



## **AREA C MEETING SUMMARY**

**Saturday, October 12, 2019**

**9:00 a.m. - 3:00 p.m.**

**RIO HONDO COLLEGE**

**3600 Workman Mill Road, Whittier, CA 90601**

**Building/Room: Administration 103**

Attendees: Carole Aki, Barbara Anderson, Michelle Bean, April Bracamontes, Anna Bruzzese, Renee Butler, Dolores Davison, Nathaniel Donahue, Angela Echeverri, Rebecca Eikey, Jolena Grande, David Hale, Lance Heard, Matt Henes, Jeffrey Hernandez, William Hernandez, Mike Kalustian, Chauncey Maddren, Darcie McClelland, Trevor Passage, Erik Reese, Kelly Rivera, Marian Piper Rooney, Kevin Smith, Chisato Uyeki, Chris Wells, Adam Wetsman

- I. Meeting called to order at 9:31 a.m.
- II. Welcome by Dr. Arturo Reyes, Rio Hondo College Superintendent/President and Dr. Kevin Smith, Rio Hondo College Academic Senate President
- III. Introductions Activity
- IV. Notetaker—Erik Reese
- V. Area C Meeting Locations
  - A. Spring 2020—LA Southwest College
  - B. Fall 2020—Mt. San Antonio College
  - C. Spring 2021—Mission College
- VI. Shout-Outs and Affirmations
  - A. Academic Academy
    1. Thanks to all participants—over 160 attendees.
    2. Recognition for Jeffrey, Barbara, Carole, Angela who attended.
  - B. Cypress and Long Beach have billboards sending students to Rio Hondo for Bachelor's in automotive technology—thank you!
  - C. Rebecca recognized Wendy who organized Katie Hill to present at Canyon—a special event with DACA students. Katie Hill is a graduate of CoC. Thank you to both Katie and Wendy.
- VII. Reports from Colleges

- A. A.Echeverri—LACCD is monitoring Fall 2019 data for the AB 705 roll out and looking at enrollment and retention in math and English classes. Due to a Chancellor’s directive, most credit math classes more than one level-below transfer were cancelled for fall 2019. Districtwide student enrollment is down 3% and enrollment in math classes is down significantly (~17%) for the fall 2019 semester. There are also early indications that the overall drop rate for math classes is significantly higher than in previous years, especially in pre-transfer level math classes (e.g.: Intermediate Algebra), as well as some college-level math courses (e.g.: College Algebra). The drop rate for transfer-level English classes does not appear to be higher at this time, but that could change later in the semester. The main concern is that underprepared students are not doing well in their math classes. The District will have course completion and success data at the end of fall semester.
- B. C.Uyeki—Mt. Sac held a Town Hall for faculty to have more time for discussion on big issues; discussed Student Centered Funding Formula. Discussions and ideas will lead to a resolution. Goal was all to feel heard; included people not in senate. At beginning of senate meetings, added a slideshow with 10+1, senate details, and announcements. Happy to share PowerPoint. More data informed decisions—have a highlight of one piece of data every month; first one was ENGL 1A in light of AB705. Awarded Title 5 grant—equity focus with lots of outcomes around PD for faculty.
- C. A.Bracamontes –Cerritos Town Hall with Chancellor Oakley on Oct 23 at 5-6 p.m. in Fine Arts Building.
- D. N.Donahue—LGBTQ+ Summit on Nov 23 9 a.m. at UC Riverside (Google: CCC LGBTQ+). Free...take a van full of students.
- E. A. Echeverri—reported that the District Academic Senate has been focusing on professional development for its 5,000 faculty members. She announced that on Friday the District would hold its Fall 2019 Discipline Day at Los Angeles Valley College to share information about curriculum, equity, Guided Pathways, AB 705 implementation, and faculty hiring.
- F. R.Eikey—thank you, Jeffrey Hernandez and Ginni May, for the Guided Pathways workshop. CoC has new science building with new flexible spaces; Citrus College STEM tour was very informative. Implementing non-credit math courses at CoC and Early Alert to encourage students to attend these non-credit support courses.
- G. J.Hernandez—Guided Pathways reflection at ELAC as well; 8% of programs mapped and created student advisory board. Senate having 3rd annual Fall Retreat planned and a lot of new senators, so will look at basics, role of the senate, 10+1. Shoutout to LACCD district senate officers.
- H. E.Reese—Campaign for College Opportunity recognized Moorpark as a Champion of Higher Education for exemplary work in implementing and awarding Associate Degrees.
- I. R.Buler—ZTC conference at CoC filled up quickly.
- J. N. Donahue—Santa Monica College Guided Pathways cohort conference. Expectation to completely redesign system in 3 years is lofty; still mapping
- K. J. Hernandez—ELAC seeing a lot of class cancellations; will have an Enrollment Management practices conference.
- L. A.Echeverri—discussed the challenges of serving students that are not college ready in a post-AB 705 landscape. She reported that overall the Los Angeles Community College District’s enrollment was down 3% in the fall of 2019, which may reflect the fact that credit course offerings do not meet the needs of students who could benefit from

remedial preparation in math and English. She noted that the mission of California Community Colleges was about serving all students, regardless of their level of academic preparation.

- M. P.Rooney—Glendale has a huge non-credit program which the entire campus in support. Remedial math in non-credit.
- N. General discussion on ESL—how to track/flag ESL students and encourage them to take non-credit classes. There will be AB705 break-outs at Plenary. ASCCC held regionals to garner feedback from math, English, and ESL faculty. Many colleges offering non-credit courses for support and promoting growth mindset.

VIII. Spring Area C Meeting Summary—approved by consent.

IX. President’s Report—Vice President Dolores Davison

- A. ASCCC set 4 goals, including:
  - 1. Faculty Diversity—long term, at least 5 more years.
    - a) Last year, BoG asked to form a task force around diversity, equity, and inclusion and met for 8 months. Diversity, Equity, and Inclusion statement approved at September BoG meeting. Resolution for ASCCC to adopt the statement.
    - b) Two minimum quals for every faculty and administrator across the state: Degree and sensitivity to diversity.
    - c) EEO guidelines revision that include 9 multiple measures. Diversity locally and statewide needs to be expanded.
    - d) Statewide senate is most diverse it has even been. Only 4 officers have more than 3 years of experience; for 7 of 14, this is either first or second year. Appointment to ASCCC Committees has increased in diversity at a significant rate.
  - 2. AB705 Implementation—long term goal, at least 3 more years.
    - a) Has been rolled into the GP discussions. Taskforce created Canvas site and provides Technical Visits for GP (governance and others as well): just ask.
  - 3. Completion of Strong Workforce Taskforce recommendations—2 components left.
    - a) CTE Min Quals Toolkit
    - b) Title 5 language around Credit for Prior Learning—went to BoG and was approved recently.
  - 4. New Goal: Faculty Roles in Participatory Governance
    - a) Collegiality and Action Visits—highly recommend if you have a new board or new president; can be informative if requested early, before issues develop.
- B. Chancellor Oakley visited Area A and D meetings this week. Plenary invitation but Oakley unable to attend. Took questions and it went well; people felt he was listening. In spring, he will be at Area B and Area C meetings. Deputy Chancellor Gonzales will be at Plenary.
- C. CalBright—Fully Online College
  - 1. Letter sent from ASCCC to Chancellor about duplication of courses. Do not want CalBright to fail after such heavy investment but want to guide the development.
  - 2. Opened an office in Oakland and more will be open all over the state. Have hired 4 faculty to help with their programs. However, no policies for hiring, lots of union issues, etc.
  - 3. Programs: Cybersecurity, Information Technology, and Medical Coding. All 3 offered at Peralta and all offered online.

- D. Legislative and Advocacy—John Stankas and Dolores Davison visit the legislature every month.
  - E. UC Transfer Pathways—Chemistry and Physics UC Transfer Degree. There are disciplines where the pathways are identical, including History, Anthropology, Agriculture; working with UC and CSU partners to promote the 7 that match.
  - F. Upcoming Events—ASCCC calendar online and all meetings are open to all.
  - G. Questions:
    - 1. OERI—are there sample applications? SMC, El Camino, Moorpark are interested in applying for funds for OER. Use OER listserv; listservs extend beyond just CCCs, such as CSUs.
- X. Disciplines List—Dolores Davison
- A. February—Request for Proposals
  - B. September—Final Call for Proposals (due September 30) and Summary of Submitted Proposals Distributed
  - C. October—Proposals Discussed at Area Meetings and Written Testimony Submitted to ASCCC Office
  - D. November—First Hearing and Testimony Collected
  - E. January/February—Proposals Reviewed by ASCCC Executive Committee
  - F. March—Summary of Proposals to Area Meetings for Second Hearing
  - G. April—Second Hearing and Vote at Plenary to Recommend Changes to Disciplines List
- XI. Submitted Disciplines List Proposals: Film Studies and Registered Behavior Technician (see Addendum A)
- A. Questions:
    - 1. How many programs are there in the state already for Registered Behavior Technician? What discipline did you hire the current instructors?
    - 2. Film Studies—ELAC department chair of theater/arts agreed that removal of drama/theater/arts is good; current definition is outdated.
- XII. Foundation (see full report in Addendum C)—Anna Bruzzese
- A. Scholarships—mission is to support ongoing faculty PD, largely through scholarships to events both ASCCC and some external events as well. Received 60 applications requesting support for Plenary.
  - B. Spring 2019 Area Competition—\$ 6,210 raised. Area C raised \$ 2,850.
  - C. Amazon Smile can support ASCCC, so please use this service.
  - D. Always looking for vendors to sponsor events and scholarships.
- XIII. Overview of Resolutions Process—Nate Donahue
- A. Pre-session resolutions reviewed at area meeting--note that initial resolutions are not endorsed by executive team but worthy of debate.
  - B. First day of plenary will have updated packet including input from area meetings.
  - C. Second day of plenary—delegates can submit new resolutions; requires 4 delegate signatures and mandatory meeting required for contacts.
  - D. Parliamentary debate Saturday of Plenary —much excitement!
  - E. Resolutions consent calendar— on-controversial items stared items in packet.
  - F. Anything may be pulled from consent for any reason today at area meeting or Saturday morning.

- G. Resolutions and amendments due by Thursday at 4 p.m. Amendments and urgent resolutions due by Friday at 12:30 p.m.
  - H. Submit resolutions electronically to [resolutions@asccc.org](mailto:resolutions@asccc.org).
  - I. Voting—only delegates vote. Vote as the representative for your college.
- XIV. Lunch and Tour of RHC Alternative Fuels Program
- XV. Resolutions Discussion—all changes submitted to Resolutions Committee member Nate Donahue and included in Google document. Two amendments included from area and a few editing suggestions for footnotes.
- XVI. Area C Resolution—see Addendum B submitted by A. Echeverri. Area C agreed to submit.
- XVII. ASCCC Awards Reminders and Announcements
- A. Exemplary Award due November 4, 2019
  - B. Hayward Award due December 13, 2019
  - C. Stanback-Stroud Diversity Award due February 14, 2020
  - D. Guided Pathways Webinars and Regionals—check website for days and locations
  - E. OER Regionals—check website for days and locations
  - F. Curriculum Regionals—check website for days and locations
  - G. Fall Plenary—November 7-9 in Newport Beach—register and secure hotel asap!
  - H. Need anything: email [info@asccc.org](mailto:info@asccc.org)
- XVIII. Adjournment at 3:04 p.m.

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## Addendum A: Disciplines List Revision Proposals

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### ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES DISCIPLINES LIST REVISION PROPOSALS

October 3, 2019

#### Information for Proposed Disciplines List Changes

*Italics* indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

#### SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

##### PROPOSAL #1:

Proposed Revision Discipline: Film Studies

Organization: Santa Barbara City College Academic Senate

##### Current Minimum Qualifications:

Master's degree in film, drama/theater arts or mass communication

OR

Bachelor's degree in any of the above

AND

Master's degree in media studies, English or communication

OR

the equivalent.

##### Proposed Change:

Master's degree in ~~film, drama/theater arts or mass communication~~ *film and media studies, cinema and media studies, cinema studies, film studies, or film, television, and media studies*

OR

Bachelor's degree in any of the above

AND

Master's degree in *visual studies*, media studies, ~~English~~ or communication

OR

the equivalent.

##### Rationale:

The Minimum Qualifications for Film Studies are out-of-date and need to be updated to reflect

the current changes in the field of Film and Media Studies in the last 20-30 years. In the 1960s and 1970s, Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for example. Since then, the field has grown tremendously, and departments were created to house Film Studies and later Film and Media Studies courses. Initially many departments such as the University of California at Los Angeles, the University of California at Santa Barbara, the University of California at Los Berkeley, and the University of Southern California offered graduate degrees in Critical Studies within a Film and Television department or Rhetoric with an emphasis in film; but in the last 10-15 years, most departments nationwide, and specifically in California, have changed their names to reflect the type of scholarship the field was focusing on and that graduate students were conducting. The appropriate names are: Film and Media Studies, Cinema and Media Studies, Film Studies, Cinema Studies, and Film, Television, and Media studies.

Updating the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California public universities will have a positive impact on departments and on candidates. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film and Media Studies.

An argument against this proposal could be that less candidates will apply for Film Studies positions thus limiting candidate pools for colleges and departments. This argument does not consider the vast changes in the field of Film and Media Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will not limit the quantity of candidates who apply for a position but will rather focus the pool of candidates to those who are specifically qualified to teach in Film Studies, eliminating those who have no training in Film Studies. Departments and academic fields have become more specialized in the last 10-20 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees, none of which include Film Studies courses. Film Studies is a separate field and needs to have updated minimum requirements that match. The current Minimum Qualifications do not reflect the necessary training needed to teach in a Film Studies department since the current degrees do not offer courses or training in Film Studies.

#### Consultation with Professional Organizations

The Santa Barbara International Film Festival, a professional organization, supports this proposed revision to the Minimum Qualifications for Film and Media Studies. Michael Albright, Director of Programming, and Roger Durling, Executive Director have indicated their support of the proposal.

Dr. Jan-Christopher Horak, Director of The UCLA Film and Television Archive supports the proposal.

Demonstrated Balance of Need across the State and Discipline Seconder from another District

Two community college districts support this proposal, indicating their frustration with the current Minimum Qualifications, and they are both fully supporting this change. The two districts are:

- Moorpark College, Ventura County Community College District: Rolland Petrello, Chair of Communication Studies and Media Arts
- Long Beach City College: Alison Hoffman-Han, Assistant Professor, Film Studies, Visual & Media Arts Department

Additionally, faculty in Film Studies and Film and Media Studies departments at Chapman University, University of California Irvine, and University of California Santa Barbara support the proposal.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position
Artie Schmidt	Academy Award-winning editor of Forrest Gump, Back to The Future, and Who Framed Roger Rabbit. Recipient of American Cinema Editors (ACE) Lifetime Achievement Award	“I am happy to support the changes you are proposing for updating the Minimum Qualifications for Film and Media Studies instructors at community colleges.”	Support
Michael Albright	Santa Barbara International Film Festival	“This sounds great and yes, I am willing to support the proposal. If you need anything else, I’m happy to help.”	Support
Dr. Jan-Christopher Horak	Director, UCLA Film & Television Archive; Professor, Critical & Media Studies	“Your proposal seems logical, and I would be willing to support it.”	Support
Emily Carman, Ph.D.	Associate Professor, Film Studies, Chapman University, Dodge College of Film and Media Arts	“I absolutely support this proposal and thank you for reaching out to me!”	Support
Kristen Hatch	Director, Visual Studies Program; Associate Professor, Department of Film & Media Studies; University of California Irvine	“I strongly support your proposal. Faculty in our graduate program were horrified when we discovered that our PhDs are not qualified for CCC jobs because the name of their degree (Visual Studies) doesn’t line up with	Support

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		<p>the Minimum Qualifications to teach for California community colleges. This change will help those of our students who come with a BA in Film &amp; Media Studies, and we're talking about developing our PhD into a dual title program (Visual Studies and Film &amp; Media Studies) in order to ensure that those who come with BAs in other disciplines will also qualify. Thank you for doing this work. I hope you will keep me posted about your progress"</p>	
Dr. Jennifer Holt	Associate Professor and Director of Graduate Studies, Department of Film and Media Studies, University of California Santa Barbara	"I am absolutely willing to support the proposal!"	Support
Roland C. Petrello	Chair, Communication Studies and Media Arts Director of Forensics Moorpark College	"We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's what we are doing right now in advance of our FT hiring this Spring. I love that you are working on this at the State level. It just makes sense"	Support
Alison Hoffman-Han, Ph.D.	Assistant Professor, Film Studies, Visual & Media Arts Department, Long Beach City College	"Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"	Support
Dr. Bhaksar Sarkar	Chair and Associate Professor Department of Film and Media Studies, University of California Santa Barbara	"I am happy to support this proposal for updating the minimum qualifications."	Support

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**PROPOSAL #2:**

Proposed New Discipline: Registered Behavior Technology

Organization: Moorpark College Academic Senate

Proposed Minimum Qualifications:

Master's in behavior analysis, education, or psychology

OR

the equivalent

AND

certification as a Board Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

Rationale:

Recent legislative actions requiring the certification of all professionals involved in Applied Behavioral Analysis have created a demand for individuals in the Registered Behavior Technician (RBT) occupation. The RBT is a paraprofessional who practices under the supervision of a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). The RBT is primarily responsible for the direct implementation of behavior-analytic services working with children and adults with impairments such as autism spectrum disorders, developmental disabilities, or traumatic brain injury. The average salary of an RBT in California is \$20 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make this discipline a good fit for the California Community Colleges.

To become an RBT, eligible candidates must:

- Be at least 18 years old
- Hold a high school diploma or the equivalent
- Complete at least 40 hours of training
- Pass a criminal background check
- Pass the RBT Competency Assessment
- Pass the RBT exam

The required training component to become an RBT is approximately equivalent to a 3-unit course. Currently, the RBT training available is provided by private companies and individual professionals or service organizations. These options can result in a higher fee for training or potentially less effective training than what could be offered through an accredited community college. RBT training must be sufficiently rigorous and effective to prepare the individual to both demonstrate required clinical competencies and pass the certification exam. Students may elect to complete the RBT program alone to gain this certification, or they may combine this training with degree coursework in related fields, such as Education, Child Development, or Psychology. Gaining this certification early in a student's college career also creates a potential income source for students while they earn their degrees.

A new Registered Behavior Technician discipline is required, as the Behavior Analyst

Certification Board requirements for individuals training RBTs do not match any existing disciplines as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Consultation with Professional Organization:

The California Association for Behavior Analysis has signaled their support for the proposal (see attached letter).

Demonstrated Balance of Need across the State and Discipline Seconder from another District

The proposal is seconded by Thesa Roepke (Early Childhood Studies, Alan Hancock College). Additional support has been indicated by Donna Greene (Early Childhood Education, College of the Desert) and Adrienne Seegers (Childhood Development, Columbia College)

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position
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*September 25, 2019*

To: Delegates to the Plenary of the Academic Senate for the California Community Colleges  
From: California Association for Behavior Analysis (CalABA)

RE: Establishment of RBT Discipline in California Community Colleges

Dear Delegates,

The California Association for Behavior Analysis represents the interests of the field of Behavior Analysis. Our membership consists of academicians, practitioners, students and behavioral therapists. Specifically, we represent over 3,000 Board Certified Behavior Analysts® and Registered Behavior Technicians®. The mission of the California Association for Behavior Analysis (CalABA) is to advance, promote and protect the science and practice of Behavior Analysis. The purpose of this letter is to encourage the California Community Colleges to align with our mission by establishing an RBT Discipline in California Community Colleges.

There are currently over 65,00 Registered Behavior Technicians® worldwide. Over 12,000 of these RBTs® practice in the state of California. The Behavior Analyst Certification Board, which oversees both the BCBA® and RBT® credentials estimate that there will be more than 125,00 RBTs® by 2028. At least 25% of these 125,000 RBTs® will be practicing in California.

As of 2019, all 50 states have passed some form of an Autism Health Insurance Mandate. In every state across the country, including California, RBTs® are central to the provision of Behavior Analytic services to persons with autism spectrum disorder. There are not enough BCBA® to adequately staff programs that support individuals with autism. Is it also cost-inefficient to use BCBA® in the capacity of direct care staff. The RBT® credential was established in 2014 to create a minimum standard of training and ongoing supervision for the persons who provide the most direct care to an incredibly vulnerable, and ever increasing, population.

While the RBT® credential is not specific to autism, the overwhelming majority of RBTs® currently work with persons with autism and other developmental disabilities. It is CalABA's

hope that RBTs® will continue to expand the types of clients they work with as Behavior Analysis becomes more widely recognized as an effective methodology for behavior change across any population.

Ensuring consumer access to RBTs® who have received quality instruction, training and supervision is essential in order to optimize outcomes for the recipients of Behavior Analytic services.

RBTs®, under the direct supervision of a BCBA®, are responsible for implementing individualized treatment goals for their clients. This means that RBTs® function as the primary person responsible for ensuring their clients acquire skills that are essential to their health and well-being. More specifically, RBTs® use the technical application of Behavior Analytic principles to teach their clients to access their community, participate in family activities, create social connection, engage in appropriate behaviors, develop skills needed to gain employment and, most importantly, to increase their quality of life.

The field of Behavior Analysis as well as the consumers of our service depend on RBTs® across the state of California as the PRIMARY method for accessing medically necessary Behavior Analytic services. Establishing an RBT® Discipline within the California Community College system will help to increase the numbers of RBTs® throughout the state. This will directly impact the ability of BCBA® to provide quality, effective services to MORE vulnerable Californians. We wholeheartedly applaud the California Community College system for considering this request. We welcome any additional questions the delegates may have as you consider this critically important issue.

Sincerely,

The California Association for Behavior Analysis  
400 29<sup>th</sup> Street  
Suite 518  
Oakland, CA 94609  
(805) 275-2143  
[info@calaba.org](mailto:info@calaba.org)  
[www.calaba.org](http://www.calaba.org)



## BACB Fact Sheet

### About the BACB

- ▶ Established in 1998 as a nonprofit corporation
- ▶ The first national organization to certify practitioners of applied behavior analysis (ABA)
- ▶ Governed by a Board of Directors primarily comprised of behavior analysts elected by the profession along with representation from the public
- ▶ More than 36,000 behavior analysts and over 55,000 behavior technicians certified in over 89 countries
- ▶ BACB standards are the basis of almost all behavior analyst licensure laws in the United States

### BACB Certification Programs

- ▶ **High School Level**  
Registered Behavior Technician™ (RBT®)
- ▶ **Bachelor's Level**  
Board Certified Assistant Behavior Analyst® (BCaBA®)
- ▶ **Master's Level**  
Board Certified Behavior Analyst® (BCBA®)

### Certification Requirements

- ▶ The BACB's behavior analyst certifications (BCaBA/BCBA) require an academic degree, behavior-analytic coursework, supervised experience, passage of a psychometrically sound examination, compliance with ethics requirements, continuing education, and ongoing supervision (BCaBA).
- ▶ The BACB's behavior technician certification (RBT) requires a high school diploma, formal training in ABA, a skill-based competency assessment, a background check, passage of a psychometrically sound examination, compliance with ethics requirements, and annual competency assessments.

### Applied Behavior Analysis

Applied Behavior Analysis is a science based on the use of learning principles to improve lives. The practice of ABA focuses on assessing the environmental influences on behavior, assessment-based intervention, and data-based decision making. ABA has been used to address the behavioral needs of consumers in multiple areas, including general and special education, organizational management and safety, gerontology, and many more. ABA is best known as being the leading evidence-based treatment approach for autism and other developmental disabilities.



The BCBA, BCaBA, and RBT certification programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.

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## **Addendum B: Area C Proposed Resolutions**

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### **Resolution Acknowledging EOPS on its 50 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 California Education Code §69640-69656 codified Extended Opportunity Programs and Services for the California Community Colleges (CCC), and the California Code of Regulations Title 5 §56200-56298 set the implementation of EOPS for the CCCs;

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);

Whereas Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88% and a statewide completion rate of 81%, consistently the highest of any large-scale student support program;

Whereas Extended Opportunity Programs and Services is present at 114 California Community Colleges; and whereas EOPS served more than 98,613 students statewide in the latest academic year in which complete data is available (Datamart – California Community Colleges Chancellor’s Office);

Resolved that the Academic Senate for California Community Colleges hereby congratulates Extended Opportunity Programs and Services on its 50 years of serving students; and

Resolved that the Academic Senate for California Community Colleges encourages local senates to foster awareness of EOPS at their colleges in order to promote student success.

Contact: Submitted for consideration by Angela Echeverri, Los Angeles Community College District Academic Senate

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## **Addendum C: Foundations Report**

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October 2019

### **AS Foundation Report**

Cheryl Aschenbach, President ASFCCC

Directors: Anna Bruzesse, Silvester Henderson, LaTonya Parker, Cyndi Reiss

The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices.

### **Scholarships**

The Foundation continues to support faculty professional development through scholarships to selected ASCCC and partner events. Scholarships include registration, two nights at the host hotel, and \$250 towards travel costs (increased from \$200 last year).

2019-2020 Scholarship Opportunities – 3 scholarships being awarded for each event

- ASCCC Fall Plenary in November
- A2MEND in March
- ASCCC Spring Plenary in April
- ASCCC Faculty Leadership Institute in June
- Other opportunities may be added

The Fall Plenary scholarship announcement was made earlier this year than in the past. The deadline was September 30. Sixty applications were received, the most ever received by the Foundation for a single event.

Foundation applications for each event will be made available approximately 2 months prior to each event. Find the application at <https://asfccc.com/scholarships/>.

### **Area Competition**

The scholarships are made possible through the generosity of Foundation donors, primarily through the annual area competition. The Spring 2019 Area Competition raised \$6,210!

Two competitions were held simultaneously, with awards going to the area raising the most total dollars and an award going to the area with the most donors contributing a multiple of \$50.

#### For the total dollars competition

- Area C was the big winner, raising \$2,850, nearly matching their previous ASCCC area record of \$3,060! Area C earned the 50th Anniversary Award
- Area A raised \$1,200 to finish second

- Area D raised \$1,075 to finish third
- Area B raised \$625

For the number of donors making donations of \$50 (or a multiple of \$50)

- Area C earned 1st place with 27 donors, earning the sparkly rainbow unicorn award
- Area D earned 2nd place with 15 donors
- Area A earned 3rd place with 14 donors
- Area B had 6 donors

Congratulations to Area C and thank you to all 2019 donors.

The 2019-2020 Area Competition will be held at Spring Plenary, April 16-18, 2020. More info coming in Spring 2020.

### **Amazon Smile**

For those that love to shop, there is another way to support the Academic Senate Foundation: shop at AmazonSmile. As explained on their website, "AmazonSmile is a simple and automatic way for you to support your favorite charitable organization every time you shop, at no cost to you...you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to your favorite charitable organization."

The portion of purchase price donated is 0.5%. While it seems like a small amount, it all adds up to further support Academic Senate Foundations scholarships and support for faculty professional development.

Consider doing two things.

1. First, visit <http://smile.amazon.com> and set up Foundation of the Academic Senate for California Community Colleges as the organization you're supporting. If you already have an organization designated, you can change it by selecting "Change Your Charity" under "Your Account"
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### **Event Sponsorships**

The Foundation is always looking for vendors to help sponsor events and to raise additional funds to support faculty scholarships. If you know a product vendor who may be a fit for an ASCCC event and who may be interested in an opportunity to market themselves to CCC faculty, please have them contact the ASCCC office at [info@asccc.org](mailto:info@asccc.org) or send their information for us to contact them.