

# Senate in Action: Expanding Access Through In-Language Programming at ELAC

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**EAST LOS ANGELES COLLEGE**



# Overview East Los Angeles College

- Largest of the nine colleges in the Los Angeles Community College District (LACCD)
- Serving **~37,000 students (Fall 2024)** from East LA, San Gabriel Valley, and Southeast LA
- Home to students who speak **Spanish, Mandarin, Cantonese, and Vietnamese**
- In-language instruction launched in **Noncredit/Continuing Education (Spanish)** around 2019, building on District-wide efforts
- Designed to expand access for **adult learners, recent immigrants, and working students**
- Initial **Academic Senate discussions began in 2021**



# ELAC Academic Senate Efforts

- [Academic Senate Approved Guide to Selecting Faculty to Teach Courses in Languages Other Than English \(April 2024\)](#)
- Curriculum Committee 2024 [Credit Language Other Than English Curriculum Request Form](#)
- Integrated into Academic Senate 2024-25 Goals
  - *Provide Leadership and Support for New and Innovative Faculty Approaches to Address Equity Gaps including Programming in Languages other than English*
- Align with Senate initiatives, ZTC, Strategic Education Plan
- [Supported District Academic Senate Guidance for Selecting Faculty to Teach Courses in Languages Other Than English, March 2025](#)

**East Los Angeles College Academic Senate**  
**Guide for Selecting Faculty to Teach Courses in Languages Other than English**  
Approved October 2022, Updated April 2024

#### Background – Scope of Guide

1. This Guide is designed in accordance with LACCD Administrative Procedure 4020 for courses approved to be offered in a Language Other Than English
2. The Guide is to be used in adherence with LACCD HR-130 and LACCD AFT 1521 Collective Bargaining Agreement provisions, as applicable.
3. Faculty must meet the state minimum qualifications for the content area. Minimum qualification areas must be selected from the “disciplines” listed in [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) or from minimum qualifications found in Title 5, California Code of Regulations (CCR)

#### Examples of Criteria Used for Faculty Selection

- Prior educational background – attainment of a postsecondary credential at an institution where instruction is provided in the language other than English, such as in another country
- **Demonstration of fluency in the language other than English as indicated by any one of the following:**
  - [Demonstration of proficiency by scoring at the “SUPERIOR” level on ACTFL’s Oral Proficiency Interview \(OPI\)](#)
  - [Consultation with the Global Language and Cultures Department](#)
- Assessment by an industry content expert whose work in the field is conducted in the language other than English
- Previous teaching experience in the content area in the language other than English

Note: The Department should determine the specific content knowledge needed in the language other than English through guidance from industry content experts and be open to suggestions for additional criteria.

#### **East Los Angeles College** **CREDIT LOTE PROPOSAL WORKSHEET**

Credit courses designated as eligible for LOTE are courses that can be offered at the section level to be taught in Languages Other Than English (LOTE). All such courses upon approval shall be listed as such in the ELAC College Catalog and, when offered, any such sections must be designated as such, including the specific language of instruction, in the schedule of classes prior to student enrollment.

Course Number and Title: \_\_\_\_\_ Date: xx/xx/2x

Note: Each proposed or existing course, if delivered in a LOTE, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed. Code §55378)

**Please address the following questions. This is a document template, so the textbox fields will expand as you type. Use as many pages as necessary to fully answer each question as it pertains to this course.**

#### **1. PROPOSED LANGUAGES**

Please list the language(s) other than English in which sections of the course would be offered:

# LACCD DISTRICT ACADEMIC SENATE



## Guide for Selecting Faculty to Teach Courses in Languages Other than English

### Scope of Guide

1. It is the intent for this Guide to serve as guidance to LACCD discipline faculty on currently known effective practices within the LACCD and in other California community colleges and, as such, may be subject to updates. The examples provide here are not at all obligatory.
2. This Guide is designed in accordance to LACCD Administrative Procedure 4020 for courses approved to be offered in a Language Other Than English
3. The Guide is to be used in adherence with LACCD HR-130 and LACCD AFT 1521 Collective Bargaining Agreement provisions, as applicable.
4. Faculty must meet the state minimum qualifications for the content area. Minimum qualification areas must be selected from the "disciplines" listed in [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) or from minimum qualifications found in Title 5, California Code of Regulations (CCR)

### Some Examples of Criteria Used for Faculty Selection

- Prior educational background – attainment of a postsecondary credential at an institution where instruction is provided in the language other than English, such as in another country
- Demonstration of fluency in the language other than English as indicated by any one of the following:
  - Demonstration of proficiency by scoring at the "SUPERIOR" level on ACTFL's Oral Proficiency Interview (OPI)
  - Consultation with your college's Modern Languages department
- Assessment by an industry content expert whose work in the field is conducted in the language other than English
- Previous teaching experience in the content area in the language other than English  
Note: The Department should determine the specific content knowledge needed in the language other than English through guidance from industry content experts and be open to suggestions for additional criteria.

### References

- Excerpts of LACCD Administrative Procedure [AP 4020](#), Curriculum Development.  
"Bilingual Instruction – Teaching Simultaneously in English and a Language Other Than English within the Same Section of a Course. A college may offer a section of a course taught simultaneously both in English and a language other than English."  
"Teaching Sections of a Course Exclusively in English and Other Sections of That Course Exclusively in a Language Other Than English. A college may offer certain sections of a course taught exclusively in English and other sections of the course taught exclusively in a language other than English..."
- Bill Text – Assembly Bill 1096 (2023) –  
(e) (1) A community college may offer courses taught in languages other than English. Students may enroll in these courses without being required to concurrently enroll in an English as a Second Language (ESL) course. (2) Nothing in this section shall be construed to prohibit a community college student from enrolling in an ESL course, or preclude a community college from complying with the requirements set forth in subdivision (a) of Section 78221.5.

### Academic Senate for California Community Colleges Publications

1. ASCCC Spring Plenary 2022 Resolution, [Noncredit Spanish Language Course Outlines of Record and Regional Support](#)
2. ASCCC Noncredit and CTE Presentation Spring 2022, [Spanish Noncredit Certificate Presentation](#).
3. ASCCC Rostrum, February 2022, ["¿En que les podemos ayudar?": Addressing the Non-Credit Needs of a Growing Spanish-speaking Student Body at California's Community Colleges](#)

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Adopted by the LACCD District Academic Senate on March 13, 2025

This document borrows from the Guide approved by the ELAC Academic Senate on April 9, 2024.

# Child, Family and Education Studies LOTE Programming at ELAC

- Purposeful Planning
- Goals



# CFES In-Language Planning Process

- CFES Department Status as of Spring 2025:

- 15 CH DEV courses approved to be offered in Spanish
- 6 more in process
- Since Fall 24 have offered 6 courses – serving cohorts including 169 students
- Planning to offer 3 more courses, including a Practicum (field experience course) next academic year
- Ensure Meeting Student Needs

- **Step 1:**

- Discipline faculty buy-in, advisory committee request, responsiveness

- **Step 2:**

- Approve all courses offered in the CH DEV discipline to be offered in LOTE
  - First in Spanish
  - Find suitable textbooks

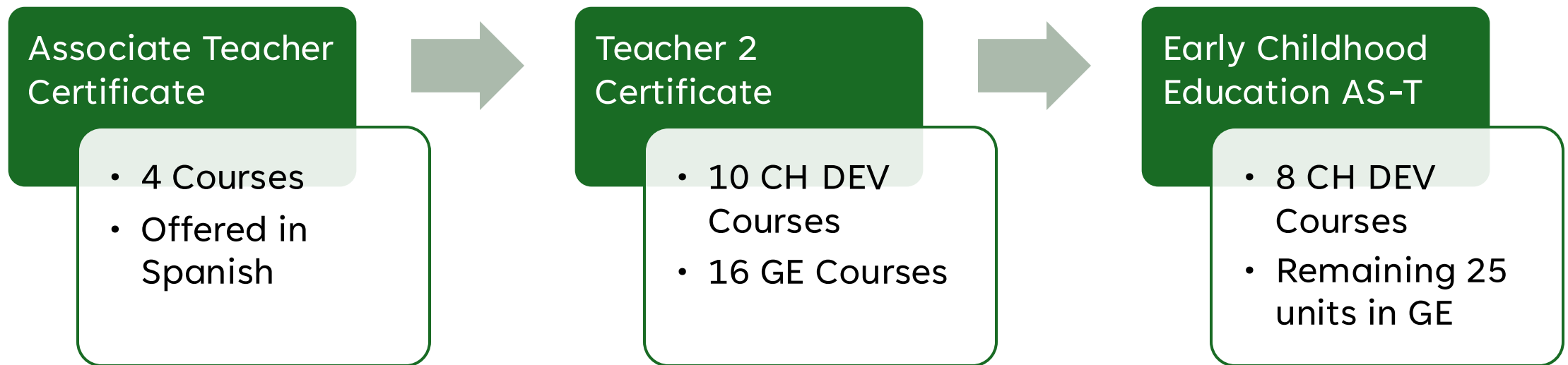
- **Step 3:**

- Schedule courses – Student-centered; aligned with cohort needs
- Select faculty – ELAC Academic Senate Guide

- **Step 4:**

- Evaluate and plan next steps

# CFES Program Sequence Goals



# The Work Ahead: 2025-2027

- Fully develop Associates Degree ZTC Pathway in Spanish
  - Develop Summer/Fall 2025 for Programming Winter 2026
  - Goal: In-Language Graduates for Spring 2027
- Launch programming at Southeast College Campus (Fall 2026)
- Promote Faculty CTE/ZTC to Expand Courses and Other Languages
- Build capacity for multi-language student supports, onboarding, etc.
- Launch Comprehensive Needs Assessment SGV
- Work with Faculty Union on Faculty Evaluations

## **In-Language Courses for Associates Degree in Spanish – ZTC Pathways**

- A - Bio 25 –Human Biology
- B1 - Chicano Studies 7 – Mexican American Experience of the United States I
- B2 – Child Development Courses (1, 11, 42, 45)\*
- C - Humanities - Spanish 35 - Spanish for Spanish Speakers; or Child Development 3\*
- D1 - ESL 110
- D2 - CIS 101 – Intro to Computers and Their Uses
- E - Health 2\* - Health and Fitness

\*Course approved In-Language Spanish



# Questions & Contact Info

## ELAC Academic Senate

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