses only offered letter grades as protection for students in the future articulation process.
- A Senate member commented about the absence of the letter D; while a D might not be transferrable, it satisfied certain requirements locally.
- A Senate member pointed out that accessibility to devices and WiFi hindered student success under the current remote instruction.

A Senate member proposed to divide the SMEE committee resolution, but then withdrew the motion. A new resolution of P/NP was motioned from the floor for Spring 2020 as follows:

Resolution 2020.04.22.02 P/NP for Spring 2020

Resolved, the CCSF Academic Senate, recommend giving all the students the option to change the grading option of each of their courses either from a letter grade to pass/no pass, or from a letter grade to an Excused Withdrawal ("EW") until May 8, 2020.

Moved: Ekaterina Fuchs; **Seconded:** Steven Brown

Motion Carries, Abstentions: Marie Osborne

Not present: Jacob Adams, Octavio Alvarez, Susan Berston, Malcolm Cecil, Nixora Ferman, Thomas Kennedy, Dina Wilson

2. Resources for the conversation

- The resources provided the debate about both sides of the P/NP grading policy.

VIII. New Business

A. Distance Education processes 4:30 (30 min)

1. Definitions of DE*

Jennifer Jienzle, Distance Education Coordinator, explained the Distance Education definition and terminology which was recently approved by the Curriculum Committee.

- The newly added Temporary Distance Education allowed in-person classes to move to Canvas in the event of an emergency. There would be a separate DEA approval process.
- The design of the TDE training was underway. The 8-day training would be conducted over the summer for faculty.
- The compensation provided for faculty engaging in this training was currently in discussion.
- A Senate member asked about the deadlines for the DEA submission, and the response was that the deadline had been extended to December 30, 2020.
- A Senate member asked if there would be any notation on the class schedule to indicate to students the modality of the course.
- A Senate member asked the reason why the DE training was course-specific and not transferrable to developing other courses.
- A Senate member asked if one had completed the IOTL training, would one be required to get trained again. Since Title V was amended, training done before Spring 2019 would need to be retaken.
- The Curriculum Committee noted that the DE definitions applied to both credit and noncredit courses.

Adjournment, in memory of Doug Punsalan, Cinema faculty and staff, 5:22pm

Appendix A - Academic Senate Zoom Meeting Chat Transcript
Wednesday, April 8, 2020, 2:30-5pm

- 14:35:47 From Edward Simon Hanson : I'm back feel free to use the chat and I'll interrupt alexis
- 14:43:31 From Steven Brown : From AFT today—"In addition to these proposed campus closures, we've also learned that the college has cancelled 100% of our American Sign Language Classes for Fall! This is in spite of the facts that ASL classes and waitlists fill up each semester, and that students from our program are in high demand, and can earn \$65/hr as ASL interpreters immediately upon graduating. Our local schools, courts, and public events depend on City College's wonderful ASL program to train interpreters, who serve as a crucial bridge between the hearing and deaf communities. ASL is also a magnet for the many high school students who enroll through the concurrent program. One semester of ASL satisfies two semesters of high school language courses. As well, ASL satisfies the language requirements for both the CSU and UC systems. "
- 14:45:20 From Christina Yanuaria : Given the current circumstances, faculty deserve an increase in communication- both in quality and frequency
- 14:45:25 From Christina Yanuaria : *frequency
- 14:49:53 From Marie : can you provide link to webinar that Alexis mentioned in the chat forum?
- 14:49:58 From Christina Yanuaria : Friday at 2:00 p.m., zoom link coming!
- 14:54:13 From Christina Yanuaria : Question: (I don't expect this to be answered right now) In terms of revenue assumptions, do we have updates on contingency financial planning from the Governor? If we can expect a boost or if we should brace for a reduction from funding from impending economic crisis? (regardless of an anticipated influx)
- 14:54:56 From Christina Yanuaria : *influx of new/ret. students
- 14:55:51 From Michele Sieglitz : 7 million pledged to CCSF from the Cares Act
- 14:56:55 From Christina Yanuaria : Thanks, Michelle!
- 15:01:26 From Edward Simon Hanson : Subtle clarification: 7 million has been pledged with 1/2 of that having to go directly to students to support them. So a potential of 3.5 mill coming to college operations.
- 15:01:59 From Christina Yanuaria : got it.
- 15:09:24 From Mitra Sapienza : is there an updated list of where vacancies are for all committees?
- 15:12:17 From Edward Simon Hanson : Current Committee Vacancy list can be found at:
https://www.ccsf.edu/dam/ccsf/images/academic_senate/AS_Docs/Academic_Senat_2019_20/CoC%20Vacancy%20List%20Feb%201%202020.pdf

- 15:13:53 From Rosario Villasana : lots of key openings, room for more participation...sign up everyone!
- 15:16:18 From Craig Kleinman : They completer degrees are not mapped at present
- 15:18:25 From Katryn Wiese : They don't need to be mapped because every one of those courses is already mapped to GE Outcomes for their areas.
- 15:19:04 From Craig Kleinman : Great. Rachel was sweating about the outcomes mapping.
- 15:20:16 From Katryn Wiese : RACHEL: What actually has to be done with the ownership?
- 15:21:18 From Katryn Wiese : RACHEL: In other words what work needs to be done?
- 15:22:37 From Rachel Cohen : I just need to add all the new course approvals into Curricunet
- 15:25:51 From Rachel Cohen : I am muted!!!
- 15:26:15 From Erik Greenfrost : I think that Zoom is picking up some of the feed from when you were jamming before - it must have got stuck on a satellite somewhere!
- 15:32:22 From Rachel Cohen : you should show this report to the SLO doubters
- 15:32:47 From Mitra Sapienza : We should focus on high impact teaching strategies for teaching research online even more now!
- 15:33:47 From Megan Kinney : 👍
- 15:35:56 From Mitra Sapienza : Are there caveats for faculty implicit bias that may be possibly impacting these SLO reports?
- 15:36:54 From Christina Yanuaria : Mitra, my thoughts exactly- how much of this is actually performance related vs instructor bias in grading?
- 15:38:05 From Mitra Sapienza : makes me think that part of this report needs to also show how much PD we have set up to support faculty in these areas. So many variables!
- 15:41:07 From Rachel Cohen : great report!
- 15:45:23 From Rachel Cohen : especially confusing for high unit majors
- 15:45:45 From Christina Yanuaria : re: my previous comment
- 15:50:19 From Chad Stephenson : Information competency workshops are now all online, except for one, and all are assessed. Lisa Velarde is the library contact for this. We also offer in-person subject-specific workshops to cover more specific information competencies. More embedded librarians are helpful to support information competencies but, as Craig noted, that funding has been lost

- 15:51:49 From pablo rodriguez : SLOs are now OPTIONAL
- 15:53:42 From Christina Yanuaria : Even though SLOs are optional, it would behoove us to complete them as much as possible to demonstrate the impact of remote instruction as a baseline data point for future recommendations
- 15:53:53 From Rachel Cohen : @pablo and still so valuable
- 15:55:34 From Steven Brown : through·put
- /ˈTHrɒˌpʊt/
- Learn to pronounce
- noun
- noun: throughput; plural noun: throughputs
- the amount of material or items passing through a system or process.
- 15:56:14 From Steven Brown : sounds very UN-student friendly!
- 15:56:40 From Erik Greenfrost : I think it's a similar issue that I've seen come up at CCSF before - do you use a term that is widely in use outside of our College, despite it being problematic, or do we come up with our own term but then potentially cause confusion for folks from outside our system who are used to a different standardized word?
- 15:56:48 From Katryn Wiese : SLOs are optional THIS SEMESTER ONLY
- 15:59:03 From Craig Kleinman : Yes, crn-level assessment is optional this semester, but please review the memo we sent that includes many good reasons to do it anyway. Thanks.
- 15:59:16 From Craig Kleinman : please review
- 16:00:52 From Megan Kinney : Thanks, everyone!
- 16:01:04 From pablo rodriguez : From what people are saying, the optional could become PERMANENT
- 16:01:13 From Marie : thank you for your work on library LSP resolution!
- 16:01:28 From Craig Kleinman : Not permanent. Fake news.
- 16:04:57 From Steven Brown : Can't find a better word.
- 16:05:56 From Steven Brown : P/NP has never been an option for CTE programs.

- 16:06:26 From Steven Brown : For the emergency situation only?
- 16:06:43 From Erik Greenfrost : Correct, it looks like this is listed as for Spring 2020 only
- 16:07:08 From Erik Greenfrost : Mitra says discussion about any future change would be a separate conversation
- 16:16:21 From alisa messer : The fact that SO MUCH has moved in terms of transfer (since the last discussion) is a really helpful sign!
- 16:18:05 From Mitra Sapienza : EWs can impact Veteran students
- 16:18:22 From Mitra Sapienza : NPs are more beneficial to veteran students
- 16:21:05 From Vick (they) : Would it be possible to provide more leniency in grading as well. Within the student coalition they've discussed extending the leniency to just A/A- instead of ABC
- 16:25:17 From alisa messer : Harvard is giving everybody an A!
- 16:25:41 From jessicanguyen : All the students in SFUSD will be getting A's
- 16:26:44 From Steven Brown : We can't seem to get information from the State regarding our CTE programs especially about work experience. I am only concerned about potential harm to students.
- 16:29:06 From Marie Osborne : The impact was for transferring students. -/+ were not accepted by some institutions
- 16:29:07 From Jennifer Kienzle : Jessica - I think that is still being voted on?
- 16:29:15 From Nixora Ferman : Well said Fred!
- 16:29:18 From Abigail Bornstein : From my understanding CTE requires a letter grade in order for the state to give a certificate of achievement. I've had students take P/NP - get a P but then not have it count for the certificate. The student had to retake the class for a grade.
- 16:30:11 From Craig Kleinman : A, B, C, P, NP
- 16:30:47 From Erik Greenfrost : (ABC or P)/NP :)
- 16:31:33 From Katryn Wiese : As Craig said, a D in a class helps student meet graduation requirements, but would appear as an F if a student took class P/NP
- 16:31:44 From alisa messer : I agree we should not let implementation stop us from making this happen for our students, and I also think the P/NP is really the most helpful option that supports more students than grades(A/B/C)/NP. That P option in the second part of the resolution will make such a big difference at this moment.

- 16:32:00 From Katryn Wiese : Sorry, a D would appear as a NP
- 16:33:54 From Marie : The CCSF library secured over 700 chromebooks that will be made available to students
- 16:34:04 From Craig Kleinman : If a D appears as a NP, that's not good.
- 16:37:05 From jessicanguyen : For students in danger of not passing or worried about grades, could we offer students an extension to finish their coursework
- 16:37:50 From Christina Yanuaria : I think extensions are covered under the descriptions for Incompletes?
- 16:38:29 From Vick (they) : I'm worried that students are not aware of the (likely unpredictable) ramification of opting for a P instead of a letter grade
- 16:38:53 From Mitra Sapienza : @Vick—the implementation of this is key to make sure that all students know what their options are.
- 16:39:24 From Christina Yanuaria : HEre is the language from the memo about extensions. There is also an accompanying chart that I can't add here:A student may make arrangements for an Incomplete with the instructor of a course according to regular policy. The deadline for completing remaining coursework is extended for one year. The following table represents the new deadlines for Incomplete grade changes before the default grade is applied.
- 16:39:30 From Marie Osborne : Can we have the revisions
- 16:39:40 From Vick (they) : yes but in my experience many students opt for Pass/NP and then regret it years down the line, or immediately due to financial aid reasons
- 16:40:00 From Marie Osborne : Thx
- 16:42:51 From Steven Brown : This must not cause harm to students in any way
- 16:44:03 From Steven Brown : Students will also be able to repeat classes when they are available.
- 16:45:14 From Nixora Ferman : Students can consult with academic counselors to discuss pros and cons as we normally do during the regular pass/no pass process.
- 16:45:34 From Christina Yanuaria : except for ASL- that cannot be repeated this upcoming fall.
- 16:45:52 From Christina Yanuaria : because all ASL is getting cut this fall.

16:49:38 From alisa messer : Please do not table. This will be meaningless to students if it happens too late

16:49:44 From alisa messer : Students are dropping now!

16:50:39 From Nixora Ferman : Don't table this item. This is very time sensitive.

16:50:51 From Mitra Sapienza : Tabling it, cancels it.

16:51:01 From Vick (they) : would an email from faculty that emphasizes the possibility of holding out until May for students to opt for an EW

16:58:16 From Mitra Sapienza : @Vick—I'm at msapienz@ccsf.edu. Would love to hear more of your concerns and perspective.

17:01:30 From Vick (they) : Thank you everyone for welcoming student input within this decision making body. If there's anyway to schedule opportunities for the student coalition to help with planning and implementing this policy, I would love to continue receiving opportunities for us to participate. Likewise, we would like to invite you meet with the student coalition.

17:02:31 From Craig Kleinman : We have till 12/30/20 to finish monthly batches of TDE approvals

17:03:40 From Craig Kleinman : Correct. Katryn, I would submit those DEA proposals anyway.

17:07:13 From Craig Kleinman : TDEs will apply summer and fall '20. We'd like to look into a way to make the TDE active for 6 years, like other addenda, so that we won't have to start fresh, say, in the spring if there is another emergency.

17:08:26 From Michelle Simotas : 100% agree with Mitra!

17:17:43 From Craig Kleinman : I don't think that the TDE will be in CurriQunet like other DEAs. It's my understanding that for now TDEs will be compiled differently.

17:17:43 From Christina Yanuaria : On a related note, here is the Zoom Link to the Noncredit Forum this Friday at 2:00 p.m. All and any Noncredit stakeholders are welcome. Agenda coming soon.

17:17:45 From Christina Yanuaria : Join Zoom Meeting
<https://zoom.us/j/8701497969?pwd=SG8zZmFZSVVNncnrT3d4RmErUUt5Zz09>

Meeting ID: 870 149 7969

Password: CCSF

One tap mobile +16699006833,,8701497969#,,#,820563# US (San Jose)
+13462487799,,8701497969#,,#,820563#

- 17:18:41 From Mitra Sapienza : But can we make Michelle's idea a policy that is offered to the entire college?
- 17:22:49 From Steven Brown : Doug Punzalan passed away. Cinema Dept
- 17:23:22 From Chad Stephenson : Thank you, Alexis!