![Academic Senate for California Community Colleges — Leadership · Empowerment · Voice]

EXECUTIVE COMMITTEE MEETING

<u>**Wednesday, April 19, 2023**</u>
DoubleTree by Hilton Hotel Orange County
100 The City Dr N, Orange, CA 92868
Meeting Room: California Ballroom
Zoom link

<u>**April 19, 2023**</u>
8:00 AM – 8:30 AM | Breakfast
8:30 AM – 12:30 PM | Cultural Humility Training
12:30 PM – 1:00 PM | Lunch
1:00 PM – 6:00 PM | Executive Committee Meeting

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at agendaitem@asccc.org no less than five business days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the ASCCC Executive Committee Meeting website page.

I. **ORDER OF BUSINESS**
   A. **Roll Call**
   B. **Approval of the Agenda**
   C. **Land Acknowledgement**
      We begin today by acknowledging that we are holding our gathering on the land of the Tongva/ Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here. We recognize the Tongva/ Gabrieleño and the Acjachemen/Juaneño Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Orange County. As we begin, we thank them for their strength, perseverance, and resistance.

      We also wish to acknowledge the other Indigenous Peoples who now call Orange County their home, for their shared struggle to maintain their cultures, languages, worldview, and identities in our diverse City.

   D. **Public Comment**
      This portion of the meeting is reserved for persons desiring to address the

Executive Committee on any matter <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.

II. **CONSENT CALENDAR**
   A. <u>**March Executive Committee Meeting Minutes**</u>
   B. <u>**Data Coaching Webinar**</u>
   C. <u>**EDAC Brown Bag Webinar #4**</u>

III. **ACTION ITEMS**
   A. **[Legislative Update – 20 mins., Aschenbach, pg.27](#)**
   The Executive Committee will receive a report on the 2022-23 (two-year) legislative session and may consider requested action.
   B. **[General Education (GE) Guidebook – 20 mins., Parker/Reese, pg.37](#)**
   The Executive Committee will review and discuss the Curriculum Committee concept of the creation of an electronic General Education (GE) guidebook in response to the fall 2022 Resolution Number 04.01.
   C. **[Curriculum Institute – 25 mins., Parker/Reese, pg.41](#)**
   The Executive Committee will review and approve the 2023 Curriculum Institute second read.
   D. **[Equitable Placement Paper – 30 mins., Wada, pg.43](#)**
   The Executive Committee will consider adopting the Equitable Placement in Math paper as an ASCCC white paper.
   E. **[Proposed Updates to the Hayward Award Rubric – 15 mins., Reese/Roberson, pg.45](#)**
   The Executive Committee will discuss and consider adopting updates to the Hayward Award scoring rubric.
   F. **[Proposed Updates to the Hayward Award Readers – 15 mins., Reese/Roberson pg.49](#)**
   The Executive Committee will discuss and consider supporting the proposed updates to the Hayward Award readers.
   G. **[2023-2024 Exemplary Program Award Theme – 15 mins., Reese/Roberson pg.51](#)**
   The Executive Committee will discuss and consider approving the 2023-2024 Exemplary Program Award theme.
   H. **[Faculty Leadership Institute – Draft Program – 30 mins., May/Mica pg.53](#)**
   The Executive Committee will discuss and consider for approval the draft program for the 2023 Faculty Leadership Institute
   I. **[2023-2024 ASCCC Draft Budget – 20 mins., Bean/Mica pg.55](#)**
   The Executive Committee will consider for approval the tentative 2023-24 ASCCC budget.

IV. DISCUSSION

A. **Chancellor's Office Update – 30 mins., May, pg.59**
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. **Oral Reports**
   i. **Foundation President's Report – 10 mins., Vélez**
   ii. **Liaison/Caucus Reports -- 5 mins. each, May, pg.61**
   The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

C. **Updates on the referred resolutions from 2022 Fall Plenary Session – 10 mins., Reese/Roberson/May/Mica, pg.63**
The Executive Committee will be updated on the referred resolutions from 2022 Fall Plenary Session.

D. **Spring Plenary Session Final Planning – 20 mins., May/Mica, pg.65**
The Executive Committee will conduct the final planning for the spring plenary session.

E. **Board of Governors/Consultation Council – 15 mins., May, pg.67**
The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

F. **Meeting Debrief – 10 mins., May, pg.69**
The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

V. WRITTEN REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. **Academic Senate and Grant Reports**
B. **Standing Committee and Chancellor's Office Reports**
   i. December S&P Minutes
   ii. January S&P Minutes
   iii. February S&P Minutes
   iv. January IGETC Standards Subcommittee Minutes
   v. January 5C Meeting Minutes
   vi. February 5C Meeting Minutes
   vii. February Resolutions Committee Meeting Minutes
   viii. February Noncredit, Pre-transfer, CTE Committee Meeting Minutes
   ix. March TTAC Meeting Minutes
   x. January ASCCC Curriculum Committee Meeting Minutes
   xi. February ASCCC Curriculum Committee Meeting Minutes
   xii. **Reports**
C. **Local Academic Senate Visits**

VI. ADJOURNMENT

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ASCCC Executive Committee Norms

We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

A

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

C

HD

SPP

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities - be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

HONOR AND DEDICATION

SELF-AWARENESS, PRESENCE, AND PATIENCE

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Calendar
DESIRED OUTCOME: The Executive Committee will be informed of upcoming events and deadlines.
CATEGORY: OOB
REQUESTED BY: Mica
STAFF REVIEW : Carrillo

Item No: I.F.
Attachment: Yes (1)
Urgent: No
Time Requested: 5 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Upcoming Events and Meetings

Executive Committee Meeting – In person Sacramento- exact location TBD-May 10, 2023

Executive Committee Meeting – Hyatt regency Mission Bay Spa and Marina-June 2, 2023

Please see the 2022-2023 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

April 21, 2023

- Agenda items for the May meeting
- Committee reports, if applicable

May 16, 2023

- Agenda items for the June meeting
- Committee reports, if applicable

Rostrum Timeline 2022-23

To ED	To Editor	To President	To Visual Designer	To Field

March 5	March 13	March 20	April 3	April 20

Academic Papers Timeline 2022-23

    A. Educational Policies Committee – Enrollment Management (Update) – R17.03 S2022

    B. Online Education Committee – Ensuring Effective and Equitable Online Education (Update) – R13.02 S2022

    C. Data and Research Committee – Optimizing Student Success by Evaluating Placement (NEW) – R18.01 F2020

    D. Part-time Faculty Committee – Part-time Faculty Equity – R19.01 S2021

Ed Pol: Enrollment Management Paper

- First Draft of paper to be submitted to February Executive Committee meeting – Due January 17, 2023
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Online Ed: Ensuring Effective and Equitable Online Education Paper

- First Draft was submitted to June 2022 Executive Committee meeting
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Data and Research: Optimizing Student Success by Evaluating Placement Paper

- First Draft of paper to be submitted to August Executive Committee meeting – Due July 2023
- Second Draft of paper to be submitted to September Executive Committee meeting – Due August 2023
- Final Draft to Area Reps for March Area Meetings – October 2023
- Include in Thursday Fall 2023 Resolutions Packet

Part-time: Part-time Faculty Equity Paper

- Draft Paper outline and survey submitted on May 6, 2022 Executive Committee Meeting
- Timeline TBD

2022-2023 ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	The Sheraton Grand Sacramento
Spring Plenary Session	April 20-22, 2023	DoubleTree by Hilton Anaheim/Orange
INSTITUTES	**DATE**	**LOCATION** ***All events will, if possible, provide a remote attendance option***
Part-Time Faculty Event	February 24, 2023	VIRTUAL
Faculty Leadership Institute	June 15-17, 2023	The Westin San Francisco Airport
Curriculum Institute	July 12-15, 2023	Riverside Convention Center

Notes: Do we want to switch the months for Academic Academy and the Part-Time Faculty Event?

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2022-2023 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11-13, 2022 (Th-Sat)		The Mission Inn Riverside, CA Hybrid	July 25, 2022
Executive Meeting	September 15-17, 2022 (Th-Sat)	American River College	The Sheraton Grand Hotel Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	September 30, 2022 (Fri)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022 (Fri-Sat)		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		The Sheraton Grand Sacramento, CA Hybrid	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th-Fri)		Westgate Hotel San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th-Fri)		The Citizen Hotel Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fri-Sat)		Sonesta Emeryville Emeryville, CA Hybrid	January 17, 2023
Executive Meeting	March 10-11, 2023 (Fri-Sat)	Coastline Community College	Marriott Costa Mesa Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 24-25, 2023		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		DoubleTree by Hilton Anaheim Orange, CA Hybrid	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		Hyatt Regency Mission Bay Spa and Marina San Diego, CA Hybrid	May 16, 2023

*Unless otherwise noted, meetings typically start 11:00 a.m. on the first day and end by 4:00 p.m. on the last day.[1]

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[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

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2023-2024 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		South + remote option	TBD
Executive Meeting	September 15-16, 2023	AREA B	North + remote option	TBD
Executive Meeting	October 13, 2023		Virtual	
Area Meetings	October 27-28, 2023		Various Locations or virtual	TBD
Executive Meeting	November 15, 2023		SOUTH	TBD
Executive Meeting (Th/Fri)	December 14-15, 2023		North + remote option	TBD
Executive Meeting (Th/Fri)	January 11-12, 2024		South + remote option	TBD
Executive Meeting	February 9-10, 2024		North + remote option	TBD
Executive Meeting	March 8-9, 2024	AREA C	South + remote option	TBD
Area Meetings	March 24-25, 2024		Various Locations	TBD
Executive Meeting	April 17, 2024		NORTH	
Executive Meeting	May 10, 2024		Virtual?	TBD
Executive Committee/ Orientation	June 7-9, 2024		TBD by President	TBD

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.[1]

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Local Senate Campus Visits
2019-2022
(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
	Davison	3/22/2022	Collegiality in Action
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting

	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
	Aschenbach/Wada	2/10/2023	AB1705
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
	Stewart, Parker	11/14/2022	ASCCC Accredtation Committee Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of			
Berkeley City	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum

	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
	May	6/21/2022	CIA Visit
Laney	Bean/Roberson/Howerton	3/6/2023	CTE/Noncredit Regional (North)
Las Positas			
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting
	May	9/1/2022	CIA Visit
Ohlone	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour

Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
	Curry/ Gillis	9/29/2022	Guided Pathways
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
West Valley	May/Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance

Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
	Davison/Heard	8/20/2021	CTE Minimum Qualification
	Chow/Bean/Velez	3/13/2023	Cultural Humility Tool
East LA			
El Camino			
Compton College	Stanskas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
	Davison	5/13/2022	Collegiality in Action
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting

	Stanskas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley	Davison	10/19/2021	Student Centered Listening Tour
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	May	8/1/2019	Senate Governance and Guided Pathways
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
Oxnard			
Pasadena City			
Rio Hondo	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Stewart/Reese	1/5/2023	Local Senate Visit- 10+1 Governance/IDEAA
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance
Crafton Hills	May	10/27/2021	Role of ASCCC
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional

Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
	Velez, Roberson	8/18/2022	10+Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
Orange Coast			18

Palo Verde			
Palomar	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern			
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 9/19/2022										
Action Item	**Month Assigned**	**Year Assigned**	**Orig. Agenda Item #**	**Assigned To**	**Due Date**	**Status**	**Description**	**Status Notes**	**Month Complete**	**Year Complete**
CCC Advocate Award for Assemblymember Jose Medina	September	2022	IV.H.	ASCCC Office	?	Assigned	ASCCC Office will need to determine when the award can take place. The Awards Handbook noted that this award will be given at a plenary session.	Ordered- will award at Spring Plenary 2023.	11/22	2022

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Data Coaching Webinar
DESIRED OUTCOME: The Executive Committee will approve a Data and Research Committee Webinar on Data Coaching
CATEGORY: Consent
REQUESTED BY: Wada
STAFF REVIEW: Carrillo

Item No: II.B.
Attachment: No
Urgent: No
Time Requested: 0 min

TYPE OF BOARD CONSIDERATION
Consent/Routine: X
First Reading:
Action:
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Resolution 13-02 (F'19) Data Paper and Equity-Minded Practices was recently re-assigned to the Data and Research Committee. The DRC proposed a webinar series to end the spring semester, and the Executive Committee approved this series allowing flexibility as to the number of webinars at the December 2022 meeting. One webinar was to be focused on data coaching and urging faculty to become more aware of data usage to advance equity. This webinar is therefore one way of addressing Resolution 13-02 (F'19).

The Data and Research Committee is proposing May 11, 2023 from 1pm-2:30pm as a time to host this webinar. We request the Executive Committee's approval for this date/time, and we also request assistance from the ASCCC office in marketing the webinar.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: EDAC Brown Bag Webinar #4

DESIRED OUTCOME: The Executive Committee will review and approve the description and panelists for EDAC's fourth brown bag webinar

CATEGORY: Action

REQUESTED BY: Velez/Chow

STAFF REVIEW : Carrillo

Item No: II.C.

Attachment: No

Urgent: Yes

Time Requested: 10 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine: X

First Reading:

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

EDAC, in collaboration with the Asian Pacific Islander Caucus, will be presenting the 4th in our Brown Bag webinar series, entitled "Follow-Up to ASCCC Webinar 'Recognizing the Full Humanity of Our Asian and Pacific Islander Student Communities in the California Community Colleges' and CCCCO Webinar on 'Representation Matters: Creating Inclusive Campus Environments for Asian American Native Hawaiian and Pacific Islander (AANHPI) Student Success' "

This webinar is scheduled for Wednesday May 17th 2023, from 12:30 – 2:00PM and will be presented via Zoom.

Title: "Follow-Up to ASCCC Webinar 'Recognizing the Full Humanity of Our Asian and Pacific Islander Student Communities in the California Community Colleges' and CCCCO Webinar on 'Representation Matters: Creating Inclusive Campus Environments for Asian American Native Hawaiian and Pacific Islander (AANHPI) Student Success' "

Moderators:
Bethany Tasaka, San Bernardino Valley College
Karen Chow, ASCCC Area B Representative

Presenters: TBD

Description: Both ASCCC and CCCCO held, for the first time in February 2023 and April 2023, statewide webinars on serving CCC students who identify as Asian and Pacific Islander, who make up around 13% of California Community College students. During this webinar held during national APA Heritage Month, we will have follow up responses from panelists as well as discussion with attendees about the pedagogical and student services strategies and supports that CCC campuses and the CCCCO are implementing that were discussed in the earlier

ASCCC and CCCCO webinars. You do not have to have attended or viewed recordings of either of those webinars in order to participate in and get something useful out of this webinar.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Legislative Update
DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action
CATEGORY: Action
REQUESTED BY: Aschenbach
STAFF REVIEW : Carrillo

Item No: III.A.
Attachment: No
Urgent: No
Time Requested: 20

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

BACKGROUND

California State Budget:

- Governor's January Budget Proposal (2023-2024): Higher Education
- Legislative Analyst Office (LAO) Overview of The Governor's Budget (2023-2024)
- Joint Analysis of the Governor's January Budget Proposal (2023-2024)
- Legislative Analyst's Office 23-24 Budget Fiscal Outlook for Schools and Community Colleges (November 16, 2022)
- Joint Analysis of the Enacted 2022-2023 Budget (July 1, 2022)
- Chancellor's Office Budget News webpage
    - 2022-2023 California Community Colleges Compendium of Allocations and Resources (December 14, 2022)
    - Board of Governors 2023-2024 System Budget Request
- Department of Finance Trailer Bill Language

2023 Legislative Calendar

- April 28 – Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in their house
- May 5 – Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in their house
- May 12 – Last day for policy committees to meet prior to June 5
- May 19 – Last day for fiscal committees to meet; Last day for fiscal committees to hear and report to the Floor bills introduced in their house
- June 2 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight

Useful Websites:

- [Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges](#) (May 2022)
- [ASCCC Legislative Updates](#): Role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.
- [California Legislative Information](#): Landing page for searches of California codes, past legislation, current bills, and more.
- [Legislative Analyst's Office (LAO)](#): The LAO provides fiscal and policy advice to the legislature and develops nonpartisan analyses of the state budget.
- [California Department of Finance](#): The Department of Finance provides fiscal policy advice to the Governor. Website includes links to trailer bill language and legislative analyses. *Look here for info about Governor's January Budget!
- [Glossary of Legislative Terms](#): Part of the California Legislative Information website.
- Assembly [Daily File](#) and [Daily History](#) & Senate [Daily File](#) and [Daily Summary](#): The Daily Files are the agendas of Assembly and Senate business for each day. The Daily History/Summary is produced each day after each House has met and includes specific actions taken on legislation.
- Legislative Rosters: [Assemblymember](#)s, [Senators](#), [Find Your Representative](#)
- Legislative Committees: [Assembly Higher Education](#), [Senate Education](#), Assembly Budget [Subcommittee 2 Education Finance](#), [Senate Budget Subcommittee 1 on Education](#)

Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

- Chancellor's Office [Tracked Legislation](#)
- Community College League of California (CCLC) [Bill Tracking](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#) and [Current Legislation](#) (not reflective of 23-24 legislative session as of 12/13/22)
- Community College Association (CCA) [Legislative and Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

Committee Memberships

Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dawn Addis
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Jesse Gabriel
- Assemblymember Jacqui Irwin
- Assemblymember Evan Low
- Assemblymember Liz Ortega
- Assemblymember Kate Sanchez
- Assemblymember Miguel Santiago
- Assemblymember Greg Wallis
- Assemblymember Akilah Weber, M.D.

Assembly Budget Sub 2 Education Finance Committee

- Assemblymember Kevin McCarty, Chair
- Assemblymember David Alvarez

- Assemblymember Sabrina Cervantes
- Assemblymember Megan Dahle
- Assemblymember Mike Fong
- Assemblymember Al Muratsuchi
- Assemblymember Kate Sanchez

Senate Education Committee
- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- Senator Dave Cortese
- Senator Dave Cortese
- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

Senate Budget Subcommittee 1 on Education
- Senator John Laird, Chair
- Senator Dave Min
- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas

ACADEMIC SENATE for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Bill Tracking
ASCCC Executive Committee
Summary as of April 3, 2023 @ 9:00PM

Bills with 10+1 Focus			
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 255 (Alanis)	Public postsecondary education: priority registration for first responders	Amended. Passed Higher Ed, referred to Appropriations 3/22/2023	Would give CCC and CSU priority registration to first responders. Assembly Higher Ed analysis (3/20/23). ASCCC Position: None. Related resolutions: 18.02 S2014, 13.11 S2011
AB 359 (Holden)	Pupil instruction: dual enrollment: College and Career Access Pathways partnerships	Amended 3/7/2023. Re-referred to Higher Ed.	Technical support and services from CO/DoE for CCAP partnerships if funds are appropriated. ASCCC supports dual enrollment as established with AB 288 (Holden, 2015). Related resolutions: 09.02 F2016, 06.03 S2015 CO support.
AB 368 (Holden)	College and Career Access Pathways partnerships	Amended 3/6/2023. Re-referred to Higher Ed.	Priority reg. for students taking CCAP partnership courses. Exemption from fees. ASCCC supports dual enrollment as established with AB 288 (Holden, 2015). Related resolutions: 09.02 F2016, 06.03 S2015
AB 395 (Reyes)	Community colleges: matriculation: assessment California Community Colleges Guided Pathways Grant Program	Amended 3/9/2023. Re-referred to Higher Ed 3/13/2023.	Colleges would be required to bi-annually provide an educational plan with sequences of courses for all programs. ASCCC Position: none.
AB 458 (Jones-Sawyer)	Peace officers	Passed Public Safety Comm. Re-referred to Higher Ed 3/28/2023	Amendments strike due date extension for AB 89 Task Force report to June 30, 2023 (from June 1, 2023), require peace officers to obtain a CCC modern policing degree or other advanced degree prior to receipt of POST basic certificate (as of Jan 1, 2028). Assembly Public Safety analysis (3/27/2023). ASCCC Position: none. ASCCC is co-chairing Modern Policing Degree Task Force (2022-2023).
AB 506 (M. Fong)	California State University: graduation requirement: ethnic studies	Referred to Higher Ed 2/17/23	Require CSU to collaborate w/ CCCCO, CCC Ethnic Studies Faculty Council, and CSU Council on Ethnic Studies to develop a process for ES course approval. ASCCC Position: none.

AB 569 (Garcia)	~~Veterans: cybersecurity apprenticeship program~~ California State University: Cybersecurity Regional Alliances and MultiStakeholder Partnerships Pilot Program	Passed Military &Veteran Affairs, re-referred to Higher Ed 3/29/2023.	Original bill gutted and amended. Specifies data on pilot programs to be reported to legislature by CSU Chancellor's Office. Bill is no longer CCC-focused.
AB 607 (Kalra)	Public postsecondary education: course materials	Amended, passed Higher Ed, referred to Appropriations 3/22/2023	Require prominent display of 1) free digital course materials and 2) estimated costs of all course materials and fees for no less than 75% of courses on online course schedule. Assembly Higher Ed analysis 3/20/2023. ASCCC Position: None. Related resolutions: 07.08 F2022, 13.10 S2022, 13.01 F2017 FACCC support.
AB 634 (Ward)	Community colleges: career development and college preparation courses	Passed Higher Ed, referred to Appropriations 3/22/2023	Changes "sequence" to "a complement", allows for F2F or DE, and includes a means for FTES accounting. Assembly Higher Ed analysis 3/20/2023. ASCCC Position: None. Related resolutions: 07.13 F2022, 06.05 S2021, 13.02 F2020. CCLC Support CO Concern
AB 689 (Carrillo)	~~Community colleges: registered nursing programs~~ Community colleges: enrollment and registration: incumbent health care workers	Amended, re-referred to Higher Ed 3/27/2023	Former spot bill. Would require colleges with limited enrollment and RN programs to admit 15% (no fewer than 3 students) as incumbent health care workers. ASCCC Position: None. Related resolutions: none.
AB 811 (M. Fong)	Seymour-Campbell Student Success Act of 2012: repeating credit courses	Referred to Higher Ed 2/23/23	Authorize credit course repetition up to five times for courses in which a substandard grade was earned, and up to three times for courses in which a satisfactory grade was earned. ASCCC Position: None. Related resolutions: 09.08 F2019, 14.01 F2017, 09.03 S2017, 18,05 S2011 CFT Sponsored. FACCC Co-sponsor.
AB 1040 (Alvarez)	Community colleges: mentoring credit program	Referred to Higher Ed 2/23/23	Establish 1-to-1 credit mentoring program ASCCC Position: None. Related resolutions: 06.01 F2020
SB 444 (Newman)	Community colleges: Mathematics, Engineering, Science, Achievement (MESA) programs	Amended, passed Higher Ed 3/23/2023. Re-referred to Appropriations. Hearing set for April 10	Establishes MESA as a program in Ed Code. FACCC co-sponsored. Senate Education analysis 3/20/2023. ASCCC Position: None. Related resolutions: 13.02 S2007, 20.01 F1995

SB 467 (Portantino)	Community colleges: apprenticeship or internship training programs	Referred to Educ. Hearing 3/22/23. Ordered to 3rd reading 3/23/2023.	Prohibit a student from being denied admission to apprenticeship or internship program because student uses ITIN for background check instead of SSN. Senate Education 3/20/23 and Floor 3/24/23 analyses ASCCC Position: None. Related resolutions: None FACCC sponsored.
SB 711 (Caballero)	Community colleges: blockchain degree and certification programs programs and technology: working group	Amended 3/20/23. Re-referred to Education.	Require CO to convene a working group to take specific actions related to CCC blockchain associate degree programs ASCCC Position: None Related resolutions: 06.01 F2020

Bills with College Affordability, Basic Needs, or Student Success Focus			
These bills are included as information only			
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 25 (McCarty)	Postsecondary education: debt-free college. Student financial aid: Middle class scholarship program	Amended 3/16/23. Re-referred to Higher Ed. 3/20/23	Prohibit the CSAC, UC, CSU, and a CCC operating a BDP from considering any basic needs emergency aid in the awarding or adjusting of MCSP awards.
AB 26 (M. Fong)	Personal Income Tax Law: exclusion: federal student loan debt relief plan	Amended. Re-referred to Revenues & Taxation 3/23/23	Exclude discharged qualified student loan debt from gross income (CA taxes)
AB 91 (Alvarez)	Community colleges: exemption from nonresident tuition fee: San Diego and Imperial Counties Community Colleges Association	Passed Higher Ed, referred to Appropriations 3/22/23	Proposes exemption for non-resident fees for residents of Mexico taking classes at a SDICCA college.
AB 263 (Jones-Sawyer)	Public postsecondary education: pilot program for free cost of education: working group	Referred to Higher Ed 2/2/23	Require CSAC to convene a working group to develop a free-college pilot program
AB 274 (Bryan)	CalWORKs: CalFresh: eligibility: income exclusions	Referred to Human Services 2/2/23	Exempt educational benefits from eligibility for CalWORKs and CalFresh
AB 311 (Santiago)	California Food Assistance Program: eligibility and benefits	Referred to Human Services 2/2/23	Remove age limit for eligibility when immigration status is sole criteria for ineligibility
AB 358 (Addis)	Community college districts: student housing	Referred to Higher Education 2/9/23	Exempts CCC residence housing from FIELD act requirements. CCLC support. CO support.
AB 376 (Villapudua)	Student financial aid: Cal Grant C: driver training programs: commercial motor vehicles	Amended, re-referred to Higher Ed 3/29/23	Allow CalGrant C to be used for short-term entry-level driver training programs that meet established criteria
AB 509 (V. Fong)	Personal income taxes: gross income: exclusion: student loan assistance	Revenue & Taxation. Hearing set, cancelled by author 3/14/23. Referred to suspense 3/21/2023	

	Bills with College Affordability, Basic Needs, or Student Success Focus		
	These bills are included as information only		
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 680 (Blanca Rubio)	Public postsecondary education: nonresident tuition: exemption	Referred to Higher Ed 2/23/23	Expand current non-resident tuition exemption for CCC AB 540 students. ASCCC Position: Support (based on support for AB 1141 Limón 2022) CO Sponsor. CCLC Support.
AB 746 (Sanchez)	Learning-Aligned Employment Program: eligibility and priority	Referred to Higher Ed 2/23/23	
AB 870 (Arambula)	Public Social Services: benefits to students	Referred to Higher Ed 2/23/23	
AB 928 (Reyes)	CalFresh data dashboard: students	Passed Human Services, referred to Appropriations 3/29/23	
AB 1245 (McCarty)	Community colleges: childcare providers: *course* fee waivers	Amended, re-referred to Higher Ed 3/29/23	Would require waiver of fees for specific courses for students employed as childcare providers.
AB 1342 (M. Dahle)	California College Promise: fee waiver eligibility	Referred to Higher Ed 3/2/23	Former special admits and dual enrollment students enrolling at a CCC would be 1st time students for CCP
AB 1540 (M. Fong)	Public postsecondary education: nonresident tuition: exemption	Referred to Higher Ed 3/9/2023	Authorize colleges to accept immigration status affidavit filed with CSAC to determine eligibility for nonresident tuition exemption. CO Support.
AB 1745 (Soria)	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees	Referred to Higher Ed 3/9/2023	Changes to income considered for special tuition and fee waivers
SB 245 (Hurtado)	California Food Assistance Program: eligibility and benefits	Passed Human Services, referred to Appropriations 3/28/23. Hearing set for April 10	
SB 307 (Ashby)	Middle Class Scholarship Program: community colleges: current and former foster youth	Passed Education, re-referred to Human Services 3/29/23	
SB 629 (Cortese)	Community colleges: West Valley-Mission Community College District	Referred to Education 3/1/23	Allow WV-MCCD colleges to use unrestricted general funds for student fee waivers. CO oppose unless amended.

	Bills with Higher Education Focus or Impact		
	These bills are included as information only		
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 252 (Holden)	The College Athlete Protection Act	Amended, re-referred to Higher Ed 3/7/23	Establish CAP Act. CCLC opposed.
AB 260 (Santiago)	Community colleges: part-time employment	Referred to Higher Ed 2/2/23	CTA sponsored. FACCC co-sponsored. CCLC opposed.

	Bills with Higher Education Focus or Impact		
	These bills are included as information only		
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 264 (Ting)	Community colleges: Lunar New Year holiday	Referred to Higher Ed, Ordered to 3rd reading 3/23/23	Colleges may replace Lincoln or Washington holiday. Assembly Higher Ed 3/20/23 and Floor 3/24/23 analyses
AB 290 (Hoover)	Career technical education: California Career Technical Education Incentive Grant Program: Strong Workforce Program	Referred to Education & Higher Ed 2/2/23	Would end K-12 SWF as of July 1, 2024 and shift funds to CA CTEIGP
AB 299 (Holden)	Hazing: educational institutions: civil liability	Referred to Judiciary & Higher Ed. Passed Judiciary, re-referred to Higher Ed 3/14/23	Assembly Judiciary analysis 3/11/23. CCLC oppose (institutional liability).
AB 320 (Lee)	Student Aid Commission	Passed Higher Ed, referred to Appropriations 3/22/23	Expand student membership on CSAC to 1 from each higher education system. Assembly Higher Ed 3/20/23 analysis. CO-sponsored.
AB 377 (Muratsuchi)	Career technical education: California Career Technical Education Incentive Grant Program: Strong Workforce Program	Amended. Re-referred to Higher Ed 3/23/23	Assembly Higher Ed analysis 3/20/23
AB 447 (Arambula)	Public postsecondary education: students with disabilities: inclusive college pilot programs	Passed Higher Ed, referred to Appropriations 3/22/23	Assembly Higher Ed analysis 3/20/23
AB 456 (Maienschein)	Public postsecondary education: campus mental health hotlines	Passed Higher Ed, referred to Appropriations 3/21/23	Assembly Higher Ed analysis 3/20/23
AB 461 (Ramos)	Student safety: fentanyl test strips	Passed Higher Ed, referred to Appropriations 3/22/23	Require CCC and CSU campuses to stock and distribute fentanyl test strips at campus health centers. Assembly Higher Ed analysis 3/20/23
AB 603 (Cervantes)	~~Postsecondary education: segments~~ *Public postsecondary education: diversity: report*	Amended. Re-referred to Higher Ed 3/6/23	Require BoG to report publicly and to legislature on the diversity of CCC segment and of governing board
AB 624 (Grayson)	~~Public~~ postsecondary education: disabled student services: assessments	Passed Higher Ed, referred to Appropriations 3/22/23	Require CCC and CSU to cover costs of diagnostic tests as proof for academic accommodations. Assembly Higher Ed analysis 3/20/23
AB 644 (Jones-Sawyer)	Public postsecondary education: campus safety: hate crime: surveys	Amended, re-referred to Higher Ed 3/30/23	SSCCC co-sponsored.
AB 656 (McCarty)	California State University: doctoral programs	Amended, re-referred to Higher Ed 3/20/23	Includes specific conditions for CSU doctorate degree offerings
AB 760 (Wilson)	California State University and University of California: records: affirmed name and gender identification	Referred to Higher Ed 2/23/23	
AB 789 (Berman)	Student financial aid: Cal Grants: satisfactory academic progress	Referred to Higher Ed 2/23/23	SSCCC co-sponsored.

	Bills with Higher Education Focus or Impact		
	These bills are included as information only		
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 817 (Pacheco)	~~Local government: open meetings~~ *Open meetings: teleconferencing: subsidiary body*	Amended. Re-referred to Local Gov. Comm.	Defines and allows subsidiary body to conduct remote meetings consistent with emergency provisions without declared emergency
AB 942 (M. Fong)	Postsecondary education: sex equity	Referred to Higher Ed & Judiciary 2/23/23	
AB 1142 (M. Fong)	Postsecondary education: Coordinating Commission for Postsecondary Education	Referred to Higher Ed 3/2/23	Would provide that sexual harassment of students is a form of sex-based harassment and sex-based discrimination.
AB 1275 (Arambula)	Community colleges: student-run community college organizations: open meetings: teleconferences	Referred to Higher Ed & L. Gov. 3/2/23	Proposes adjustments to open meeting act requirements for student-run organizations. SSCCC sponsored.
AB 1370 (Ta)	California Community Colleges Economic and Workforce Development Program	Amended and re-referred to Higher Ed 3/29/23	Revise and recast provisions of the CCC EWD Program. CO Sponsored.
AB 1541 (M. Fong)	Community colleges: governing board membership:	Referred to Higher Ed 3/9/23	Proposes advisory vote for student members. SSCCC sponsored. CO support.
AB 1542 (M. Fong)	Board of Governors of the California Community Colleges: student members: Student Success Completion Grant program awards	Referred to Higher Ed 3/9/23	Would grant program awards to student BoG members. CO sponsored. SSCCC co-sponsored. CCLC Support.
AB 1543 (M. Fong)	Community colleges: student representation fees	Referred to Higher Ed 3/9/23	Splits student representation fee waiver into local and state waiver options. SSCCC sponsored. CO support.
AB 1558 (Gallagher)	Postsecondary education: safety: credible threats	Referred to Higher Ed 3/9/23	
SB 234 (Portantino)	Opioid antagonists: schools, college campuses, stadiums, concert venues, and amusement parks	Passed Educ., referred to Health. Hearing set for 4/12/23.	Senate Education analysis 3/20/23

ASCCC Executive Committee Agenda Item

Month: April **Year:** 2023
SUBJECT: General Education (GE) Guidebook
DESIRED OUTCOME: It is recommended the Executive Board approve the Curriculum Committee concept of the creation of an electronic General Education (GE) Guidebook in response to fall 2022 Resolution Number 04.01.
CATEGORY: Action
REQUESTED BY: Parker/Reese
STAFF REVIEW: Carrillo

Item No: III.B.
Attachment: Yes (1)
Urgent: Yes
Time Requested: 20 Minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

This item presents a Curriculum Committee action for first reading related to a newly proposed electronic GE Guidebook, that will serve as a resource for California community college (CCC) faculty and colleges that are seeking guidance. The proposed resource option is required in response to fall 2022 Resolution Number 04.01.

Fall 2022 Resolution Number 04.01

Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1 [1] areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020), [2] AB 928 (Berman, 2021), [3] AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs, [4] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC), [5] and the new California Community Colleges' ethnic studies graduation requirement, [6] will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

ELECTRONIC FORM…….

Academic Senate for California Community Colleges General Education Guidebook

Cover Page

Executive Summary

Prepared by – 2022-2023 Curriculum Committee Members

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RESOURCES:

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Rostrum Articles:

Publications:

California Community Colleges Chancellor's Office (CCCCO)

Program and Course Approval Handbook PCAH 7th Edition (8th/9th?)

California State University General Education-Breadth Requirements

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Curriculum Institute
DESIRED OUTCOME: The Executive Committee will review and approve the 2023 CI program 2nd read.
CATEGORY: Action-Curriculum Institute 2nd Read
REQUESTED BY: Parker/Reese
STAFF REVIEW: Carrillo

Item No: III.C.
Attachment: Yes
Urgent: Yes
Time Requested: 25 Minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND Event Theme: ***Delivering on the Promise of Higher Education Through California Community Colleges Curriculum*** *https://www.asccc.org/events/2023-curriculum-institute-hybrid-event*

Delivering on the Promise of Higher Education Through California Community Colleges Curriculum

CURRICULUM INSTITUTE

JULY 12-15, 2023 | HYBRID EVENT
RIVERSIDE CONVENTION CENTER

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

Event Dates: Wed, Jul 12 2023, 9am - Sat, Jul 15 2023 **10:45am**
Location: Riverside Convention Center 3637 5th Street Riverside, California
Curriculum Institute 2023 is currently planned as an in-person and virtual (hybrid) event. Pre-session workshops on July 12 will provide training and resources for those new and newer to curriculum.
This event provides opportunities for in-depth conversations, collective voice, leadership and empowerment. Participants will work together to discuss collaborative strategies for implementing current legislation, innovations in curriculum, equitable educational opportunities, pathways for student success, and more.
Types of Sessions: 4 Pre-Sessions, 5 General Sessions & 28 Breakout Sessions (SEE ATTACHMENT)
>   (6) Thursday, July 13, 2023 Breakout Session 1
>   (6) Thursday, July 13, 2023 Breakout Session 2
>   (6) Friday, July 14, 2023 Breakout Session 3
>   (5) Friday, July 14, 2023 Breakout Session 4

(5) Saturday, July 15, 2023 Breakout Session

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: Equitable Placement Paper

DESIRED OUTCOME: The Executive Committee will consider adopting the Equitable Placement in Math paper as an ASCCC white paper

CATEGORY: Action

REQUESTED BY: Wada

STAFF REVIEW: Carrillo

Item No: III.D.

Attachment: Yes

Urgent: No

Time Requested: 30min

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Data and Research Committee reviewed and considered the feedback from the Executive Committee gathered during the March 2023 meeting then made appropriate edits to the draft. The draft is presented here for a second reading, and the Executive Committee may choose to adopt the paper as an ASCCC white paper.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Proposed Updates to the Hayward Award Rubric
DESIRED OUTCOME: The Executive Committee will discuss and adopt updates to the Hayward Award scoring rubric
CATEGORY: Action
REQUESTED BY: Reese/Roberson
STAFF REVIEW: Carrillo

Item No: III.E.
Attachment: Yes
Urgent: No
Time Requested: 15 min

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

When debriefing and reflecting on the completed Hayward Award process in the Standards and Practices Committee, there were a number of suggestions for improving the Hayward Award process, one of which was refining the scoring rubric. The suggestion from S&P is to change the highest score for each criterion to instead be a possible additional +1 for activities that advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA). This will hopefully provide more opportunity for recognizing and honoring IDEAA work of faculty regardless of where a candidate scores in each criterion.

ACADEMIC SENATE
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The Hayward Award– Rubric

a. Commitment to serving and empowering students from diverse backgrounds and experiences (0-~~5~~4 points)
b. Participation in campus, professional, and/or student activities (0-~~5~~4 points)
c. Commitment to education and currency in the discipline (0-~~5~~4 points)
d. Commitment to the mission of California community colleges (0-~~5~~4 points)
e. Community, state and/or national activities that represent the profession (0-~~5~~4 points)
f. In addition, within each of the above criteria is an additional point added for activities that advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) (0-5 points)
e.

Total points possible 25

	0	1	2	3	4	5+1
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but **lacks** evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating **minimal** commitment to serving students included in the application.	Evidence detailing **some** activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	**Significant** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) and **willingness** to go beyond~~

					~~standard expectations in job description.~~
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows **limited** participation in one or more campus activities.	Evidence shows **engaged participation** and leadership in at least one campus activity or project.	Evidence shows engaged **senior leadership** (president, chair, etc.) in at least one campus activity or project.	Evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects that demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA)~~
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and **limited** engagement in discipline related activities.	Evidence of engagement in **at least one** regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)~~
d. Commitment to the mission of California community colleges	Not present	Description details an understanding of **one or two** aspects of the community college mission.	Description details a **broad** understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of	Evidence of criteria from #2 with a description of **some** candidate activities that directly support open access and student success.	Strong evidence for **multiple** activities directly supporting **several** aspects of the CCC mission. Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary evidence for **multiple** activities directly supporting **several** aspects~~

			commitment to open access.			~~of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA). Evidence of activities being institutionalized that lead to~~ **sustained** ~~support for open access and helping students succeed across the curriculum.~~
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and **limited** representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of **sustained** representation in **at least one** regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of **sustained** representation in at least one of the previously mentioned organizations in a **leadership role** to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of **sustained** representation in several of the previously mentioned organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA). ~~Exemplary evidence of~~ **sustained** ~~representation in several of the previously mentioned organizations as an~~ **experienced leader** ~~and evidence of engagement with other like-minded participants to improve inclusion, diversity, equity, anti-racism and accessibility (IDEAA).~~

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Proposed Updates to the Hayward Award readers
DESIRED OUTCOME: The Executive Committee will discuss and support proposed updates to the Hayward Award scoring readers
CATEGORY: Action
REQUESTED BY: Reese/Roberson
STAFF REVIEW: Carrillo

Item No: III.F.
Attachment: No
Urgent: No
Time Requested: 15 min

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

When debriefing and reflecting on the completed Hayward Award process in the Standards and Practices Committee, there were a number of suggestions for improving the Hayward Award process, one of which was refining the selection and role of readers. The current process includes the following readers and roles:

- S&P Committee members—read all awards
- Four readers from each area—read only the awards from a single area (not their area)

By reading only a subsample of the applications, the area readers could potentially drastically affect the statistics of the scoring. For instance, if an area reader tends to score on the high end, then applications from that area are more likely to be selected for the award. Conversely, if an area reader tends to score on the low end, then applications from that area are less likely to be selected for the award.

In order to avoid this potential bias, the suggestion is to have all readers read all awards. That is a much more significant ask than reading only a few awards (roughly 5 applications from each area). Therefore, a new type of statewide service is being suggested so that folks could sign up to be award readers, which comes with less time commitment than serving on a committee. The proposed readers would now be:

- S&P Committee members—read all awards
- Up to 4 additional readers—read all awards

Note that all awards must be read by at least 5 readers.

The suggested updates will modify the [Awards Handbook](). The relevant section with initial draft language for the Hayward readers is section VI.a under Hayward is:

Hayward Awards: S&P members and up to four additional readers that expressed interest as a reader for statewide service or were recommended by Executive Committee members. All readers read and score all applications. ~~four additional faculty members from each Area will read the applications. Area Representatives **will recommend** the four faculty readers (who are not Executive Committee members) from their Areas. Note—**Area Readers do not read full-time faculty** applications for their own area.~~

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ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: 2023-2024 Exemplary Program Award Theme

DESIRED OUTCOME: The Executive Committee will discuss and approve the 2023-2024 Exemplary Program Award theme

CATEGORY: Action

REQUESTED BY: Reese/Roberson

STAFF REVIEW: Carrillo

Item No: III.G.

Attachment: No

Urgent: No

Time Requested: 15 min

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Exemplary Program Award was not bestowed this year due to insufficient submissions that aligned with the theme. The Standards and Practices Committee and Executive Committee have both committed to revisiting a theme centered on Ethnic Studies. Standards and Practices recommends the following theme for the 2023-2024 Exemplary Program Award:

Excellence in promotion and advancement of Ethnic Studies

Initial draft paragraph for Exemplary Award letter:

The California Community College system is the largest public higher education system in the country, enrolling over 1.8 million students. The theme for the 20232-243 Exemplary Program Award is: **Excellence in promotion and advancement of Ethnic Studies.** Consistent with the resolution defining Ethnic Studies and its four core disciplines ([09.07 S21](#)) excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion and advancement of efforts to teach ethnic studies centered on African American, Black, Latino, La Raza, Chicana/o, Asian American, Native American, and American Indian courses which enable students to learn about their own stories.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: 2023 Faculty Leadership Institute –
Program Draft

DESIRED OUTCOME: The Executive Committee
will discuss and consider for approval the draft
program for the 2023 Faculty Leadership
Institute

CATEGORY: Action

REQUESTED BY: May/Mica

STAFF REVIEW: Carrillo

Item No: III.H.

Attachment: No

Urgent: No

Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional
resources to inform the Executive Committee discussion.*

BACKGROUND

The Faculty Leadership Institute is scheduled to be held in-person and virtual June 14-17, 2023. Attached
is a first draft of the program. The Executive Committee will consider for approval the draft of the 2023
Faculty Leadership Institute program.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: ASCCC Tentative Budget for 23-24

DESIRED OUTCOME: The Executive Committee will consider for approval the tentative 2023-24 ASCCC budget.

CATEGORY: Action

REQUESTED BY: Mica/Bean

STAFF REVIEW: Carrillo

Item No: III.I.

Attachment: Yes

Urgent: Yes

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets to prepare a tentative budget to bring to the Executive Committee for approval at a final meeting of the fiscal year, typically late May/early June but can be brought as early as April. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee reviewed the tentative 2023-2024 budget during their April 3, 2023 meeting. Funding recommendations were developed by the Budget Committee during their February 13, 2023 meeting, based on the concept of values-based budgeting. Values-based budgeting is the process of creating a budget that categorizes spending based on the organization's core values. Inclusion, diversity, equity, anti-racism, and accessibility (IDEAA), was recently adopted and included in our Mission and Values statements and drives the work of the ASCCC. In putting together the budget for 23-24, the Budget Committee reviewed priorities based on IDEAA and proposed inclusion of new line items such as the FELA Academy, review of professional development resources, and cultural humility training. In addition, operational funding continues to be based on protecting reassigned time for Executive Committee members, maintaining staff salaries and benefits, and expanding program and committee budgets to reflect additional costs such as hybrid event modalities. The tentative budget will include projected numbers for the grants C-ID and OERI.

The Executive Committee will review and may consider for approval the tentative budget for the 2023-2024 academic year.

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
Draft as of April 3, 2023
Reviewed and recommended by ASCCC Budget Committee at their April 3, 2023 meeting

	Senate Year To Date	d2 C-ID Year To Date	d5 OER Year To Date	d7 IEPI Grant Year To Date	All Departments Year To Date	NOTES
	Budget	Budget	Budget	Budget	Budget	
Income Statement						
Revenue						
Membership Dues	495,000.00	0.00	0.00	0.00	495,000.00	5% increase from 22-23 dues virtual and in-person registration for program fees
Program Fees						
Fall Session	142,500.00	0.00	0.00	0.00	142,500.00	
Spring Session	175,000.00	0.00	0.00	0.00	175,000.00	
Curriculum Institute	315,000.00	0.00	0.00	0.00	315,000.00	
Faculty Leadership Institute	78,000.00	0.00	0.00	0.00	78,000.00	
Academic Academy	60,000.00	0.00	0.00	0.00	60,000.00	
Total Program Fees	770,500.00	0.00	0.00	0.00	770,500.00	
Grant Revenue						
State Grants						
Governor's Grant	1,111,000.00	0.00	0.00	0.00	1,111,000.00	
C-ID	0.00	685,000.00	0.00	0.00	685,000.00	
OER	0.00	0.00	1,100,000.00	0.00	1,100,000.00	
Total State Grants	1,111,000.00	685,000.00	1,100,000.00	0.00	2,896,000.00	
District Grants						
IEPI Grant	0.00	0.00	0.00	132,000.00	132,000.00	
Total District Grants	0.00	0.00	0.00	132,000.00	132,000.00	
Total Grant Revenue	1,111,000.00	685,000.00	1,100,000.00	132,000.00	3,028,000.00	
Other Income						
In-Kind Income OSP	20,000.00	0.00	0.00	0.00	20,000.00	
Technical Assist Revenue	7,000.00	0.00	0.00	0.00	7,000.00	
Total Other Income	27,000.00	0.00	0.00	0.00	27,000.00	
Total Revenue	2,403,500.00	685,000.00	1,100,000.00	132,000.00	4,320,500.00	
Expenses						
Executive						
Executive Reassign Time						
Executive Board	210,000.00	50,000.00	0.00	0.00	260,000.00	AB 1111, AB 928
Outside Faculty Expertise, Senate	40,000.00	0.00	0.00	0.00	40,000.00	
Total Executive Reassign Time	250,000.00	50,000.00	0.00	0.00	300,000.00	
Executive Activities						

Exec Meetings	120,000.00	0.00	0.00	0.00	120,000.00	
Member Services - Field Activities	50,000.00	0.00	0.00	0.00	50,000.00	
FELA Academy	20,000.00	0.00	0.00	0.00	20,000.00	NEW
Professional Dev Resources Review	30,000.00	0.00	0.00	0.00	30,000.00	NEW
Cultural Humility and Strategic Plan Contractors	70,000.00	0.00	0.00	0.00	70,000.00	NEW
Total Executive Activities	290,000.00	0.00	0.00	0.00	290,000.00	
Total Executive	540,000.00	50,000.00	0.00	0.00	590,000.00	
Liaison						
Chancellor's Office						
CO Consultation	20,000.00	10,000.00	0.00	0.00	30,000.00	AB 1111, AB 928
CO Board of Governors	10,000.00	0.00	0.00	0.00	10,000.00	
Total Chancellor's Office	30,000.00	10,000.00	0.00	0.00	40,000.00	
Groups						
ICAS	10,000.00	0.00	0.00	0.00	10,000.00	
Total Groups	10,000.00	0.00	0.00	0.00	10,000.00	
Conferences, Senate	40,000.00	0.00	0.00	0.00	40,000.00	
Total Liaison	80,000.00	10,000.00	0.00	0.00	90,000.00	
Grant Expenses						
Initiatives Reassign Time						
Faculty Coordinator, C-ID	0.00	100,000.00	0.00	0.00	100,000.00	
Initiatives OER	0.00	0.00	150,000.00	0.00	150,000.00	
Total Initiatives Reassign Time	0.00	100,000.00	150,000.00	0.00	250,000.00	
Grant Meetings						
Grant Meetings, C-ID	0.00	100,000.00	0.00	0.00	100,000.00	
Grant Meetings OER	0.00	0.00	30,000.00	0.00	30,000.00	
Total Grant Meetings	0.00	100,000.00	30,000.00	0.00	130,000.00	
Stipends						
Stipends, C-ID	0.00	127,600.00	0.00	0.00	100,000.00	
Stipends, OER	0.00	0.00	607,600.00	0.00	600,000.00	
Total Stipends	0.00	127,600.00	607,600.00	0.00	700,000.00	
Total Grant Expenses	0.00	327,600.00	787,600.00	0.00	1,115,200.00	
Programs						
Plenary Session						
Fall Session	97,500.00	32,500.00	0.00	0.00	130,000.00	25% C-ID
Spring Session	105,000.00	35,000.00	0.00	0.00	140,000.00	25% C-ID
Total Plenary Session	202,500.00	67,500.00	0.00	0.00	270,000.00	
Institutes						
Academic Academy	60,000.00	0.00	0.00	0.00	60,000.00	
Curriculum Institute	172,500.00	57,500.00	0.00	0.00	230,000.00	25% C-ID
Faculty Leadership	60,000.00	0.00	0.00	0.00	60,000.00	
Part-Time Faculty Leadership Institute	15,000.00	0.00	0.00	0.00	15,000.00	
Career and Noncredit Event	15,000.00	0.00	0.00	0.00	15,000.00	
Cal OER Conference	0.00	0.00	15,000.00	0.00	15,000.00	
Total Institutes	322,500.00	57,500.00	15,000.00	0.00	395,000.00	
Pubs, Marketing, Tech, Services						

Website, Senate	25,000.00	0.00	0.00	0.00	25,000.00
Publications	15,000.00	0.00	0.00	0.00	15,000.00
Technology, OER	0.00	0.00	20,000.00	0.00	20,000.00
Outside Services, OER	0.00	0.00	25,000.00	0.00	25,000.00
Outside Services, C-ID	0.00	30,000.00	0.00	0.00	30,000.00
Outside Services Advocacy	60,000.00	0.00	0.00	0.00	60,000.00
Total Publications, Marketing, Technology	100,000.00	30,000.00	45,000.00	0.00	175,000.00
Total Programs	625,000.00	155,000.00	60,000.00	0.00	840,000.00
Salaries and Benefits					
Staff Salaries	710,000.00	0.00	0.00	0.00	710,000.00
Staff Salaries OER	0.00	0.00	142,400.00	0.00	142,400.00
Staff Salaries, C-ID	0.00	142,400.00	0.00	0.00	142,400.00
Instructional Salaries Grants	0.00	0.00	110,000.00	0.00	110,000.00
Staff Training/Development	25,000.00	0.00	0.00	0.00	25,000.00
Benefits- Health	165,000.00	0.00	0.00	0.00	165,000.00 Will have $$ allocated to gran
Defined Benefit Retirement Plan	106,500.00	0.00	0.00	0.00	106,500.00 Will have $$ allocated to gran
Payroll Processing	7,000.00	0.00	0.00	0.00	7,000.00
Payroll Taxes - Employer	27,500.00	0.00	0.00	0.00	27,500.00
Total -Salaries and Benefits	1,041,000.00	142,400.00	252,400.00	0.00	1,435,800.00
Nonpersonnel					
Equipment and Furniture					
Furnishings	2,500.00	0.00	0.00	0.00	2,500.00
Equipment Lease / Rental	3,500.00	0.00	0.00	0.00	3,500.00
Equipment Purchase	6,000.00	0.00	0.00	0.00	6,000.00
Total Equipment and Furniture	12,000.00	0.00	0.00	0.00	12,000.00
Office					
Insurance	15,000.00	0.00	0.00	0.00	15,000.00
Phones - Office	2,000.00	0.00	0.00	0.00	2,000.00
Internet	3,600.00	0.00	0.00	0.00	3,600.00
Postage / Shipping	1,000.00	0.00	0.00	0.00	1,000.00
Subscriptions	6,000.00	0.00	0.00	0.00	6,000.00
Rent / Lease	100,000.00	0.00	0.00	0.00	100,000.00
Supplies	10,000.00	0.00	0.00	0.00	10,000.00
Copying/Publishing OSP allowance	20,000.00	0.00	0.00	0.00	20,000.00
IT/Software	26,000.00	0.00	0.00	0.00	26,000.00
Parking-Office	17,280.00	0.00	0.00	0.00	17,280.00
Parking-Other	5,040.00	0.00	0.00	0.00	5,040.00
Total Office	205,920.00	0.00	0.00	0.00	205,920.00
Professional Services	33,000.00	0.00	0.00	0.00	33,000.00
Business Expenses					
Business Expense	10,000.00	0.00	0.00	0.00	10,000.00
Total Business Expenses	10,000.00	0.00	0.00	0.00	10,000.00
Total Nonpersonnel	260,920.00	0.00	0.00	0.00	260,920.00
Total Expenses	2,546,920.00	685,000.00	1,100,000.00	0.00	4,331,920.00
Total Income Statement	(143,420.00)	0.00	0.00	132,000.00	(11,420.00)

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ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Chancellors Office Liaison Discussion
DESIRED OUTCOME: The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.
CATEGORY: Reports
REQUESTED BY: May
STAFF REVIEW : Carrillo

Item No: IV.A.

Attachment: No **Urgent:** No
Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: Liaison/Caucus Reports

DESIRED OUTCOME: The Executive Committee will receive oral or written reports form liaisons or representatives from partner organizations and ASCCC Caucuses.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW : Carrillo

Item No: IV.B.

Attachment: No

Urgent: No

Time Requested: 5 minutes

TYPE OF BOARD

CONSIDERATION Consent/

Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Invited partner organizations and ASCCC Caucuses include, but are not limited to: Association of Community and Continuing Education (ACCE), ASCCC Caucuses: Asian Pacific Islander Caucus, Black Caucus, Latinx Caucus, LGBTQIA+ Caucus, Small or Rural College Caucus, Womxn's Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association(CCA), Council of Chief Librarians (CCL),California Community Colleges Chief Instructional Officers(CCCCIO), Chief Student Services Officer Association (CSSOA), Faculty Association for California Community Colleges(FACCC), The RP Group, and the Student Senate for California Community Colleges (SSCCC).

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: Updates on the referred resolutions from 2022 Fall Plenary Session

DESIRED OUTCOME: The Executive Committee will be updated on the referred resolutions from 2022 Fall Plenary Session

CATEGORY: Information/Discussion

REQUESTED BY: Reese/Roberson/May/Mica

STAFF REVIEW: Carrillo

Item No: IV.C.

Attachment: No

Urgent: No

Time Requested: 10 min

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Two resolutions and an amendment were referred to the Executive Committee at the 2022 Fall Plenary Session. The Executive Committee discussed and provided input and guidance on these referred resolutions at the January and February Executive Committee meetings. Brief updates are provided to the Executive Committee.

- 01.04 F22 Alternating Area Meeting Days
    - S&P chair worked with the contact on an updated resolution, incorporating input from the Executive Committee and the contact, and already appeared in the resolutions packet for the area meetings
- 01.05 F22 Recognition of Caucus Appointed Delegates
- 01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates
    - S&P chair, second chair, president, and executive director met with the contact to share the legal advice and the discussion of the Executive Committee. A taskforce will be formed to address the larger issues and a modified resolution is not expected.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023

SUBJECT: Spring Plenary Session Final Planning

DESIRED OUTCOME: The Executive Committee will conduct the final planning for the spring plenary session.

CATEGORY: Discussion

REQUESTED BY: May/Mica

STAFF REVIEW: Carrillo

Item No: IV.D.

Attachment: No

Urgent: Yes

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Executive Committee will discuss the final planning for the Spring Plenary Session 2023 and cover important notifications or pertinent information regarding the event.

ASCCC Executive Committee Agenda Item

Month: April   **Year:** 2023
SUBJECT: Board of Governors/ Consultation Council
DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.
CATEGORY: Discussion
REQUESTED BY: May/Aschenbach
STAFF REVIEW : Carrillo

Item No: IV.E.
Attachment: No
Urgent: No
Time Requested: N/A

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

President May and Vice President Aschenbach will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agendas

Consultation Council:

https://www.cccco.edu/About-Us/Consultation-Council/agendas-and-minutes

ASCCC Executive Committee Agenda Item

Month: April **Year:** 2023
SUBJECT: Meeting Debrief
DESIRED OUTCOME: The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.
CATEGORY: Discussion
REQUESTED BY: May
STAFF REVIEW: Carrillo

Item No: IV.F.
Attachment: No
Urgent: No
Time Requested: N/A

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Members may use this opportunity to share thoughts on the meeting, to confirm assignments, events, or other efforts scheduled during the next month, and to identify potential future agenda items or projects based on items discussed during the meeting.

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STANDARDS AND PRACTICES
2022-12-14
TIME 1:00pm-2:30pm
ZOOM INFORMATION
https://vcccd-edu.zoom.us/j/89120131193?pwd=Nm1VQ0U1ODFuSEhiWjhkOWwvM2pYUT09
Meeting ID: 891 2013 1193 (Passcode: 695206)

The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California Community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures, and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate.

The Standards and Practices Committee is committed to:

- Conducting the Disciplines List revision process.
- Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate.
- Reviewing and recommending revisions to all processes under Academic Senate purview identified as priorities.
- Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
- Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.

MINUTES

I. Call to Order and Roll Call

Name	Present (X)
Erik Reese—Chair	X
Carrie Roberson—2nd Chair	X
Sable Cantus	X
Tamara Cheshire	X
Cynthia Orozco	X
Darcie McClelland	X
Mahendra Thapa	X

II. Committee provided brief check-ins

III. Adoption of the Agenda
   a. Motion by Carrie, Second by Tamara

IV.   Minutes Volunteer
        a. Carrie (2nd) will take minutes

V.   Adoption of the Minutes for 2022-11-16
        a. Motion by Tamara, Second by Sable

VI.   Standards and Practices Resources
        a. Chair referred to the documents noted below:
        -   Google shared S&P folder
        -   S&P website
        -   Committee Guidelines
        -   Information overload in the livebinder

VII.   S&P Projects, Priorities, and Workflow Tracking
        a. Chair shared the workflow tracking document an indicated this is how the priorities are being addressed

VIII.   Current Projects
        a. Scheduling Spring 2023 meetings, Chair will send calendar invites
        -   January 26th 1:00 – 2:30
        -   February 23rd 1:00 – 2:30
        -   March 23rd 1:00 – 2:30
        -   April 27th 1:00 – 2:30
        -   May 25th 1:00 – 2:30

        b. Disciplines List—Ethnic Studies proposal
        -   Chair provided an update to the committee. Summary will go to the ASCCC Exec Committee to inform them on sufficient evidence and followed process. Chair reviewed the proposal and responded to formatting inquiries that were previously brought forward (use of /). Chair reviewed rationale provided around the reason for update, included testimonies. Chair informed the committee that the Disciplines list summary will be discussed at the Jan Executive Committee Meeting. Committee discussed an option to encourage Area reps to share timelines and info at Area meeting in spring 2023.

        c. Honorary resolutions and other honorary awards
            i. Newly updated version of Policy 40.01 Honoring Faculty Leaders (version 7)
        -   Chair shared a brief history of this policy and how it came to be where it is now. Goal is to streamline the process with practice as it is now. Committee reviewed changes and updates that will be brought forward to the ASCCC Executive Committee to verify the criteria. Committee members agreed it was ready to go forward.
            Motion by Tamara, Second by Sable.

        d. Resolutions Assigned to S&P from 2022 Fall Plenary Session (summary document)
        -   Chair reviewed the referred resolutions and asked committee for ideas and to have a broader conversation about how to address this referral.
            i. 01.04 F22 Alternating Area Meeting Days
                1. Research feasibility and report back information by 2023 Spring Plenary

Session
AMAZING IDEAS: Areas choose their own day and time, one day meetings all on one day with less time commitment, consider continuing hybrid options to ensure more access- however for Area meetings maybe consider either/or due to technical issues and other, maybe look at the resolution as presented and alternate days, committee members shared in the chat pros and cons, could also consider a survey to help guide next steps. Chair can invite researcher to the next S&P meeting to further discuss survey.

    ii. 01.05 F22 Recognition of Caucus Appointed Delegates
- Chair shared that this is going to legal counsel for advice

    iii. 01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates
        1. Research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session

  e. Possible Rostrum Articles
- Chair reminded committee of deadline for submissions is mid-January. Chair reviewed ideas previously proposed (below)
    i. Single course equivalency & Ethnic Studies
    ii. Including more voices across the state into S&P at ASCCC level (ex, elections)
    iii. Defining Ethnic Studies (in collaboration with Curriculum Committee)
    iv. Disciplines List

  f. Resolution and Plenary Breakouts
    i. Chair indicated we will be soliciting the committee members amazing ideas for breakout sessions.
  g. Branding (Ongoing reminder)—Update documents to match ASCCC branding

IX. Future Projects
  a. Facilitate awards process (S&P members are readers)
    i. Hayward Award—Due Dec 18
    ii. Regina Stanback Stroud Diversity Award—Due Feb 5
  b. Rostrum Ideas
    i. Single course equivalency & Ethnic Studies
    ii. Including more voices across the state into S&P at ASCCC level (ex, elections)
  c. Resolution Ideas
  d. Bylaws and Elections Rules Updates
    i. ASCCC Bylaws
    ii. Academic Senate Rules
    iii. Elections page
    iv. Plenary presentation
    v. Survey the field?
        1. What do we want to know?
        2. What questions would address this?
  e. Clarification of roles of North/South/At-Large Representatives
    i. Exec member position responsibilities
  f. Review the nomination process for faculty seats on the Board of Governors

X. Other Topics / Future Agenda Items

XI.   Announcements
   a. Future S&P Meetings
        i.   Spring meetings to be scheduled at this S&P meeting
   b. Events
        i.   Executive Committee Meeting (Hybrid) – Jan 12-13, 2023 (Sacramento)
   c. Resources
        i.   Email listserv sign-up

XII.   Adjournment 2:30pm and Chair thanked committee

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. Exemplary Program Award—S&P recommendation presented to President and Executive Director
   b. Updated Policy 40.01 Honoring Faculty Leaders—submitted for Jan Executive Committee Meeting

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
   a. Nov Rostrum article on statewide awards
   b. Brown Act & Recent Legislation webinar on Nov 28 in collaboration with Legislation & Advocacy Committee

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STANDARDS AND PRACTICES
2023-01-26
TIME 1:00pm-2:30pm
ZOOM INFORMATION
https://vcccd-edu.zoom.us/j/89120131193?pwd=Nm1VQ0U1ODFuSEhiWjhkOWwvM2pYUT09
Meeting ID: 891 2013 1193 (Passcode: 695206)

The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California Community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures, and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate.

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- Reviewing and recommending revisions to all processes under Academic Senate purview identified as priorities.
- Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
- Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.

MINUTES

I.   Call to Order and Roll Call

Name	Present (X)
Erik Reese—Chair	X
Carrie Roberson—2nd Chair	X
Sable Cantus	X
Tamara Cheshire	X
Cynthia Orozco	X
Darcie McClelland	X
Mahendra Thapa	

II.   Adoption of the Agenda
   a. Moved by Carrie, Seconded by Tamara: motion passes

III.   Minutes Volunteer
   a.   Carrie will take notes

IV.   Adoption of the Minutes for 2022-12-14
   a.   Moved by Tamara, Seconded Sable: motion passes

V.   Standards and Practices Resources
   a.   Google shared S&P folder
   b.   S&P website
   c.   Committee Guidelines
   d.   Information overload in the livebinder

VI.   S&P Projects, Priorities, and Workflow Tracking

VII.   Current Projects
   a.   Hayward Award
       i.   Chair did a check-In; Scoring due by Feb 5. Committee can circle back when the process is complete and see if there are enhancements to make.
   b.   Honorary resolutions and other honorary awards: Updated Policy 40.01
       i.   Chair thanked committee for work on it and informed all that the updated policy was approved by Executive Committee at Jan meeting.
   c.   Disciplines List—Ethnic Studies proposal
       i.   Committee Chair provided a Disciplines list summary that was discussed at the Jan Executive Committee Meeting and confirmed that process was followed and sufficient evidence exists to be debated by the body.
       ii. Resolution for revision to Ethnic Studies- language cannot change at this point. Tamara will be the contact on the Resolution and attend Plenary by Zoom to be available. The responsibility for being the contact was reviewed with Tamara and the committee for understanding of what it means for the contact.
   d.   Chair reviewed the referred Resolutions Assigned to S&P from 2022 Fall Plenary Session (summary document)
       i.   01.04 F22 Alternating Area Meeting Days
           1.   Research feasibility and report back information by 2023 Spring Plenary Session
           2.   Committee members discussed thoughts on the Referred resolution 01.04 F22 and possible alternatives.

               Committee endorsed moving this updated resolution forward.
               Moved by Darcie, Seconded by Tamara. Motion passes. Chair will follow up with Resolutions chair and ASCCC President for next steps.

           3.   Possible survey of the field.

               Committee discussed potential questions for the survey and gave feedback and ideas on a survey, should the resolution pass and considerations need to be made going forward. Chair will bring ideas forward to the ASCCC researcher for further guidance.

ii. Chair reviewed 01.05 F22 Recognition of Caucus Appointed Delegates and 01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates.

Committee discussed implications and ideas around what the resolution means, the intent of the resolution, and the legal advice received. The committee discussed their understandings of the resolution, seeking to ensure the voice of marginalized voices. The committee recognized that sometimes quick solutions to larger problems do not address the issue.

Concerns arouse around what it would mean for an influx of caucuses and relation to the work of the ASCCC 10+1 academic and professional matters. Committee discussed what it would mean if there was in infiltration of interest groups forming caucuses vicariously. What a delegate vote represents was discussed, representing the voice of the college and often the local academic senate president. Also discussed was the meaning of local academic senate presidents who are elected by their college and represent the voice and will of the college. Committee engaged in conversation about how to meet the intent of the resolution while following some of the legal guidance, yet meeting the needs of the system. Rostrum ideas: *See Rostrum ideas. Committee recognizes this is perhaps a larger issue that would benefit from more thought and intentionality to address more comprehensively. The committee suggested following the legal advice while exploring options to address the missing voices in academic senate leadership.

Moved by Darcie, seconded by Tamara to bring the S&P recommendation to follow the legal advice and reach out to caucuses to help elevate their voice with opportunities in our current system and work towards addressing the larger issues. The Chair was also asked to bring the major discussion points of S&P to Exec as part of their discussion on this resolution at the upcoming Feb meeting. Motion passed.

1. Research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session
2. Referred resolution 01.05 F22
3. Legal advice

e. Chair thanked committee on previous work on the below items. Committee was assigned to align Rules and Bylaws with current elections process. Questions regarding the election process were asked and discussed. In a future meeting we will review details of the elections process, including possible implications, and use that to inform our update of the ASCC Rules and Bylaws. Committee suggests working on a survey to get the pulse from the body on preference, while recognizing the process is fixed for Spring Plenary Session but could be altered after if that is the will of the body.

ASCCC Rules—align with current elections process
   i. Possible survey on new elections process
   ii. Standardize nomination materials

By-laws—align with current elections process
   iii. Possible survey on new elections process

Clarification of roles of North/South/At-Large Representatives
   iv. Exec member position responsibilities

Branding (Ongoing reminder)—Update documents to match ASCCC branding

VIII.   Future Projects
    a. Facilitate awards process (S&P members are readers)
        i. Regina Stanback Stroud Diversity Award—Due Feb 5
    b. Rostrum Ideas
        i. Single course equivalency & Ethnic Studies
        ii. Including more voices across the state into S&P at ASCCC level (ex, elections)
            Defining Ethnic Studies (in collaboration with Curriculum Committee)
        iii. Caucuses and where they have voice
        iv. Making change on policy and process by following policy and process.
            Operations & Policies: How to work within ASCCC procedures and policies to
            make transformational change.
    c. Clarification of roles of North/South/At-Large Representatives
        i. Exec member position responsibilities
    d. Review the nomination process for faculty seats on the Board of Governors

IX.   Other Topics / Future Agenda Items

X.   Announcements
    a. Future S&P Meetings
        i. Feb 23, 2023 1:00pm-2:30pm
        ii. Mar 23, 2023 1:00pm-2:30pm
        iii. Apr 27, 2023 1:00pm-2:30pm
        iv. May 25, 2023 1:00pm-2:30pm
    b. Events
        i. Executive Committee Meeting (Hybrid) – Feb 3-4, 2023 (Emeryville)
        ii. 2023 Spring Plenary Session – Apr 20-22, 2023 (Anaheim)
    c. Resources
        i. Email listserv sign-up

XI.   Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
    a. Referred resolutions
    b. Rostrum article on disciplines list and Ethnic Studies proposal

B. **Completed** (include a list of those items that have been completed as a way to build the end of
    year report).
    a. Nov Rostrum article on statewide awards
    b. Exemplary Program Award
    c. Brown Act & Recent Legislation webinar on Nov 28 in collaboration with Legislation &
        Advocacy Committee
    d. Updated Policy 40.01 Honoring Faculty Leaders
    e.

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STANDARDS AND PRACTICES MINUTES
2023-02-23
TIME 1:00pm-2:30pm
ZOOM INFORMATION
https://vcccd-edu.zoom.us/j/89120131193?pwd=Nm1VQ0U1ODFuSEhiWjhkOWwvM2pYUT09
Meeting ID: 891 2013 1193 (Passcode: 695206)

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MINUTES

I. Call to Order and Roll Call

Name	Present (X)
Erik Reese—Chair	X
Carrie Roberson—2nd Chair	X
Sable Cantus	X
Tamara Cheshire	X
Cynthia Orozco	X
Darcie McClelland	X
Mahendra Thapa	

II. Adoption of the Agenda
   a. Moved by Tamara, 2nd by Darcie- motion carries

III. Minutes Volunteer- Carrie Roberson (2nd Chair)

IV.   Adoption of the Minutes for 2023-01-26
        a. Motion by Darcie, 2nd by Darcie, motion carries

V.   Standards and Practices Resources
        a. Chair reviewed that these are living documents
                i.   Google shared S&P folder
                ii. S&P website
                iii. Committee Guidelines
                iv. Information overload in the livebinder

VI.   S&P Projects, Priorities, and Workflow Tracking

VII.   Current Projects
        a. Regina Stanback Stroud Diversity Award
                i.   Chair reviewed timeline
        b. Hayward Award debrief
                i.   Chair asked how might we improve this process? Committee suggestions
                     include:
                        1. Consistency of final applicants sent to readers
                        2. Reviewing redaction process
                        3. Develop anonymous application so no or little redaction
                                a. leave out name of college
                                b. consider using only they
                                c. other identifying factors such as race, gender identity, FT/PT
                        4. Instruction/guidance on letter from Academic Senate President to
                            complement and not duplicate the application material
                        5. Perhaps a fill-in section for Senate President input or adopt a file naming
                            convention that includes president name in file name
                        6. Alignment of rubric and application language
                        7. Consider font (accessibility)
                        8. Rubric scoring from 0-5 but maybe back to 0-4 and IDEAA work can be
                            the plus 1 or bonus point and other aspects that highlight work can be
                            updated in rubric item, e.g., activities that represent the profession
                ii. Committee discussed process for award readers (S&P, by area, other). Potential
                     bias is built in in the current process due to area readers only reading a subset of
                     proposals. Consider making a Hayward Award reader as an option for ASCCC
                     "statewide service", relatively low commitment.
        c. Exemplary Program Award 2023-2024 Theme
                i.   Chair reviewed that based on what we learned from the last process, consider
                     Excellence in Promotion and Advancement of Ethnic Studies
                ii. Questions came up about defining "program"- such as colleges that may submit
                     together within a District
                iii. Darcie moved, Tamara 2nd - motion carries
                iv. Chair will seek clarification if twice as many awards can be given or funds carried
                     over. ASCCC pursuing that as an option for the coming year.
        d. Referred Resolutions Assigned to S&P from 2022 Fall Plenary Session (summary
            document)
                i.   Chair updated committee on where we are with the following: 80

1. 01.04 F22 Alternating Area Meeting Days
    a. Research feasibility and report back information by 2023 Spring Plenary Session
    b. Referred resolution 01.04 F22 and possible alternative
    c. Possible survey of the field (won't happen until the resolution is brought to the field)
    d. Update—worked with contact to revise resolution that will be brought back to the 2023 Spring Plenary Session
2. 01.05 F22 Recognition of Caucus Appointed Delegates
3. 01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates
    a. Research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session
    b. Referred resolution 01.05 F22
    c. Legal advice
    d. Update—Executive Committee charged S&P chair to discuss with contact
        i. Meeting with Erik, Carrie, ASCCC President, ASCCC Executive Director, and resolution contact in March
        ii. Could we explore other options (+1 thinking around how to give voice to Caucus representatives). Review process on how to form a Caucus as a future agenda item.
    e. Chair reviewed where we are with ASCCC Rules—aligns with current elections process
        i. Committee went through Updated draft of Rules
        ii. Possible survey on new elections process
        iii. Standardize nomination materials
    f. By-laws—align with current elections process
        i. Please review updated draft of Bylaws
        ii. Possible survey on new elections process
    g. Clarification of roles of North/South/At-Large Representatives
        i. Exec member position responsibilities
    h. Branding (Ongoing reminder)—Update documents to match ASCCC branding

VIII. Future Projects
    a. Facilitate awards process (S&P members are readers)
        i. Regina Stanback Stroud Diversity Award—Due Feb 5
    b. Rostrum Ideas
        i. Single course equivalency & Ethnic Studies
        ii. Including more voices across the state into S&P at ASCCC level (ex, elections)
    c. Resolution Ideas
    d. Bylaws and Elections Rules Updates
        i. ASCCC Bylaws
        ii. Academic Senate Rules
        iii. Elections page
        iv. Plenary presentation
        v. Survey the field?
            1. What do we want to know?
            2. What questions would address this?
    e. Clarification of roles of North/South/At-Large Representatives
        i. Exec member position responsibilities

      f.   Review the nomination process for faculty seats on the Board of Governors

IX.   Other Topics / Future Agenda Items

X.   Announcements
      a.   Future S&P Meetings
          i.   Mar 23, 2023 1:00pm-2:30pm
          ii.   Apr 27, 2023 1:00pm-2:30pm
          iii.   May 25, 2023 1:00pm-2:30pm
      b.   Events
          i.   Executive Committee Meeting (Hybrid) – Mar 10-11, 2023 (Coastline Community College & Costa Mesa)
          ii.   2023 Spring Plenary Session – Apr 20-22, 2023 (Anaheim)
      c.   Resources
          i.   Email listserv sign-up

XI.   Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
      a.   Referred resolutions
          i.   Scheduled to meet with contact of referred resolution on caucus delegates
      b.   Rostrum article on disciplines list and Ethnic Studies proposal
      c.   Disciplines List process – Ethnic Studies
          i.   First hearing at 2022 Fall Plenary Session
          ii.   Confirmation of process by Executive Committee in Jan
          iii.   Second hearing at 2023 Spring Plenary Session
          iv.   Resolution for updates to Ethnic Studies discipline at 2023 Spring Plenary Session
      d.   Facilitated honorary resolution for Spring Plenary: John Freitas
      e.   CCC Advocacy Award for Jose Medina (present at Spring Plenary or CI)

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
      a.   Nov Rostrum article on statewide awards
      b.   Facilitated honorary resolutions for Fall Plenary: Dolores Davison & Silvester Henderson
      c.   Exemplary Program Award
      d.   Brown Act & Recent Legislation webinar on Nov 28 in collaboration with Legislation & Advocacy Committee
      e.   Updated Policy 40.01 Honoring Faculty Leaders
      f.   Worked with contact on referred resolution on area meetings on drafting an updated resolution for Spring Plenary Session that incorporates the input of Standards and Practices and the Executive Committee

The Intersegmental Committee of the Academic Senates   University of California The California State University Academic Senate for California Community Colleges

ICAS IGETC STANDARDS SUBCOMMITTEE MINUTES
January 27, 2023
1:00—3:00 p.m.

Join Zoom Videoconference: https://UCOP.zoom.us/j/5109870630
Join Zoom by Telephone (US Toll): +1 669 900 6833 (San Jose)
Enter Meeting ID:
510 987 0630

Members:

UC – Jingsong Zhang, ICETC Standards Chair
jszhang@ucr.edu
CSU – Mark Van Selst,
mark.vanselst@sjsu.edu

Advisory:

CCC – Craig Kutil, Articulation Officer
ckutil@laspositascollege.edu
UCOP – Chase Fischerhall, Transfer Policy Analysis and Coordination Associate Director
Chase.Fischerhall@ucop.edu
UC Merced – Eric Chau, Articulation Officer
Echau23@ucmerced.edu
CSUCO - Caron Inouye, Associate Dean, Academic Programs, Curriculum & Assessment
cinouye@calstate.edu
CSUCO – Quajuana Chapman, Articulation and Curriculum Assistant
qchampman@calstate.edu

Absent:

CCCCO – Bob Quinn, Transfer and Articulation Specialist
bquinn@cccco.edu
CCC – LaTonya Parker, Secretary, Academic Senate CCC
latonya.parker@mvc.edu
CSU – Blake Buller, the Articulation Officer from CSU Channel Islands
blake.buller@csuci.edu

I.   Welcome and Introductions

Jingsong welcomed everyone to the videoconference and members introduced themselves.

II.   Approval of Agenda

The agenda was approved.

III. Reports and System Updates
   A. California Community Colleges: Craig reported that Cal-GETC was approved by the ASCCC.
   B. California State Universities: Mark reported that some CCC faculty are complaining about their Ethnic Studies courses not being approved. Former CCC Senate Chair Rob Collins is working on improving the communication about the ES courses.
   C. University of California: Chase shared that Cal-GETC has been approved by the Academic Assembly and there are a few changes UC would like: 1) make explicit that the current IGETC standards will initially apply to Cal-GETC and if changes are made that reflect the new criteria, UC is prepared to revise SR 479 to reflect language agreed upon by ICAS; 2) SR 479.D.5 stipulates that each college or school in the UC system has the right to not accept Cal-GETC; the work on Cal-GETC requires a group like IGETC to ensure that the work is done.

   Mark indicated that there may be a group that is separate from the IGETC Standards Subcommittee that deals with Cal-GETC although there may be some overlap in the membership. Jingsong remarked that ICAS will make the decision about this new subcommittee. Mark suspects that SciGETC will be eliminated.

IV. Overview and Timeline
   A. Past Practice Overview
      1. The IGETC Standards document is updated annually. IGETC Standards subcommittee members seek needed updates and edits for creating the updated IGETC Standard document. Historically, the advisory members have helped inform recommended changes.
      2. ASCCC maintains the webpage and posts the IGETC Standards document after approved by ICAS, which is usually done by the end of spring.
      3. Substantial changes to curricular requirements should be vetted by appropriate faculty through each system's process.

   B. ICAS Meetings for 2023
      1. February 1—consideration of initial recommendations reported to ICAS
      2. April 18—first read of finalized draft to ICAS
      3. May 31—final read and approval by ICAS

Feb 1: send preliminary version of 2.4 to ICAS to show what the new section on ES looks like.

   C. Other Timeline Considerations
      1. GEAC and BOARS:
         GEAC dates 3/14 and 5/16
         BOARS dates 1st Fridays 2/3, 3/3, 4/7 and 5/5
      2. Senate meetings and plenaries

V. Standards, Policies, and Procedures for IGETC
   A. Review of updates to the 2.4 document
   ● Shared Google folder (PDF of 2.3 document)
   ● List of needed updates in shared Google form

- Add IGETC Area 7 – Ethnic Studies Requirement

New folder has been created for the 2.4 document.

Jingsong has updated the Google form that will be sent to the AOs to gather their suggestions and questions.

The new ES section is 13.0 and this can be flagged for the AOs.

https://drive.google.com/drive/folders/1DkAzP3oPLuSzp9U7ZZOz5GJmzWVZUD38

      B.   Articulation Officers--call for needs/updates

         ● Review and approve the email template

Jingsong has updated the email template. The new ES section can be noted.

What deadline should the AOs be given? February 23rd or possibly a little later since ICAS will not meet in March.

Mark, Quajuana and Craig agree with Feb. 23rd.

The goal is to send out the email next Monday or Tuesday. Bob, Chase and Craig

      C.   Any other clarifications

VI.   Future Subcommittee Meetings for 2023
      A. Possible dates
      B. Proposed agenda items

Between Feb. 23 and April 18, the subcommittee will consider the feedback. Jingsong suggests at least one meeting during this time. Only one meeting will be needed before the May 31st ICAS meeting.

Mark proposes March 2 to the 7th (after FEB 23), Mar 23 to the 27th, and April 6…with the intention to cancel the April meeting since it is likely business is done. Jingsong to send his availability to analyst.

VII.   Adjourn

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
January 27, 2023
9:00 AM – 12:00 PM
Zoom
Minutes

2022-2023 5C Membership
ASCCC: LaTonya Parker (co-chair), Michelle Bean, Robert L. Stewart Jr., Karen Chow, John Freitas, Sharon Sampson, Amber Gillis, ~~Meridith Selden~~ **4CS**: Lesley Agostino
CCCCIO: Kelly Fowler (co-chair), Marshall Fullbright, Jennifer Vega La Serna, Erik Shearer **CCCCO**: Raul Arambula, Aisha Lowe **ACCE**: Madelyn Arballo **CCCCSSO:** Alketa Wojcik, ~~Christopher Sweeten~~
SSCCC: ~~Marcello Garbo~~, Kyle Landrum **CCCAOE**: ~~Maniphone Dickerson~~

1. **Welcome and Check-in (co-chairs)**

   The attendees were welcomed

2. **Agenda and Minutes Approval**

   Agenda and minutes approved

3. **CCCCO Updates (Aisha)**
   a. Baccalaureate Degree Program
      Board of Governors informational update:
      - San Diego Community College BA Program approved
      - Moorpark Community College BA Program approved
      - Feather River College – Pending
      - 29 New applications for second round of BA programs
      - Review of applications in progress
      - Adjustment of timelines to a year cycle recommendation

   b. Equitable placement
      Webinar Information:
      - Feb 7, 2023, 03:30 PM
      - Topic: Equitable Placement, Support and Completion: Implementation and Implications of AB 1705
      - Registration link
        https://cccconfer.zoom.us/webinar/register/WN_GQ8omy3YTOqOj_ipOrwH5A

c. AB 928
        ▪ 3rd Statewide virtual meeting took place
        ▪ Educators who worked across the Nation shared valuable information
        ▪ Smaller groups doing focus work
        ▪ Student research outlet gathering data
        ▪ Call for impact analysis

4. **Dual Admissions (Bob Quinn)**

Program Intent / Goals
    1. Increase access to the university for prospective students experiencing limitations in high school curriculum, geographical constraints, or financial challenges
    2. Increase graduation rates among underrepresented students
    3. Reduce student costs and time-to-degree completion
    4. Improve transfer pathways between CCCs, the CSU and UC
    5. Increase predictability for the purposes of student and institutional planning.

Student Benefits
    1. Advising support from UC/CSU Program Coordinators
    2. Access to UC/CSU libraries at their local or receiving campus
    3. Invitations to transfer events hosted by UC/CSU and receiving campus
    4. Preliminary financial aid estimate of expected financial aid
    5. Pending Approval – Priority registration* at their CCC campus

Program Implementation
    1. Beginning Spring 2023, students notified of eligibility
    2. Encouraged to apply to a CCC
    3. Encouraged to opt-in using the UC/CSU transfer planners
    4. Review programs / campuses available for an agreement
    5. Create an account, determine eligibility
    6. By Fall 2023, enter into the program, acknowledge timeline & requirements

5. **Rising Scholars title 5 regulations (LeBaron Woodyard)**

Total funding of Rising Scholars $25 million up to 125 grants

Background:

The 2021-22 Budget Act provides $10 million Proposition 98 first-time and ongoing to support incarcerated and formerly incarcerated students. The colleges serving these students form the Rising Scholars Network. More than

60 Rising Scholars colleges serve formerly incarcerated students on campus as well as students incarcerated in prisons, jails, and juvenile halls

Proposed Regulatory Action:

Assembly Bill 417 (2021) and the 2021-22 Budget Act created the Rising Scholars Network as a new categorical program in the California Community Colleges. The proposed regulatory action will add new regulations as required by AB 417 under new Education Code section 78072. It is recommended these new regulations be placed in title 5, Division 6, Chapter 7 for Special Programs, Subchapter 7, Rising Scholars Network beginning with a new section 56800, with the following potential subsections:

- Definitions
- Program Standards and Expectations
- Funding Allocation (Multiple Methods, apportionment, application, etc.), including designation up to 5 percent of the funds for program administration, program development, and program accountability.
- Reporting and Expenditures

6. Tutoring title 5 regulations (LeBaron Woodyard)

Background:

Current regulations restrict noncredit supervised tutoring to basic skills courses in English, mathematics, and English as a Second Language. Equitable Placement and Completion (AB 705/1705) has reduced the number of basic skills courses offered in English, mathematics, and English as a Second Language (ESL) and has increased the number of students taking credit transferable English, mathematics, and ESL courses.

This regulatory change will advance the goals of the *Vision for Success* across all five of the following goals:

1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
   Tutoring assistance and support in credit and noncredit courses will improve student outcomes and lead to higher graduation rates and the acquisition of skills.

2. Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

   Tutoring assistance and support in transferable courses will improve student outcomes leading to higher transfer rates.

3. Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.

   Tutoring assistance and support will improve course outcomes and reduce the number of courses repeated and the total number of units accumulated.

4. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Tutoring assistance and support for underrepresented students in credit and noncredit courses will improve course outcomes and reduce equity gaps in transfer, graduation, skills attainment, and reduce the number of units accumulated.

5. Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

   Tutoring assistance and support in credit and noncredit courses across the state will improve student outcomes which reduces regional gaps for transfer, graduation, skills attainment, and equity gap achievement.

7. Ethnic Studies Core Competencies (Erin)

Background:
At the July 2021 Board of Governors meeting, the Board unanimously approved revisions to title 5, section 55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. . An Ethnic Studies Taskforce was established to support the implementation of the California Community Colleges (CCC) ethnic studies graduation requirement.

4 Task Force Goals:

- o Goal 1. To determine an implementation date for the new CCC ethnic studies requirement.

- o Goal 2. To establish ethnic studies core competencies for the California Community Colleges.

- o Goal 3. To help coordinate professional development and technical assistance for the California Community Colleges to ensure ethnic studies is implemented with fidelity to the disciplines.

    - ▪ Surveys were sent to determine professional development needed. Implementation focus is more updating the technology, incorporate admissions and records requirements , plan for professional development needs, logistics of the training and timing.

- o Goal 4. To coordinate with California State University for intersegmental alignment.

    - ▪ CSU and UC agreed that their ethnic studies aligned, and we are working with them to consider similar alignment with our core competencies as well.

    - ▪ $5.6M is for the implementation of seamless transfer for ccc students to CSU given the ethnic studies requirements. Guidance about the core competencies will be forthcoming

8. **Workgroup Updates:**

   a. **DEI In COR and DEI Framework Implementation**

   Recommendations and feedback from 5C provided during meeting

   1. DEI Detailed definitions to be included in the PCAH

   2. The curriculum committee definition to be moved to title 5, section 55000

   3. Consideration of the formatting alignment in the noncredit section

   4. Consideration of removing community service offerings section since it detailed in title 5, section 55160

   - ▪ Adding a section to title 5 was suggested 5000
       - o Approval by BOG would be required

   b. **Associate Degree Regulations**

   - ▪ Review of section 55061. Associate Degree Standards
       - o (a)(b)(c)

   - ▪ Overview of new section 55062. Scholarship Requirements for the Associate Degree

   - ▪ Workgroup will present finalized document at 5C February meeting

   c. **Re-imagining the PCAH**

   - ▪ Edits have begun
   - ▪ Work experience will be presented at 5C February meeting
   - ▪ Noncredit subgroup-edits will be presented at 5C April meeting

- Looking for options from Chancellor's Office to upload the PCAH as webpage content vs a PDF – Communications thinks this it is a great idea but currently website is not the right platform. The Chancellor's Office looking at changing platforms but will take time, the document must stay as a PDF.
- Name change of the PCAH----
  - Why the name change ?
  - Title 5 changes would be needed
- Talking of proposed changes to title 5 as to if they should be included in the PCAH ready for when Secretary of State releases the regulations.

d. Local Curriculum Approval Process

Questions to be answered addressed:
- How to improve efficiency for the local curriculum process?
- What barriers are slowing the process?
- Are these barriers mandated by Ed Code or Title 5?

Survey was sent to the field
- Data collected was categorized
- A summary of key points and suggestions was developed with the following:
  - Key points of Local Processing Delays
  - Suggestions for Improvement

9. Constituency Reports (co-chairs & all)

- Curriculum Institute – planning taking place

10. General Comments

11. Future Meeting Dates:
a. February 24, 2023, 9:00am-12:00pm virtual
b. March 24, 2023, 9:00am-12:00pm virtual
c. April 28, 2023, 10:00am-3:00pm In-person (San Diego/Grossmont College hosting)
d. May 19, 2023, 9:00am-12:00pm virtual
e. June 9, 2023, 9:00am-12:00pm virtual

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
February 24, 2023
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SSCCC: ~~Marcello Garbo~~, Kyle Landrum **CCCAOE**:

1. Welcome and Check-in (co-chairs)

   The attendees were welcomed.

2. Agenda and Minute Approval

   Agenda and minutes approved.

3. Workgroup Updates:
   a. Local Curriculum Approval Process
      ▪ Workgroup will be presenting update at next meeting.

   b. DEI In COR and DEI Framework Implementation

      i. COR title 5 regulations
      ii. College signoff on inclusion in the toolkit

      ▪ In depth review of the toolkit being created
         o Went over content for each section and implementation level.
            ▪ Will include how to invite students to provide work feedback in the different levels.
            ▪ Need to map changes tied to regulatory updates in 55002.
         o Current 55002 recommendations were sent to General Council

c. Associate Degree Regulations
   ▪ Reviewed in depth title 5 §55060 – 55062 revisions.
      o Structure was changed to be aligned with that of CalGETC
   ▪ Discussion on proposed regulations on catalog rights

d. Re-imagining the PCAH

   ▪ Changing the name of the PCAH
      ▪ Provided 5C feedback and determined Program and Course Approval Handbook is appropriate and will not be changed.
   ▪ Transforming into a living document
      o Chancellor's Office current website not on HTML platform.
      o Agreed to look at other options to have a live document.

   ▪ Current PCAH Crosswalk being updated to show all required COCI fields for Credit Programs and Non-Credit.

   ▪ Other edits such as distance education, credit hour and work experience will be brought to 5C in future meetings.

   ▪ The goal for PCAH 9th Edition will be to have it housed online as a live document. Any update to regulations must be chaptered before it is released to the public.

4. CCCCO Updates (Aisha)

   ▪ New Chancellor start date is June 1st, 2023.
   ▪ Feather River College BA Program was approved by the Board of Governors.

   a. Publication of PCAH and Technical Manual
      ▪ PCAH will be presented to Board of Governors in March and then released publicly.

5. Constituency Reports (co-chairs & all)
   a. CCCCIO:
   ▪ Spring Conference taking place in Monterey March 29-31
   ▪ Current elections for next year's board members taking place, nominations being requested for three leadership awards.

   b. SSCCC
   ▪ General Assembly taking place at the end of March and election will be taking place.

    c. ACCE
- Shared weblink to event that will include adult education funding and performance-based apportionment as topics
  http://www.acceonline.org/events.html

    d. ASCCC
- 2023 Spring Plenary Session
  April 20, 2023 - 8:00am - April 22, 2023 - 12:00pm DoubleTree by Hilton Hotel Anaheim - Orange County
- 2023 Curriculum Institute - Hybrid Event
  July 12, 2023 - 9:00am - July 15, 2023 - 12:00pm 3637 5th Street

    e. 4CS
    f. CCCCSSO
    g. CCCAOE

6. Future Meeting Dates:
    a. March 24, 2023, 9:00am-12:00pm virtual
    b. April 28, 2023, 10:00am-3:00pm In-person (San Diego/Grossmont College hosting)
    c. May 19, 2023, 9:00am-12:00pm virtual
    d. June 9, 2023, 9:00am-12:00pm virtual

7. Future Agenda items:
    a. Dual Admissions
    b. CalGETC – System Implementations (Bob and Kim)

Catalog Rights (draft proposed regulation)
(Another thought is to create a new Article 9 in subchapter 1 of the Curriculum and Instruction regs and call this 55090, or define terms in 55090 and call this 55091)

The district governing board shall adopt policies and procedures establishing catalog rights for students, according to the following provisions:

(a) A student in continuous attendance at a California community college shall have choice of completing the requirements for an award published in any catalog in effect at the college during that student's period of continuous attendance ("catalog rights"). An award is any associate degree, baccalaureate degree, certificate of achievement, certificate of competency, or certificate of completion.

(b) Having catalog rights means that a student may elect to meet the requirements in effect at the college at which the student will meet the requirements for completing a award:
      (1) at the time the student began attendance in the district;
      (2) at the time all requirements for the award are met; or
      (3) any intervening term between the time the period of continuous attendance began and the time all requirements for the award are met.

(c) Continuous attendance is defined as attending at least one primary or intersession academic term during the academic year in which a catalog is in effect at any college or educational site within a district, and including the following provisions:
      (1) Courses for which a "W", "MW", or "EW" shall count towards meeting the continuous attendance requirement.
      (2) Absence due to an approved educational leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

(d) A student may use coursework successfully completed at colleges other than the college granting the award if it the coursework is determined to be appropriate to meeting the award requirements by the faculty with relevant expertise.

(e) A district or college may require that particular requirements be met within as few as seven years of the date of award of the degree.

(f) For students completing associate degrees for transfer, catalog rights shall be portable provided the student maintains continuous attendance in the California Community Colleges…

.

Commented [QB1]: Just FYI, I've found these levels across our system, from lenient to strict
1.   Continuous enrollment at any CCC
2.   Continuous enrollment at a CCC within the district
3.   Continuous enrollment at only the current CCC attending
4.   Continuous enrollment within a CCC program

Commented [QB2]: So thinking outload here, as defined below a student would still need to meet the awarding college's additional requirements if any, assuming those requirements have been in place for some time, such as a few extra local GE courses, vs. the college the student originated.

Commented [QB3]: Note, CSU legal has defined for the purpose of their cat. rights reg. as at least one attempt of a credit or non credit course during the calendar year.
If at all possible consistency is helpful, esp. when it comes to ADTs, and in progress students affected by new requirements such as Area F & Area 7 for Ethnic Studies, and also when we transition from CSUGE/IGETC to CalGETC and have to define in progress students.

Commented [FJE4]: This is in the CSU title 5 regulations.

Commented [QB5]: Such as? Should we add some definition around this?

Commented [FJE6]: This is the CSU recency allowance. Do we want something like this?

Commented [FJE7]: Maybe not the best language, but I'm trying to think of how we can require catalog rights to be portable for ADT earners.

Commented [QB8R7]: (Bob) I'm trying to understand why this statement is necessary given EDC 66746 disallows local requirements, so the max GE applied is the CSUGE or IGETC pattern. Given that, an ADT student from a same or another college should not encounter any additional local GE added on.

DEI in Curriculum	Associate Degree Regulations	Re-imagining the PCAH	Local Curriculum Approval Process
Michelle Bean-Chair	Erik Shearer-Chair	Amber Gillis-Chair	Lesley Agostino-Chair
Amber Gillis	Aisha Lowe	John Freitas	Erik Shearer
Jennifer Vega La Serna	Christopher Sweeten	Lesley Agostino	Maniphone Dickerson
Karen Chow	John Freitas	Madelyn Arballo	Marshall Fulbright
Marcello Garbo	Kelly Fowler	Maniphone Dickerson	Meridith Selden
Marshall Fulbright	LaTonya Parker	Marcello Garbo	Sharon Sampson
Robert L. Stewart Jr.	Raul Arambula	Meridith Selden	
Sharon Sampson	Robert L. Stewart Jr	Raul Arambula	

California Community Colleges

DEI in Curriculum
Michelle Bean-Chair
Amber Gillis
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Sharon Sampson

Goals

California Community Colleges

Associate Degree Regulations
Erik Shearer-Chair
Aisha Lowe
Christopher Sweeten
John Freitas
Kelly Fowler
LaTonya Parker
Raul Arambula
Robert L. Stewart Jr

Goals

California Community Colleges

Re-imagining the PCAH
Amber Gillis-Chair
John Freitas
Lesley Agostino
Madelyn Arballo
Maniphone Dickerson
Marcello Garbo
Meridith Selden
Raul Arambula

Goals

https://ccleague.org/sites/default/files/trustees-resources/curriculum_approval_process_publication.pdf

California Community Colleges

Local Curriculum Approval Process
Lesley Agostino-Chair
Erik Shearer
Maniphone Dickerson
Marshall Fulbright
Meridith Selden
Sharon Sampson

Goals

California Community Colleges
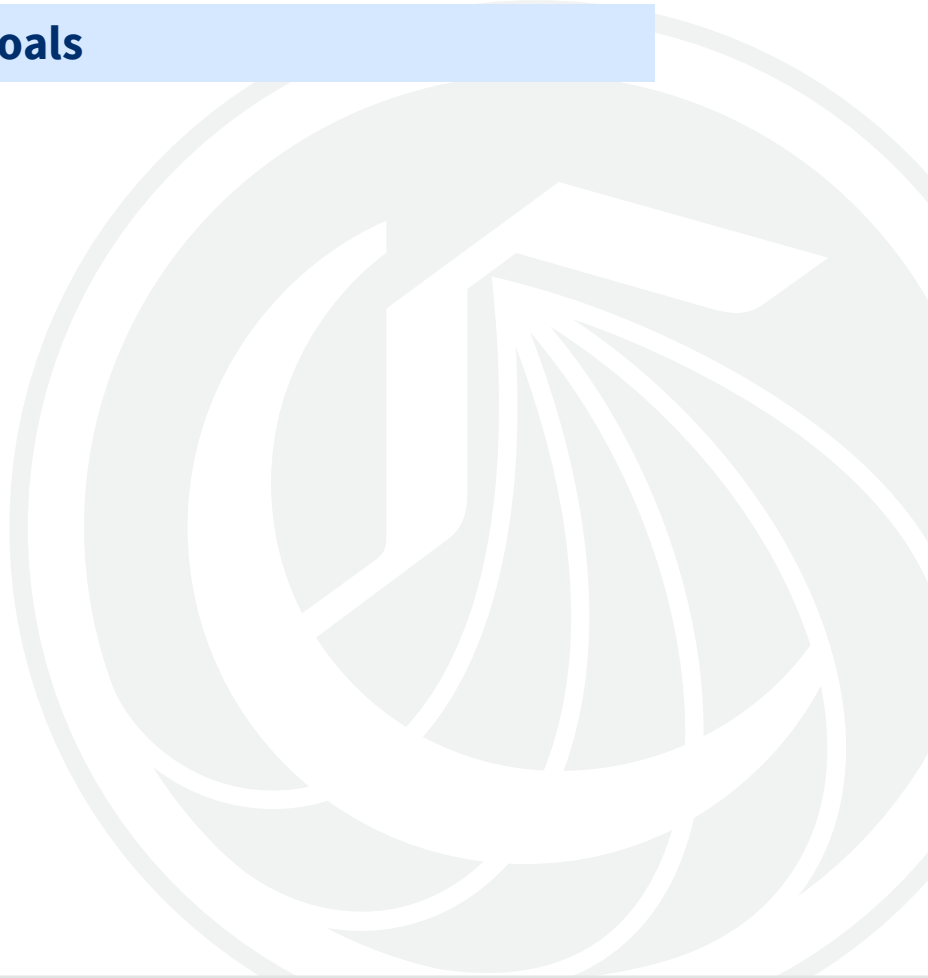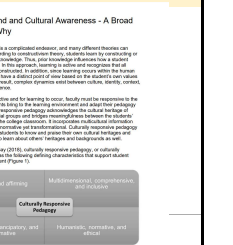
Workgroup Assignment

- Create a timeline for the work of your workgroup this year including
  - what the workgroup will accomplish this year
  - what the workgroup anticipates bringing to 5C at each monthly meeting (October – May/June; 8-9 meetings)
  - what the workgroup will need from the rest of 5C to be successful

California Community Colleges

Context to Praxis: As we work to transform campus culture to be more inclusive, anti-racist, and diverse, it is necessary to address considerations to be made in deciding to act and to move beyond performative, passive acknowledgements for the need to infuse DEI in curriculum and learning spaces and instead toward actualizing and operationalizing change with deep reflection and critical assessment. Acknowledging that higher education was not designed to include all but rather historically has marginalized diverse groups and acknowledging that the remenants of that hidden curriculum still permeates higher education and college classrooms is a necessary point for transformation. As educators, we need to ask ourselves, if our courses and learning spaces could talk (without us uttering a word) what would they be saying to our students? Culturally responsive curriculum and learning practices begin with a mindset shift from hope to action; it is a life-long journey. This toolkit provides actions your group, committee, or institution may take in beginning or moving in your journey toward embodying the culturally responsive mindset that awakens curiosity for our diverse students to discover themselves in curricula.

Toolkit Description: Below you will find model directions to support local implemention of transformative change in curricular practices and mindsets based on equity-minded foundations and critical inquiries of practices. Each listed domain digs deeper into each domain listed in the DEI in Curriclum Model Principles and Practices and provides model actions for varied levels of engagement and resources from CCCs doing the work that you may consider using to tailor to your campus:

Directions: Select one row (domain) and move across the levels of action throughout your year(s) to map your college/committee/group's journey to infuse more DEI into curriculum and CORs.

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling In	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Traditional Eurocentric Texts and Materials	Use textbooks and materials that include multiple cultures represented Low cost and zero textbook costs used Open	Letting go is a process and dealing with the difficult along the way is necessary.	1. Create an equity-minded rubric for review of texts and materials. 2. Discuss and decide what the outcomes you will be measuring (e.g., frequency of diverse representation in images, authors, examples, etc.; include a process to garner feedback from students).	1. Use your equity-minded rubric to create a plan of action. 2. Design a timeline and decide which college groups to present the rubric and plan of action (i.e., curriculum, senate, department, etc.).	1. Update your rubric and plan of action based on the first years of implementation. 2. Access and review data (e.g., department data or course level data). Intentionally develop a needs assessment survey and discuss data and measure outcomes for continuous improvement.	OERI Audit Framework: https://asccc-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf	
Teacher-centered and deficiet-minded language	Use asset-minded, student-centric and decolonized language	Bias is already in all of us and infused in our society and structures, thus acknowledging bias should be addressed in order to see all people in their full humanity.	1. Create intentional space (i.e., meeting time) to ask: How do you cultivate and foster a learning environment from a place of respect to humanize the lived experiences inclusive of all cultures and backgrounds? 2. Contemplate the following: Do I give students a clear sense of expectations communicated in a non-threatening way or is there harsh, deficit-minded language used in my learning materials/syllabi? 3. Is the language acting as a gatekeeping mechanism? Ask: Do I present language in learning materials that is asset-based and equity-minded, which conveys support, mentorship, co-learning, and warmth?	1. Plan a training day to get groups/departments/teams to write or review learning materials that answer the following: What can I create or change to cultivate and foster asset-minded language and a culturally responsive learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in classroom learning materials or front-facing college resources? 2. Create a rubric and invite students to review and provide feedback on your learning materials, front-facing materials, and college resources to assess if they are culturally responsive, warm, and assest-minded.	1. Create a timeline on how you can share and measure what you do to cultivate and foster assest-minded langauge and a learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in learning materials, front-facing materials, and college resources with others on your campus. 2. Invite students to provide feedback on the infusion of asset-minded language in learning materials and resources and allow students to become co-creators in all college materials (e.g., building on their backgrounds and interests).	Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php. ASCCC Revamping slide deck: https://asccc.org/content/revamping-recruitment-process-attract-diverse-faculty-0	
Institutional culture of hierarchies that perpetuates barriers and a hidden curriculum	Interrogate systemic and institutional barriers and dismantle institutional deference to hierarchies that perpetuate barriers Move as a faculty collective toward antiracist critical consciousness	What is learned emotionally cannot be unlearned cognitively.	1. Invest time into assessing your campus culture using the ASCCC Cultural Humility Tool. 2. Assess your own classroom or learning space culture and commit to a personal cultural humility journey, allowing for the openness to learn about the fundamentals of cultural humility.	1. Create a journey map (see the ASCCC Cultural Humility Tool) for your group or institution (i.e., curriculum, senate, department, etc.). 2. As an individual, attend professional development activities and invest in self-awareness and personal/professional growth. 3. Move from hopeful intentions to action by investing in culturally responsive training days/workshops that support infusing your classroom/learning spaces with cultural humility practices.	1. Assess your group's (i.e., curriculum, senate, department, etc.) journey and revise plan of action for further transformation. 2. Create measureable outcomes for your cultural humility journey decision points (see ASCCC Cultural Humility Tool for a sample template). 3. Measure the outcomes and design an improvement plan and weave the actions into the fabric of the institution.	Culturally Responsive Practices Examples: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices. Culturally Responsive Questions for the Classroom: https://asccc.org/content/walking-ideaa-talk-reimaging-your-curriculum-processes-and-classroom-practices. Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%202%20COR%20and%20IDEAA.pdf. Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php. Miracosta Online Class Quality Guidelines: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf	

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling In	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Teacher-centered course syllabus	Reframe practices and policies to serve as a co-learner and engage in a partnership with students that actively shows cares for the whole human being in syllabi/classroom policies Democratize the student/teacher relationship and empower students' agency over their own learning	A sense of belonging helps students do the "hard" things and get through the challenges; remember that humans connect to what they know, feel, and believe.	1. Identify and assess current processes of syllabi creation generally as an institution/group/committee (i.e., curiculum, senate, department, etc.). 2. Sponsor/support sending teams to the ASCCC Curriculum Institute, Skyline Equity Institute, or any other professional learning opportunities focused on transformative syllabi. 3. Report back to the larger group/senate/committee (i.e., train the trainer; session at FLEX Day; share electronically campuswide).	1. Create a rubric for your group or institution to invest in individual self-awareness of syllabi development process and assessment of syllabi. 2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources and Models column). 3. Create a model syllabus template with components that reflect the DEI in Curriculum Model Principles and Practices terms/language. 3. Create measurable outcomes for the journey points regarding syllabi development processes.	1. Assess your group or campus journey and revise plan of action for further transformation. 2. Measure the outcomes and design an improvement plan. 3. Garner student feedback with an intentional process. 4. Create a faculty peer review process.	CUE Syllabus Review: https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2dd13385c2b4e76bd/1597643493581/Syllabus+Review_Summer2020.pdf. Long Beach Syllabus Review in Audit: https://www.lbcc.edu/sites/main/files/file-attachments/pt_orientation_cca_presentation.pdf?. Long Beach Equity Syllabus Checklist: https://lbcc.instructure.com/courses/45048/pages/resource-hub. Michelle Pacansky-Brock Liquid Syllabus: https://brocansky.com/humanizing/liquidsyllabus Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php @ONE Culturally Responsive course: https://onlinenetworkofeducators.org/course-cards/ 3CSN Critical Reflection Course: https://3csn.org/equity-102-critical-reflection-and-critical-action-for-praxis-finding-our-way-to-system-wide-	
Focused on individualism and competitive practices	Move to collectivism and inclusive mindset with culturally responsive learning environments instead and being a warm demander	Providing support and scaffolding to maintain high expectations is valued by diverse students, and it also avoids being a sentamentalist who perpetuates false hope and doesn't acknowledge systemic barriers.	1. Identify and assess opportunities for collaboration in classroom and learning spaces that meet students where they are at (e.g., group work, team reports, pair shares, etc.). 2. Assess current practices to ensure each lesson builds upon each other (i.e., scaffolding). 3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices (e.g., @ONE, Puente, UMOJA). 4. Report back to the larger group/senate/committee (i.e., train the trainer events; session at FLEX Day; or share electronically campuswide; etc.).	1. Create a journey map (see ASCCC Cultural Humility Tool for sample template) for your group or institution and encourage individuals to invest in self-awareness assessment of culturally responsive practices. 2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources column). 3. Create model lessons and activities with components that reflect the DEI in Curriculum Model Principles and Practices. 4. Create measureable outcomes for the journey points for your institution/group/committee (i.e., curiculum, senate, department, etc.).	1. Assess your group/campus journey and revise plan of action for further transformation campuswide. 2. Create a peer review process campuswide to support each other in creating a *warm demander* mindset. 3. Garner student feedback with an intentional survey process. 4. Measure the outcomes and design an improvement plan.	ASCCC/Umoja Session on Moving to Action for IDEAA: https://asccc.org/content/general-session-2-4. Warm demander and Collectivism in ASCCC CI session: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices. Equitable Classroom Practices from LSU: https://drive.google.com/drive/folders/1B-xomIQWwD7Q7ftliKLHL1h_U3cKXo0z. Miracosta Peer Review Process: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf	

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling In	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Assuming only some courses can infuse DEI	Weave DEI and culturally responsive practice into every course	We often prefer the "familiar negative" more than the "unfamiliar positive," so it is important to be open-minded and not attached to one way of doing things.	1. Identify, acknowledge, and assess the erasure of people of color and historically marginalized voices in every discipline and in all curriculum. 2. Ensure curriculum acknowledges the creation of scholarship and practices from diverse people and backgrounds. 3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices in all disciplines (e.g., @ONE, Puente, UMOJA) and create/support a way for reporting back to the larger group/senate/committee (i.e., train the trainer, session at FLEX Day, or share electronically campuswide).	1. Create a journey map for the group or institution to invest assessments of culturally responsive practices that are interwoven into outcomes including STEM and CTE (i.e., student, program, intistutional). 2. Invest in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators (see models in Resources column). 3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curriculum, senate, department, etc.) including culturally responsive STEM and CTE practices.	1. Assess the group/campus journey and revise plan of action for further transformation campuswide (i.e., participate in USC Race and Equity Center professional development). 2. Measure the outcomes and design an improvement plan. 3. Garner student feedback with an intentional process for every area or discipline. 4. Create a faculty peer review process campuswide that can be used for every area or discipline.	Allan Hancock Culturally Responsive Curriculum Handbook: https://drive.google.com/drive/folders/1B-xomIQWwD7Q7ftliKLHL1h_U3cKXo0z. ASCCC COR article: https://www.asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record. ASCCC Example CTE CORs: https://docs.google.com/presentation/d/1PQLMxLuuFBff8GPYfD7zLInxFAvYt85x/edit#slide=id.p1 Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%202%0COR%20and%20IDEAA.pdf. Peralta Online Equity Rubric: https://docs.google.com/presentation/d/1NkBnGSO8AsabEjjMwtY5qP5Q3dgApwVV/edit#slide=id.p4. East Los Angeles Cultural Curriculum Handbook: https://drive.google.com/drive/folders/1B-xomIQWwD7Q7ftliKLHL1h_U3c	
Designing and perpetuating siloes	Design with Guided Pathways in mind	We sometimes forget that if its for the students, then it should be designed with the students; it is difficult to move out of our comfort zones but is necessary for growth and for inclusion.	1. Identify and acknowledge the impact on people of color, historically marginalized, and underrepresented communities that perpetuate barriers in institutions, which can create siloes. 2. Ensure institutional design fosters and promotes student success with wrap around services. 3. Participate in campuswide Guided Pathways initiatives (e.g., Flex Day and professional development opportunities).	1. Create a journey map for the group or institution regarding the implementation phases of Guided Pathways. 2. Invest in ongoing learning opportunities regarding the student success benefits of Guided Pathways for all students (see models in the Resources column). 3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curiculum, senate, department, etc.). 4. Begin a plan or campaign to garner student feedback on pathways.	1. Assess the group/campus journey (i.e., participate in Guided Pathways equity-minded framework professional development) and revise plan of action for further campuswide transformation . 2. Measure the outcomes and design an improvement plan.	ASCCC Student Voice and Guided Pathways Canvas module: https://ccconlineed.instructure.com/courses/2634/pages/student-voice-module-introduction?module_item_id=388359.	

Context to Praxis: As we work to transform campus culture to be more inclusive, anti-racist, and diverse, it is necessary to address considerations to be made in deciding to act and to move beyond performative, passive acknowledgements for the need to infuse DEI in curriculum and learning spaces and instead toward actualizing and operationalizing change with deep reflection and critical assessment. Acknowledging that higher education was not designed to include all but rather historically has marginalized diverse groups and acknowledging that the remenants of that hidden curriculum still permeates higher education and college classrooms is a necessary point for transformation. As educators, we need to ask ourselves, if our courses and learning spaces could talk (without us uttering a word) what would they be saying to our students? Culturally responsive curriculum and learning practices begin with a mindset shift from hope to action; it is a life-long journey. This toolkit provides actions your group, committee, or institution may take in beginning or moving in your journey toward embodying the culturally responsive mindset that awakens curiosity for our diverse students to discover themselves in curricula.

Toolkit Description: Below you will find model directions to support local implemention of transformative change in curricular practices and mindsets based on equity-minded foundations and critical inquiries of practices. Each listed domain digs deeper into each domain listed in the DEI in Curriclum Model Principles and Practices and provides model actions for varied levels of engagement and resources from CCCs doing the work that you may consider using to tailor to your campus:

Directions: Select one row (domain) and move across the levels of action throughout your year(s) to map your college/committee/group's journey to infuse more DEI into curriculum and CORs.

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling In	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Traditional Eurocentric Texts and Materials	Use textbooks and materials that include multiple cultures represented Low cost and zero textbook costs used Open	Letting go is a process and dealing with the difficult along the way is necessary.	1. Create an equity-minded rubric for review of texts and materials. 2. Discuss and decide what the outcomes you will be measuring (e.g., frequency of diverse representation in images, authors, examples, etc.; include a process to garner feedback from students).	1. Use your equity-minded rubric to create a plan of action. 2. Design a timeline and decide which college groups to present the rubric and plan of action (i.e., curriculum, senate, department, etc.).	1. Update your rubric and plan of action based on the first years of implementation. 2. Access and review data (e.g., department data or course level data). Intentionally develop a needs assessment survey and discuss data and measure outcomes for continuous improvement.	OERI Audit Framework: https://asccc-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf	
Teacher-centered and deficiet-minded language	Use asset-minded, student-centric and decolonized language	Bias is already in all of us and infused in our society and structures, thus acknowledging bias should be addressed in order to see all people in their full humanity.	1. Create intentional space (i.e., meeting time) to ask: How do you cultivate and foster a learning environment from a place of respect to humanize the lived experiences inclusive of all cultures and backgrounds? 2. Contemplate the following: Do I give students a clear sense of expectations communicated in a non-threatening way or is there harsh, deficit-minded language used in my learning materials/syllabi? 3. Is the language acting as a gatekeeping mechanism? Ask: Do I present language in learning materials that is asset-based and equity-minded, which conveys support, mentorship, co-learning, and warmth?	1. Plan a training day to get groups/departments/teams to write or review learning materials that answer the following: What can I create or change to cultivate and foster assest-minded language and a culturally responsive learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in classroom learning materials or front-facing college resources? 2. Create a rubric and invite students to review and provide feedback on your learning materials, front-facing materials, and college resources to assess if they are culturally responsive, warm, and assest-minded.	1. Create a timeline on how you can share and measure what you do to cultivate and foster assest-minded langauge and a learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in learning materials, front-facing materials, and college resources with others on your campus. 2. Invite students to provide feedback on the infusion of assest-minded language in learning materials and resources and allow students to become co-creators in all college materials (e.g., building on their backgrounds and interests).	Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php. ASCCC Revamping slide deck: https://asccc.org/content/revamping-recruitment-process-attract-diverse-faculty-0	
Institutional culture of hierarchies that perpetuates barriers and a hidden curriculum	Interrogate systemic and institutional barriers and dismantle institutional deference to hierarchies that perpetuate barriers Move as a faculty collective toward antiracist critical consciousness	What is learned emotionally cannot be unlearned cognitively.	1. Invest time into assessing your campus culture using the ASCCC Cultural Humility Tool. 2. Assess your own classroom or learning space culture and commit to a personal cultural humility journey, allowing for the openness to learn about the fundamentals of cultural humility.	1. Create a journey map (see the ASCCC Cultural Humility Tool) for your group or institution (i.e., curriculum, senate, department, etc.). 2. As an individual, attend professional development activities and invest in self-awareness and personal/professional growth. 3. Move from hopeful intentions to action by investing in culturally responsive training days/workshops that support infusing your classroom/learning spaces with cultural humility practices.	1. Assess your group's (i.e., curriculum, senate, department, etc.) journey and revise plan of action for further transformation. 2. Create measureable outcomes for your cultural humility journey decision points (see ASCCC Cultural Humility Tool for a sample template). 3. Measure the outcomes and design an improvement plan and weave the actions into the fabric of the institution.	Culturally Responsive Practices Examples: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices. Culturally Responsive Questions for the Classroom: https://asccc.org/content/walking-ideaa-talk-reimaging-your-curriculum-processes-and-classroom-practices. Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%202%20COR%20and%20IDEAA.pdf. Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php. Miracosta Online Class Quality Guidelines: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf	

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling In	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Teacher-centered course syllabus	Reframe practices and policies to serve as a co-learner and engage in a partnership with students that actively shows cares for the whole human being in syllabi/classroom policies Democratize the student/teacher relationship and empower students' agency over their own learning	A sense of belonging helps students do the "hard" things and get through the challeges; remember that humans connect to what they know, feel, and believe.	1. Identify and assess current processes of syllabi creation generally as an institution/group/committee (i.e., curiculum, senate, department, etc.). 2. Sponsor/support sending teams to the ASCCC Curriculum Institute, Skyline Equity Institute, or any other professional learning opportunities focused on transformative syllabi. 3. Report back to the larger group/senate/committee (i.e., train the trainer; session at FLEX Day; share electronically campuswide).	1. Create a rubric for your group or institution to invest in individual self-awareness of syllabi development process and assessment of syllabi. 2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources and Models column). 3. Create a model syllabus template with components that reflect the DEI in Curriculum Model Principles and Practices terms/language. 3. Create measureable outcomes for the journey points regarding syllabi development processes.	1. Assess your group or campus journey and revise plan of action for further transformation. 2. Measure the outcomes and design an improvement plan. 3. Garner student feedback with an intentional process. 4. Create a faculty peer review process.	CUE Syllabus Review: https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2dd13385c2b4e76bd/1597643493581/Syllabus+Review_Summer2020.pdf. Long Beach Syllabus Review in Audit: https://www.lbcc.edu/sites/main/files/file-attachments/pt_orientation_cca_presentation.pdf?. Long Beach Equity Syllabus Checklist: https://lbcc.instructure.com/courses/45048/pages/resource-hub. Michelle Pacansky-Brock Liquid Syllabus: https://brocansky.com/humanizing/liquidsyllabus Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php @ONE Culturally Responsive course: https://onlinenetworkofeducators.org/course-cards/ 3CSN Critical Reflection Course: https://3csn.org/equity-102-critical-reflection-and-critical-action-for-praxis-finding-	
Focused on individualism and competitive practices	Move to collectivism and inclusive mindset with culturally responsive learning environments instead and being a warm demander	Providing support and scaffolding to maintain high expectations is valued by diverse students, and it also avoids being a sentamentalist who perpetuates false hope and doesn't acknowledge systemic barriers.	1. Identify and assess opportunities for collaboration in classroom and learning spaces that meet students where they are at (e.g., group work, team reports, pair shares, etc.). 2. Assess current practices to ensure each lesson builds upon each other (i.e., scaffolding). 3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices (e.g., @ONE, Puente, UMOJA). 4. Report back to the larger group/senate/committee (i.e., train the trainer events; session at FLEX Day; or share electronically campuswide; etc.).	1. Create a journey map (see ASCCC Cultural Humility Tool for sample template) for your group or institution and encourage individuals to invest in self-awareness assessment of culturally responsive practices. 2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources column). 3. Create model lessons and activities with components that reflect the DEI in Curriculum Model Principles and Practices. 4. Create measureable outcomes for the journey points for your institution/group/committee (i.e., curiculum, senate, department, etc.).	1. Assess your group/campus journey and revise plan of action for further transformation campuswide. 2. Create a peer review process campuswide to support each other in creating a *warm demander* mindset. 3. Garner student feedback with an intentional survey process. 4. Measure the outcomes and design an improvement plan.	ASCCC/Umoja Session on Moving to Action for IDEAA: https://asccc.org/content/general-session-2-4. Warm demander and Collectivism in ASCCC CI session: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices. Equitable Classroom Practices from LSU: https://drive.google.com/drive/folders/1B-xomlQWwD7Q7ftliKLHL1h_U3cKXo0z. Miracosta Peer Review Process: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf	

Traditional Practice (from DEI in Cuirriculum Tool)	Equity Principle (from DEI in Cuirriculum Tool)	Acknowledging Discomfort and Calling in	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model
Assuming only some courses can infuse DEI	Weave DEI and culturally responsive practice into every course	We often prefer the "familiar negative" more than the "unfamiliar positive," so it is important to be open-minded and not attached to one way of doing things.	1. Identify, acknowledge, and assess the erasure of people of color and historically marginalized voices in every discipline and in all curriculum. 2. Ensure curriculum acknowledges the creation of scholarship and practices from diverse people and backgrounds. 3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices in all disciplines (e.g., @ONE, Puente, UMOJA) and create/support a way for reporting back to the larger group/senate/committee (i.e., train the trainer, session at FLEX Day, or share electronically campuswide).	1. Create a journey map for the group or institution to invest assessments of culturally responsive practices that are interwoven into outcomes including STEM and CTE (i.e., student, program, intistutional). 2. Invest in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators (see models in Resources column). 3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curriculum, senate, department, etc.) including culturally responsive STEM and CTE practices.	1. Assess the group/campus journey and revise plan of action for further transformation campuswide (i.e., participate in USC Race and Equity Center professional development). 2. Measure the outcomes and design an improvement plan. 3. Garner student feedback with an intentional process for every area or discipline. 4. Create a faculty peer review process campuswide that can be used for every area or discipline.	Allan Hancock Culturally Responsive Curriculum Handbook: https://drive.google.com/drive/folders/1B-xomIQWwD7Q7ftliKLHL1h_U3cKXo0z. ASCCC COR article: https://www.asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record. ASCCC Example CTE CORs: https://docs.google.com/presentation/d/1PQLMxLuuFBff8GPYfD7zLlnxFAvYt85x/edit#slide=id.p1 Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%202%20COR%20and%20IDEAA.pdf. Peralta Online Equity Rubric: https://docs.google.com/presentation/d/1NkBnGSO8AsabEjjMwtY5qP5Q3dgApwVV/edit#slide=id.p4. East Los Angeles Cultural Curriculum Handbook: https://drive.google.com/drive/folders/1B-	
Designing and perpetuating siloes	Design with Guided Pathways in mind	We sometimes forget that if its for the students, then it should be designed with the students; it is difficult to move out of our comfort zones but is necessary for growth and for inclusion.	1. Identify and acknowledge the impact on people of color, historically marginalized, and underrepresented communities that perpetuate barriers in institutions, which can create siloes. 2. Ensure institutional design fosters and promotes student success with wrap around services. 3. Participate in campuswide Guided Pathways initiatives (e.g., Flex Day and professional development opportunities).	1. Create a journey map for the group or institution regarding the implementation phases of Guided Pathways. 2. Invest in ongoing learning opportunities regarding the student success benefits of Guided Pathways for all students (see models in the Resources column). 3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curriculum, senate, department, etc.). 4. Begin a plan or campaign to garner student feedback on pathways.	1. Assess the group/campus journey (i.e., participate in Guided Pathways equity-minded framework professional development) and revise plan of action for further campuswide transformation . 2. Measure the outcomes and design an improvement plan.	ASCCC Student Voice and Guided Pathways Canvas module: https://ccconlineed.instructure.com/courses/2634/pages/student-voice-module-introduction?module_item_id=388359.	

Title 5 §55060 – 55062 Revision
Draft 5
January 20, 2023

§ 55060. Philosophy and Criteria for Associate Degree and General Education

(a) District governing boards shall adopt and maintain a policy that states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

> The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a "general education" curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to ~~use mathematics~~ apply quantitative reasoning, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

(b) District governing boards shall establish criteria to determine which courses may be used to implement its goals for the associate degree and its philosophy of general education.

§55061. Associate Degree Standards

Associate degrees approved by district governing boards must conform to the following standards:
(a) Include at least 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and composition, reading, and mathematics courses not more than one level below transfer.

(b) Include at least 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

> (1) A "major" is a focused program of study within a specific discipline, which may include some coursework from outside of the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.
> (2) An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple, related academic disciplines, which provides the student with an academic pathway that is broader than a specific major, but more focused than general education.

Commented [KL1]: Can someone remind or explain why the term mathematics was replaced?

Commented [SE2R1]: It's to keep it consistent with the changes in general education that use the broader term "Quantitative Reasoning" rather than the narrower, discipline of "Mathematics". Courses outside of Math can be used to fulfill this requirement.

Commented [SE3]: I added this back in after the workgroup had recommended pulling it. It dawned on me afterward that without this language, these specific prior-to-transfer-level courses would not be eligible for inclusion toward the 60-unit requirement. They are currently allowable so not allowing them would be a significant change.

(c) Include at least 21 semester units (28 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include both expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include courses in oral communication and critical thinking.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units) Courses fulfilling this requirement must be at least college-level and may include courses in mathematics or quantitative reasoning including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units) – Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop the student's awareness of the ways in which people throughout the ages, and in different cultures, respond to themselves and the world around them in artistic and cultural creation, and develop aesthetic understanding and an ability to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units) Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines

(5) Natural Sciences (minimum of 3 semester / 4 quarter units) Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester / 4 quarter units) Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in Ethnics Studies, African American Studies, Native American Studies, Latinx Studies, Asian American Studies, and related areas of study.

> **Commented [SE4]:** This new section might need a little definition for what constitutes a "critical thinking" course. Do we want to mirror CSU and UC? The current regs have an "analytical thinking" requirement, not critical thinking. The Analytical Thinking bucket is frequently bloated at our colleges with a LOT of courses dumped into this GE area. In changing it to Critical Thinking we would do the field a favor if we gave it better definition or guidance in the regs or in the PCAH.

(d)Associate degrees in science, technology, engineering, mathematics, and career and technical education (CTE) academic programs shall be designated as associate of science (AS) degrees. Degrees in all other academic programs shall be designated as associate of arts (AA) degrees.

§55062. Scholarship Requirements for the Associate Degree

(a) District governing boards shall confer the associate degree upon a student who has met all associate degree requirements for a degree approved consistent with §55061 and who has met the following conditions:

(1) Satisfactory completion of at least 12 semester (18 quarter units) in residence within the college district. The governing board shall establish policies and procedures allowing this requirement to be alleviated in cases of injustice or undue hardship;

(2) Satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis;

(3) Completion of a minimum 21 semester units (or 28 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University; and

(4) ~~"Satisfactory completion" means either credit earned on a "pass-no pass" basis, or with a grade point average of 2.0 or better in the associate degree community college credit courses.~~ completion with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

(5) For the purposes of computing grade point average, a grade of "P" shall be deemed to be equivalent to a grade of "C", and a grade of "NP" shall be deemed equivalent to a grade of "F."

(b) Courses that meet or exceed the standards of the California Community Colleges completed at other accredited institutions shall be counted toward associate degree unit requirements.

(c) Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55061, when courses are locally approved to meet multiple requirements. However, one course may not be counted for more than one general education area even if the course is approved in multiple general education areas. Students may use the same course to meet a general education requirement and to satisfy a general education requirement at the California State University or the University of California if the course is accepted by that segment for this purpose.

Commented [SE5]: This is proposed additional language to define in regs the use of AS and AA aligned with ASCCC resolution from many years back. Needs whole committee discussion.

Commented [SE6]: Again, we should talk about whether we want a definition in this section. "Satisfactory Completion" and "Completion" could be defined elsewhere and this section would be a lot cleaner.

Commented [SE7]: We need to discuss this with the whole committee to talk through the mechanics of making this happen or if we can include stronger requirements for academic renewal in that section of regs instead.

Commented [SE8]: We may want to refer back to 55023 here instead of adding this language. That way, if the standard changes, it only has to be updated in the primary section. It should keep it cleaner.

Commented [GU9R8]: (Bob) Agree

(d) For the purposes of this article 6, "completion" means the receipt of credit in a course; and "satisfactory completion" means earning a grade of "P" on a pass-no pass basis, or a grade of "C" or better.

(d) Courses Below Transfer Level. Students may count only one English composition or reading course below transfer level for credit toward the associate degree. Transferable reading courses that meet the requirements of section 55062, subdivision (d)(1), are not subject to this limit.

(e) Students may seek to receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning, adopted pursuant to section 55050.

(f) Students who have been awarded a bachelor's degree from a regionally-accredited institution will be exempt from the general education requirements

Commented [SE10]: New regulatory language to ensure system-wide consistency on how students who have previously completed a BA/BS will interact with GE.

Commented [GU11R10]: (Bob) I'm not sure if this is an issue or not, but wondering if the word 'exempt' will cause conflict with the 60 unit min. above, vs substitution-oriented language?

Commented [SE12R10]: That's a really good point, Bob. Maybe something like "Colleges will accept for substitution to meet general education requirements courses completed as part of a bachelor's degree from a regionally-accredited institution." I'm sure there is amore elegant way of saying this, but maybe we can start with this.

Resolutions Committee
Friday, February 10, 2023
12:30 p.m.—2:00 p.m.
Zoom

Meeting Summary

I. Call to Order and Roll Call (*=present)

Michelle Bean—Chair	Kim Dozier	Mark Edward Osea
Juan Arzola—2nd Chair	Peter Fulks	Michael Stewart

II. Shout-outs, Affirmations, and Lean-in: What have you done at 5 years old that you would still want to do at 85 years old?

III. Adoption of Agenda
   A. Google Shared Folder: January Meeting Summary
   B. Minutes Volunteer
   C. Committee Agreements
      ● Be authentic and real.
      ● Everyone chip in and contribute to the process and discussions, adhering to deadlines and holding each other accountable.
      ● Be each other's ride or die–a strong team. Call in and out when going off in a tangential way.
      ● Don't take everything personally. Give ourselves space and grace to make mistakes.
      ● Give clear instructions and expectations.

IV. Plenary Preparation
   A. Spring Plenary
      1. Book your travel to Anaheim: April 20--22
      2. Resolutions timeline
      3. Breakout Sessions:
         ● Breakout online - Resolutions 101 (How resolutions are helpful to you!): Thurs. April 20 at 1:00 p.m. to 2:00 p.m. (Peter/Michelle)
         ● Breakout in person - Promising Practices for faculty evaluations on DEIA (invite some colleges to share) (Stephanie/Michelle?/union rep)
         ● Breakout ? - Resolutions and Amendments Mandatory for Contacts: Thurs. April 20 at 4:45 p.m. to 5:30 p.m.
         ● Breakout online - Amendments and Urgent Resolutions: Fri April 21 at 1:15 p.m. to 2:15 p.m.
   B. Area Meetings (Area A & B March 24/ Area C & D March 25)
      1. Check-in meeting with Area Reps: March 15 at 12:00–12:30 p.m.
      2. Area Meeting Training Slides ready for you to add your name for your area
      3. Area Folders for New Resolutions—will be made in Resolutions folder for optional use.
   C. LinkTree Review and Training Video as a resource
   D. Other questions or ideas?

V.   Resolution Packet Writing Workshops
- A. Style Guide to use for your assignments
- B. Review current resolutions submitted—click HERE
- C. February 23 at 12:30—2:30 p.m. (Create Packet)
- D. March 13 at 12:30—2:30 p.m. (Edit after Exec feedback)
- E. March 27 at 1:30—3:00 p.m. (Edit after Area Meetings)

VI.   *Rostrum* Articles
- A. Due March 5
- B. Article: Resolutions Aren't Useless: Peter

VII.   Resolutions Handbook Update

VIII.   Announcements
- A. Check for upcoming events at here
- B. Application for Statewide Service

IX.   Closing Comments
- A. In Progress Review
- B. Any other final comments or suggestions?

X.   Adjournment

In Progress:
- Review of Resolutions Handbook for updates.

Completed Tasks:
- Committee member training for Area meetings.
- Style Guide for 2022-2023.
- Pre-session Resolutions packet.
- *Rostrum* article on women and people of color in technology.
- Online submission form guiding video.
- Fall resolutions timeline and new online submission process.

Noncredit, Pre-transfer, and Continuing Education Committee

Monday, February 27, 2023
1:30 p.m.—3:00 p.m.

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

Zoom

Meeting Summary

Call to Order and Roll Call *=present
Meeting started at 1:33PM

Michelle Bean—Chair*	Maryanne Galindo*	Carolina Kussoy*
Christopher Howerton—2nd Chair*	Janue Johnson	Liliana Martinez
Leticia Barajas *	Nadia Khan*	Luciano Morales

I. Shout-outs, Affirmations, and Connection - Committee members had an opportunity to check in.

II. Community Agreements - The chair reminded the committee of our agreed upon community agreements
   A. Honor each other's stories without judgment and create a shared space.
   B. Uplift the stories and spirit of noncredit and shifting the narrative that noncredit and continuing education is "less than."
   C. Advocacy for regulatory change and awareness of noncredit and continuing education on a local and statewide level.
   D. Provide reminders, tools, agendas, minutes, and help navigating the system to the group.

III. Adoption of Agenda
   A. Google Shared Folder
   B. Minutes Volunteer - C. Howerton will take minutes for this meeting, no concerns expressed for our previous meeting summary.

IV. Spring Plenary in Anaheim: April 21-22
   A. Breakout Session: Panel with San Diego and ELAC (Janue and Leticia) - ASCCC Pres and Executive Director approved our panel request for this session. We are working on finalizing invitations and including a student with this presentation. Michelle Bean will follow up with this group. (Leticia and Janue will be supporting the leadership for this session)
   B. Need planning date - a planning session will be determined.

C. Need a resolution against the LAO recommendation of defunding noncredit CAEP - The committee had a discussion about the possible development of a resolution in response to the recent LAO recommendation. The deadline for committee submitted resolutions has passed. Our next opportunity is for a draft resolution submitted through area meetings.

V. Upcoming Conferences and Regionals
    1. Spring ACCE Conference Breakout (Michelle, CJ, Leticia) - Leticia, Michelle, and Christopher met earlier today to work on our presentation. Zoom presentation information for the session is forthcoming.
    2. Collaboration CTELC on Regionals: March 6 at Laney and March 20 at Compton
        a. Volunteers for North and South regions - Members attending?
            i. Laney: 48 participants registered (as of 2/27) (Main Room "Forum"; BO rooms will be identified soon --Carolina Kussoy, Michelle, Maryanne, Christopher, and Leticia at Laney
            ii. Compton– Michelle, Maryanne, Christopher, and Carolina
        2) Presentations/breakout sessions check-in and report out
            i. Opening and Closing (CJ and Michelle) - The chair asked for presenters to drop in finalized PPTs into our shared drive for "slide decks" as soon as possible.
            ii. Hot Topics (Leticia) - presentation will be added to the welcome slide deck (**For MB-need to loop back with presenters- Leticia and Lynn Shaw)
            iii. Building Noncredit Pathways (Maryanne) - An update was provided and will be finalized soon
            iv. Connecting ESL and CTE (Liliana and Carolina)- Carolina provided an update on this **For MB- loop back with Liliana here.
        3) Reimbursement Form - The chair shared the link for reimbursement. Reminder to attach a mileage map with the submission. We will be providing lunch during the event.

VI. *Rostrum* Articles
    A. Due March 5- The chair reminded the committee for the upcoming due date for draft *Rostrum* articles.
        1. Shifting the Noncredit Narrative—with San Diego Continuing Ed—two of three accepted— thanks for leading Janue
        2. Any new articles? - No new ideas presented during this meeting.

VII. Goals and Priorities (our WORK PLAN—check for your assignments) - The chair reviewed the work we have done, and recognized that some work may need to be pushed to next year as we prioritize
    A. Toolkit Report Out (Nadia and Michelle) - Nadia shared a document with the committee of the student personas development. We will strive to complete this overall tool kit by April 2023. The committee talked about strategies to collect data, timeline, and process. After discussion, *the committee decided to collect and provide a first version of the tool kit including general noncredit student profiles/personas, but will not be able to finalize the tool kit with student narratives this semester. The committee will make sure to hand off this work with a clear overall intent for the toolkit and recommendations for additions.* Next steps: Members from the committee will informally collect student characteristics to develop sample Noncredit personas, and hopefully add student voices in a future iteration for examples. Nadia has asked for committee members to fill out the Student persona form by March 13. Michelle and Nadia will meet to work on the general examples/questions for the infographic.
    B. Survey (CJ) - currently being administered to senate presidents, currently scheduled to close February 28th.
    C. Spanish CORs (volunteer?) - We will pause this work for this semester and suggest it as a priority

for this committee next year.

VIII.   Announcements - The chair shared the following links and encouraged members to consider submitting and sharing ASCCC volunteer service link.
    A. Check for upcoming ASCCC events at here
    B. Application for Statewide Service—share with colleagues -

IX.   Closing Comments
    A. In Progress Review
    B. Any other final comments or suggestions?

X.   Adjournment - Meeting adjourned at 3:00PM

In Progress:
- *Rostrum* article on changing the narrative around noncredit education
- Noncredit Toolkit

Completed Tasks:
- Plenary Breakout Session Leveraging Noncredit Education for Equitable Student Opportunities
- Resolution 01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- ACCE Report at ASCCC Executive Meetings

Telecommunications and Technology Advisory Committee (TTAC)
Meeting Summary
16 March 2023
Location: Zoom
Submitted by Michelle Velasquez Bean

CISOA Update

Gary Moser recapped CISOA conference and said it went well and keynotes were wonderful. Conference overview/thoughts:

- There was some people in favor of the common ERP.
- Shared that many believe CCCApply is still a barrier with students and needs to be streamlined.
- Faculty member asked for notes/overview of CCCApply workgroup progress. Michelle will ask Ginni May for the faculty update.
- Char Perlas shared the following CCCApply Feedback forms with Accenture (consultant assisting with the CCCApply redesign)

  Chabot College
  College of Alameda
  College of the Redwoods
  College of the Siskiyous
  Lassen College
  Mendocino College
  San Jose City College
  Shasta College
  Sierra College

Legislative Update

VC David O'Brien at CCCCO is working on watching bills that note data; AVC Erik Cooper is supporting that work to monitor ways to capture data for compliance.

SAC Update

- Focusing on how CCCCO can support districts in getting rid of end-of-life software.
- CCCApply workgroup meeting and discussing recommendations. Chair Lundy-Wagner shared that about half the questions are mandated by legislation. Stakeholder interviews are being conducted. Workgroup reviewed 12 other systems for comparison.
- Suggestion: Single identifier for employees and students.

Common ERP

- No funding for common ERP in the 2023 CA budget.
- Customization is helpful but can also cause issues for colleges. "Readiness" needs to be assessed and addressed.

- Stakeholder groups being interviewed currently. Next: in late spring, consultant will assess current state.
- Taskforce/workgroup will start in fall (Sept 2023).
- Char Perlas shared how it would help small/rural colleges to have ease of reporting and CO having access to local data.
- Members requesting a pilot group to implement common ERP quickly and soon.
- Chair Lundy-Wagner suggested a careful gathering of information for inclusivity on what and where most colleges share needs and to also implement with urgency while helping colleges without capacity.
- <mark>Homework: Ensure that our stakeholders understand definition of common ERP (common data platform).</mark>

IT Infrastructure and Security
- Two critical funding sources for local and system-level work:
  - AB 178 - $25M in annual ongoing funds
  - AB 183 - $75M in one-time funds
- AB 178 Eligibility Requirements
  - Complete annual Cybersecurity Self-Assessment
  - Submit Remediation Updates twice per year
  - Remediation Reports should detail progress on issues raised during Self-Assessment, as well as progress towards system priorities
  - Submit detailed After-Action Reports
  - Complete regular Fraud Reporting

Funding Planned
- $50K per college to each district
  - Timing: September 2022
  - Requirements: None
- $100K / $150K / $200K per district based on institutional need
  - Timing: February 2023
  - Requirements: Completion of the 22/23 Cybersecurity Self-Assessment (73/73)
  - DII 22-300-06 January IT Infrastructure & Cybersecurity Funding Update
- Target: reducing high-risk end-of-Life software (based on January 2023 Remediation Reports)l
  - Timing: Before end of the current fiscal year
  - Requirement: Completion of January 2023 Remediation Report (66/73)
  - Consideration: Districts complete an internal vulnerability scan

Regional Teams
Stephen shared that 60 districts have low capacity/staffing in IT and cybersecurity teams.
- <mark>Homework: In what ways are the low numbers of IT staffing impacting colleges?</mark>

District Staffing per 1,000 FTE Served
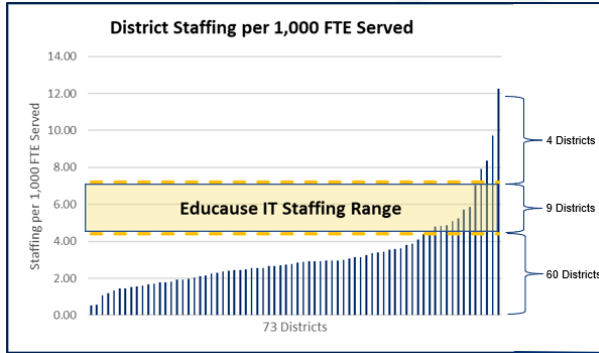
Support Teams

- Chancellor's Office is developing priorities based on Cybersecurity Self-Assessment, Remediation Reports, and Penetration Testing.
- Priorities being considered based on input from HIGH need districts:
- Incident Response/Recovery Support
- End-of-Life Replacement
- Comprehensive Vulnerability Scanning & Remediation
- Windows Account Hardening
- Governance and Policy Support
- Systemwide Architecture Efforts
- Pilot expected to begin before June 2023

Retreat Brainstorming

- Members requesting student voice
- Suggestion of including reports from other groups like DEETAC and SAC and reviewing standing orders
- Member asking for more detailed agendas to prepare for TTAC meetings—can be addressed on what is needed at retreat
- Chair Lundy-Wagner would also like to have retreat set the stage for next year with goal setting

CURRICULUM COMMITTEE
https://www.asccc.org/directory/curriculum-committee
Minutes

Time: January 23, 2023 02:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

https://rccd-
edu.zoom.us/j/88111314354?pwd=ajhxalhFQlZBeCtGdzZXWnNLUXc4dz09

Meeting ID: 881 1131 4354
Passcode: 401477
One tap mobile
+16694449171,88111314354#, *401477# US
+16699006833, 88111314354#, *401477# US (San Jose)

Dial by your location
+1 669 444 9171 US
+1 669 900 6833 US (San Jose)
+1 346 248 7799 US (Houston)
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US
+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
+1 309 205 3325 US
Meeting ID: 881 1131 4354
Passcode: 401477
Find your local number: https://rccd-edu.zoom.us/u/kQjjk59

MINUTES

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

I.   Call to Order and Adoption of the Agenda

     Chair called the meeting to order at 2:30pm after one word check ins while folks joined

II.   Roll Call/Check In (P=present; A=absent)

LaTonya Parker Chair	P
Erik Reese 2nd Chair	P
Sarah Harris Curriculum & Outcomes Assessment Coordinator	P
Nili Kirschner Sociology	P
Eric J. Narveson History	P
Guillermo Castilla, Physics and Mathematics	A
Adrienne Brown Counseling	P
Kimberley Steimke (as a Guest)	P

III.   Action: Approval of Minutes **11/14/2022**
https://www.asccc.org/sites/default/files/minutes/ASCCC%20Curriculum%20Committee_Minutes_2022-11-14.v2.docx

MSC (Nili/Eric)-unanimously approved

        & 12/12/2022
https://www.asccc.org/sites/default/files/minutes/ASCCC%20Curriculum%20Committee_Minutes_Draft_2022-12-12%20%281%29.docx

MSC (Eric/Nili)-unanimously approved

IV.   Norms
      a.   Executive Committee Norms

Chair reminded the committee that the norms are available for review

V.   Reminder Item: Assigned Task(s)
            i.   Curriculum Institute to be held **July 12-15, 2023** at Riverside Convention Center
                      https://www.livebinders.com/b/2403154
                      Flight and Travel Request: https://www.asccc.org/content/flight-and-travel-request
                      Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.
                      By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I

acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs. due to updates, time changes or cancellations not initiated by the ASCCC.

You can always make your own travel and lodging arrangements. However, please note that the Academic Senate will only reimburse you for the amount of the most economical means of transportation and lodging.

Submission of request within two weeks of travel date cannot be guaranteed.

ASCCC Committee Chairs Role in Planning for Events/Institutes and Other Information

https://www.asccc.org/sites/default/files/V.%20D.%20%281%29%20ASCCC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Events%20gm.pdf

Chair reminded committee members about travel arrangements and offered to help with planning and reimbursement

ii. **Action/Discussion Items**:
1. Curriculum Institute Planning

a. Program for CI dates **Wed. Jul 12 2023, 9am – Sat. Jul 15 2023 12:00pm**
   i. Action Item Topics-Update Program (Executive Board recommendations)
   Notes from January 2023 Executive Committee Discussion/Recommendations

1. IV.D Curriculum Institute Draft Topics—Parker/Reese
   a. Ginni
      i. AB 1111 Common Course Numbering to have its own session (Ginni)
      ii. Equitable placement will be big so a session
   b. Cheryl
      i. Modern policing degree recommendations
         1. B2d Rising Scholars could be replaced by modern policing
      ii. Maybe placeholder on CBE (Stephanie); competency statements; fee and apportionment options
         1. Talk to practitioners about what is actually happening
      iii. CO Curriculum Update is also a Training (maybe Sat?)-Title 5 Requirement
      iv. B5a GP, Integrated Planning à **strategic enrollment management** could go here
   c. Robert
      i. CVC Local POCR (breakout) maybe part of B5b (DE in the COR) (Robert & Amber)
         1. Emergency conditions allowance DE component could be part of this
   d. Eric
      i. CBE & CPL should be included; focus on implementation from practitioners
      ii. Curriculum processes and increasing PT
      iii. Dual enrollment; tie ins with equitable placement; involve PT faculty
   e. Stephanie

              i.   Dual enrollment; could talk about service-learning aspect

             ii.   Beyond basics in non-credit

            iii.   How to review a COR through a culturally relevant lens

    f.   Carrie

              i.   Hot topics in online ed; accessibility…

                     1. Amber: could talk about accessibility white paper

             ii.   Hot topics in CTE; other than work-based learning; (online education and accessibility)

            iii.   Assigning courses to disciplines—Ethnic Studies

    g. Manuel

              i.   Ethnic Studies ADTs Based on Template

             ii.   Technology—proliferation of technology impacting curriculum; Canvas and technology changing the relationship between students and faculty

                     1. Amber: Chat GPS: Higher Ed Nightmare or Opportunity for Academic Advancement?

    h. Karen

              i.   Professionals/specialist may not attend some sessions so perhaps a space for them to exchange ideas / hot topics

    i.   Ginni

              i.   Perhaps for pre-sessions we have some presentation and then networking

    j.   Krystinne

              i.   Modality—

             ii.   Get close to 600-700; reg fees recover A/V costs; could have hybrid for all sessions, general and breakout

            iii.   Have 9 or 10 breakout rooms

                     1. 600 / 5 sessions

                     2. Capacity to cover 6 hybrid sessions

            iv.   Have repeated topics (could be different modalities)

                    b. Possible Presenters List & Presenter Support Plan

                         i. Dolores Davison (OER-CID)

                       ii. Ginni May (Common Course Number AB 1111)

                     iii. Cheryl Aschenbach (Modern Policing)

                     iv. Erik Shearer (areas of interest: credit hour, attendance accounting, enrollment management, general education and associate degree regulatory changes

                       v. Stephanie Curry (CBE)

                     vi. Amber Gillis

                    vii. Robert Stewart

LaTonya reviewed the comments from the Executive Committee at the Jan meeting.

LaTonya asked for suggested presenters and reminded all that curriculum members will have the opportunity to attend and present. Some suggested presenters:

        Brandi Asmus (CTE & Curriculum Chair)

        Mark Edward Osea

Kimberly suggested a session on comprehensive program review.

Sarah suggested strategic enrollment management / programs and volunteered to present.

Suggestion to have a combined AB1111 and AB705/1705 session; unless so much for AB1111 that it warrants its own session. Bring back to Exec for input/guidance.

Roundtables: registrants vote / provide roundtable topics for us to facilitate, with perhaps half a

dozen topics to start and write-ins as well

Updated the draft schedule with feedback from the Executive Committee and Curriculum Committee discussion.

Feedback was that pre-sessions are long. Committee decided on
	2-hour sessions pre-sessions 2-4pm and then a social event starting ~4:30pm-6:30pm

Hybrid will be supported in alignment with direction from the body.

Timing of sessions will be sent to the committee, encompassing the suggestions that sessions end by 4pm and using the extra 30 min on for the general sessions on Thu and Fri (roughly an extra 30 minutes to leverage for having only 2 general sessions rather than 3 per day, so add to the 2 general sessions).
LaTonya and Erik will work on times of sessions, and send to the group for consideration / endorsement

        iii.   Rostrum Articles
            1.   Discussion: Update on Rostrum Article
                Editorial Guidelines for the Rostrum
                https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf
                Rostrum Timeline 2022-23

To: ➡ Executive Director	Editor	President	Visual Designer	The Field
~~September 18~~	~~September 26~~	~~October 3~~	~~October 11~~	~~November 2~~
January 22	January 27	February 3	February 13	February 28
March 5	March 13	March 20	April 3	April 20

Adrienne shared a draft article on UC transferability with the goal of submitting today.

    I.   Status of Previous Action Items
        a.   Assigned Resolutions (strikethroughs indicate completed resolutions)
            i.   **Discussion Item:** 09.01 2022 Spring Curriculum Definition and Guidance for Cross-Listing Courses
            ii.   **Discussion Item:** 09.02 2022 Spring Curriculum Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment
          iii.   09.03 2022 Spring Curriculum   Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
            i.   Resource: https://linktr.ee/ascccresolutions

        Previous Curriculum Committee Assigned Resolution
            ii.   **Discussion/Action Item:** 09.02 2020 Fall Curriculum Update Paper on Local Curriculum Committees https://www.asccc.org/resolutions/update-paper-local-curriculum-committees
                1.   **Workgroup Update: ASCCC Curriculum Resources Website Review Recommendations**

        iii.   Resource: https://linktr.ee/ascccresolutions
           2.   https://www.ascc.org/sites/default/files/publications/Curriculum_0.pdf

II.   Announcements/Resources
   a. Resolutions Fall 2022 webpage. Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 38 adopted resolutions, 3 referred, 1 withdrawn, and 5 failed.
   b. Action/Discussion Item Newly Assigned Resolution:
      i. General Education in the California Community College System Resources Fall 2022 Resolution Number 04.01

        Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

        Whereas, Policies and practices regarding general education align directly with the 10+1 [1] areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

        Whereas, Legislation, including AB 1460 (Weber, 2020), [2] AB 928 (Berman, 2021), [3] AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs, [4] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC), [5] and the new California Community Colleges' ethnic studies graduation requirement, [6] will require colleges to re-examine local general education policies and practices; and

        Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

        Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

   c. Curriculum Related Resolutions:

09.01 F22 Removing Barriers to the Adoption of Open Educational Resources   **Error! Bookmark not defined.**
09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree **Error! Bookmark not defined.**

    d. https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

    e. Events https://www.asccc.org/calendar/list/events
      i. Upcoming Events and Meetings
        1. **Cancelled Event** Academic Academy Virtual Event Thu, Feb 16 2023, 9am - Fri, Feb 17 2023, 12:30pm https://asccc.org/events/2023-academic-academy-virtual-event

Could some of the trauma informed pedagogy presenters come to CI?
LaTonya will check into availability of the presenters.

        2. April 20-22, 2023 ASCCCC Spring Plenary https://www.asccc.org/events/2023-spring-plenary-session
        3. OERI Discipline Webinar: What Do We Tell Students about ChatGPT? Finding and Building English Open Educational Resources (OER) about Artificial Intelligence (AI) Writing Assistance https://www.asccc.org/events/what-do-we-tell-students-about-chatgpt-finding-and-building-english-open-educational

    f. November 2022 President's Update http://createsend.com/t/y-7045733528DAFCA12540EF23F30FEDED

    g. Curriculum Resource: https://www.ccccurriculum.net/

Website could use some attention.
Discussed using this site as a dynamic resource rather than a paper update.
Nili offered to outline website pages.
Perhaps leverage a survey to prioritize useful pages; Could survey folks at Curriculum Institute to help increase response rate

    h. Discussion Item: Resources

      i. CSU Ethnic Studies Rubric https://asccc.org/sites/default/files/minutes/CSU%20Ethnic%20Studies%20Requirement%20Rubric%2010_5_22_0.pdf
      ii. CCCCO ESS 22-400-009 https://asccc.org/sites/default/files/minutes/ESS%2022-400-009%20AB%201705%20Implementation_12.23.22.pdf
      iii. Statement on CalGETC 12-13-22.pdf https://asccc.org/sites/default/files/minutes/Statement%20on%20CalGETC%2012-13-22.pdf
      iv. ES Core_Competencies_Comparison_Chart_12.9.22 (2).pdf https://asccc.org/sites/default/files/minutes/ES%20Core_Competencies_Comparison_Chart_12.9.22%20%282%29.pdf

v. Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf

i. Educational Services and Support Division California Community Colleges Curriculum Committee (5C)5C
  o September 2022 5C Minutes
  o 2022-23 5C Work Groups (co-chairs & all)

DEI In COR and DEI Framework Implementation	Associate Degree regulations	Re-imagining the PCAH	Local Curriculum Approval Process
Amber Gillis	Aisha Lowe	Amber Gillis-Chair	Erik Shearer
Jennifer Vega La Serna	Christopher Sweeten	John Freitas	Lesley Agostino-Chair
Karen Chow	Erik Shearer-Chair	Lesley Agostino	Maniphone Dickerson
Marcello Garbo	John Freitas	Madelyn Arballo	Marshall Fulbright
Marshall Fulbright	Kelly Fowler	Maniphone Dickerson	Meridith Selden
Michelle Bean-Chair	LaTonya Parker	*Marcello Garbo*	Sharon Sampson
Robert L. Stewart Jr.	Raul Arambula	Meridith Selden	
Sharon Sampson	Robert L. Stewart Jr	Raul Arambula	
	Kyle Landrum		

III. Meeting Dates:
~~Thur. Sept 8 2:15pm- 4:15pm~~
~~Mon Oct 17 2:00pm-4:00pm~~
~~Mon Nov 14 2:00pm-4:00pm~~
~~Mon Dec 12 2:00pm-4:00pm~~

Spring 2023
Mon Jan 23 2:00pm-4:00pm
Mon Feb 27 2:00pm-4:00pm
Mon Mar 13 2:00pm-4:00pm
Mon Apr 10 2:00pm-4:00pm
Mon May 22 2:00pm-4:00pm
Mon Jun 5 2:00pm-4:00pm
Mon Jun 26 2:00pm-4:00pm

IV.   General Discussion

V.   Adjournment

LaTonya adjourned meeting at 3:49pm

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
    a. Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
        i. https://www.asccc.org/sites/default/files/minutes/California%20Community%20College%20General%20Education%20v2.pdf

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).

    a. November 28, 2022 Clovis College Virtual Visit: LaTonya & Karen Chow
    b. October 13, 2022 Cabrillo College Virtual Visit: Cheryl, LaTonya, and Michelle
    c. CCCIO Fall Conference Presentation CCC DEI in Curriculum Model Principles and Practices
    d. California Community Colleges Association for Occupational Education Conference attendance and presentation CCC DEI in Curriculum Model Principles and Practices
        i. **https://cccaoe.org/professional-development/fall-conference-2022/**

    e. ASCCC General Education, CalGETC and AB 928 Webinars Series

        Monday, Sept 12, 2022 (9-10:30am) General Education Locally and for Transfer (AB 928)

        Tuesday, Sept 13 (3-4:30pm) General Education Locally and for Transfer (AB 928)

        Tuesday, Sept 27 (12-1:30pm) Role of local Academic Senates and Curriculum Committees in regard to general education

        Wednesday, Sept 28 (2-3:30pm) Role of Articulation in Transfer in regard to general education

        Monday Oct 3, 2022 (9-10:30am) Addressing the impact of CalGETC, as proposed on local colleges, programs and course and students

        Thursday Oct 6, 2022 (2-3:30) Addressing the impact of CalGETC, as proposed on local colleges, programs, courses and student

CURRICULUM COMMITTEE

https://www.asccc.org/directory/curriculum-committee
Agenda

MINUTES

Topic: ASCCC Curriculum Meeting **- Monday, February 27th @2:00PM**
Time: Feb 27, 2023 02:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://rccd-
edu.zoom.us/j/81300698422?pwd=c3BCYWMzU002S3dSUUlEMUVNSHdoZz09

Meeting ID: 813 0069 8422
Passcode: 069780
One tap mobile
+16694449171,81300698422#, *069780# US
+16699006833,81300698422#, *069780# US (San Jose)

Dial by your location
+1 669 444 9171 US
+1 669 900 6833 US (San Jose)
+1 346 248 7799 US (Houston)
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US
+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US

I.   Call to Order and Adoption of the Agenda

   Chair called the meeting to order at 2:03pm
   Single word check in from all members

II.   Roll Call/Check In (P=present; blank=absent)

LaTonya Parker Chair	P
Erik Reese 2ⁿᵈ Chair	P
Sarah Harris Curriculum & Outcomes Assessment Coordinator	P
Nili Kirschner Sociology	P
Eric J. Narveson History	P
Guillermo Castilla Physics and Mathematics	P
Adrienne Brown Counseling	P
Kimberley Stiemke Basic Skill – Mathematics, Language Arts	P

III.   Action: Approval of Minutes **1/23/23**
   https://asccc.org/sites/default/files/minutes/ASCCC%20Curriculum%20Committee_Minutes%20January%2023%2C%202023.docx

   Approval of the minutes
   MSC (Nili/Eric) motion to approve the minutes passes

IV.   Norms
   a.   Executive Committee Norms

V.   Reminder Item: Assigned Task(s)
   i.   Curriculum Institute to be held **July 12-15, 2023** at Riverside Convention Center
      https://www.livebinders.com/b/2403154
      Flight and Travel Request: https://www.asccc.org/content/flight-and-travel-request
      Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.
      By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs. due to updates, time changes or cancellations not initiated by the ASCCC.
      You can always make your own travel and lodging arrangements. However, please note that the Academic Senate will only reimburse

you for the amount of the most economical means of transportation and lodging.

Submission of request within two weeks of travel date cannot be guaranteed.

ASCCC Committee Chairs Role in Planning for Events/Institutes and Other Information

https://www.asccc.org/sites/default/files/V.%20D.%20%281%29%20ASCCC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Events%20gm.pdf

    ii. **Action/Discussion Items**:
        1. Curriculum Institute Planning

          a. Program for CI dates **Wed. Jul 12 2023, 9am – Sat. Jul 15 2023** ~~**12:00pm**~~ **10:30am**
             i. Action Item Topics-Update Program (Executive Board recommendations)
                Notes from January 2023 Executive Committee Discussion/Recommendations

1. IV.D Curriculum Institute —Parker/Reese

          b. Possible Presenters List & Presenter Support Plan
             i. Dolores Davison (OER-CID)
             ii. Ginni May (Common Course Number AB 1111)
             iii. Cheryl Aschenbach (Modern Policing)
             iv. Erik Shearer (areas of interest: credit hour, attendance accounting, enrollment management, general education and associate degree regulatory changes
             v. Stephanie Curry (CBE)
             vi. Amber Gillis
             vii. Robert Stewart
            viii. Brandi Asmus (CTE & Curriculum Chair)
             ix. Mark Edward Osea

Executive Committee was supportive of the initial CI program and provided some feedback. Met with Krystinne and Tonya about the logistics. Will have A/V support for 6 breakout sessions. Will need to gather presenters list and any requests, such as technology and survey for tabletop discussions. Registration release is scheduled for this week. Meet and greets on Wed and Thu are okay, ASCCC Office Team will seek sponsors but will happen regardless of sponsorship.

One concern around the Saturday agenda was conflict with flights for people returning home to the north. We have been asked to consider not having Saturday sessions or ending early and moving some breakouts to other days.

One goal today is to take the 5 sessions on Saturday and include them in other days. Discussed a number of options. Committee is inclined to keep with the current schedule. Could start earlier on Saturday. Perhaps one-hour sessions on Saturday. Suggestion to move CO COCI Q&A listening session.

Saturday proposal: 8:30am-9:30am breakouts; 9:45am-10:30am General on AB1111; 10:30am-10:45am Final Remarks

There was discussion on rearranging some sessions since the Saturday sessions are proposed to be shorter.
Contact CO to be sure PCAH updates are covered in earlier sessions and the Saturday sessions becomes more of a follow-up.

Often wait until folks register to recruit presenters since we do not pay for attendees.
Could reach out to CI regulars to start the process.
LaTonya asked committee members to send possible speakers and their contact information.
All committee members agreed to participate in CI, present, and help facilitate sessions.

<mark>iii. Rostrum Articles</mark>
   1. Discussion: Update on Rostrum Article
      Editorial Guidelines for the Rostrum
      https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf
      Rostrum Timeline 2022-23

To: ➡Executive Director	Editor	President	Visual Designer	The Field
~~September 18~~	~~September 26~~	~~October 3~~	~~October 11~~	~~November 2~~
~~**January 22**~~	~~January 27~~	~~February 3~~	~~February 13~~	February 28
March 5	March 13	March 20	April 3	April 20

Thank you, Adrienne for submitting a Rostrum article.
Possibilities:
- Cross-listing guidance, including Ethnic Studies. An article was written last year on this topic in regards to the current policy. Cross-listing is a local decision.

Committee members were encouraged to send in Rostrum ideas as they arise.

I. Status of Previous Action Items
   a. Assigned Resolutions (strikethroughs indicate completed resolutions)
      i. **Discussion Item:** 09.01 2022 Spring Curriculum Definition and Guidance for Cross-Listing Courses
      ii. **Discussion Item:** 09.02 2022 Spring Curriculum Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment
      iii. 09.03 2022 Spring Curriculum Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
      i. Resource: https://linktr.ee/ascccresolutions

Previous Curriculum Committee Assigned Resolution
      ii. **Discussion/Action Item:** 09.02 2020 Fall Curriculum Update Paper on Local Curriculum Committees https://www.asccc.org/resolutions/update-paper-local-curriculum-committees

1. <mark>Workgroup Update:</mark> ASCCC Curriculum Resources Website Review Recommendations

Reviewed the mapping of the curriculum website performed by Nili. It was noted that it is not ADA compliant, including fonts and color. Website is rather outdated.
Workgroup could work out what the tabs ought to be.
Do we want this to be a hub of resources or original content? Folks leaning towards a hub.
Should have very little content but include links and will need somebody to run a link validation periodically, perhaps twice a year.
Under training, embed/include links to pre-sessions training slides from CI, from each session. This would require annual updates, and ADA compliance checks.
ICAS needs to be included here as well.
Data on site usage would be useful to help guide what tabs/areas to prioritize.

Workgroup:
       First goal will be to provide resources
       Volunteers: Nili, Erik, LaTonya, Sarah, Adrienne
             Erik charged with organizing this workgroup
             LaTonya and Erik to ask for analytics of site usage

      iii. Resource: https://linktr.ee/ascccresolutions
           2. https://www.asccc.org/sites/default/files/publications/Curriculum_0.pdf

II.   Announcements/Resources
    a. Resource: Resolutions Fall 2022 webpage.
    b. Action/Discussion Item Newly Assigned Resolution:
        i. <mark>Discussion Item: Electronic Guide Book Outline</mark>: General Education in the California Community College System Resources
           Fall 2022 Resolution Number 04.01

           Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

           Whereas, Policies and practices regarding general education align directly with the 10+1 [1] areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

           Whereas, Legislation, including AB 1460 (Weber, 2020), [2] AB 928 (Berman, 2021), [3] AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs, [4] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC), [5] and the new California Community Colleges' ethnic studies graduation requirement, [6] will require colleges to re-examine local general education policies and practices; and

           Whereas, Local academic senate leaders and other practitioners look to the

Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

Initiate the work on an outline for an electronic guidebook.

c. Curriculum Related Resolutions:

d. https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

e. Events https://www.asccc.org/calendar/list/events
   i. Upcoming Events and Meetings

      1. **March 20, 2023 - 9:00am** Compton College
         CTE and Noncredit South Regional Workshop
      2. **Area Meetings:**
         Area C Meeting
         March 25, 2023 - 9:00am Zoom Events
         Area D Meeting
         March 25, 2023 - 9:00am Zoom Events
         Area A Meeting
         March 24, 2023 - 9:00am
         Area B Meeting
         March 24, 2023 - 9:00am Zoom Events

      3. April 20-22, 2023 ASCCCC Spring Plenary
         https://www.asccc.org/events/2023-spring-plenary-session

b. February 2023 President's Update http://createsend.com/t/y-7CD792B0CD23A9FC2540EF23F30FEDED

c. Announcement: Legislative/Advocacy Day Held February 22, 2023

Legislative Priorities for 2023
  - ➢ **Academic Freedom**
  - ➢ **Open Educational Resources Initiative (OERI)**
  - ➢ **Continued Support for Student Success**

d. Curriculum Resource: https://www.ccccurriculum.net/

e. Discussion Item: Resources

  i. CSU Ethnic Studies Rubric
  https://asccc.org/sites/default/files/minutes/CSU%20Ethnic%20Studies%20Requirement%20Rubric%2010_5_22_0.pdf

  ii. CCCCO ESS 22-400-009
  https://asccc.org/sites/default/files/minutes/ESS%2022-400-009%20AB%201705%20Implementation_12.23.22.pdf

  iii. Statement on CalGETC 12-13-22.pdf
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  iv. ES Core_Competencies_Comparison_Chart_12.9.22 (2).pdf
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f. Educational Services and Support Division California Community Colleges Curriculum Committee (5C)
  i. 5C Minutes
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	Kyle Landrum	Mark Edward Osea	
		Nili Kirschner	

VI.   Meeting Dates:

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Mon Apr 10 2:00pm-4:00pm
Mon May 22 2:00pm-4:00pm
Mon Jun 5 2:00pm-4:00pm
Mon Jun 26 2:00pm-4:00pm

VII.   General Discussion

Previewed and discussed the initial imagery for the CI schedule. General agreement on using a modified version of the first image. Maybe simply silhouettes and not abstracted and work on wording/font. Red ink spread out could suggest something unintended.

VIII.   Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
      i. https://www.asccc.org/sites/default/files/minutes/California%20Community%20College%20General%20Education%20v2.pdf

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