



2022 SPRING PLENARY

Curriculum Resolutions

ACADEMIC SENATE FOR CALIFORNIA
COMMUNITY COLLEGES

SPRING
PLENARY 2022

APRIL 7-9, 2022 | HYBRID EVENT

LOS ANGELES MARRIOTT BURBANK

Strengthening Teaching,
Leading, and Learning

through Racial Justice
and

Academic Freedom

A PUSH AGAINST AB705>>>AB1705

6.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Supports the right of any student to choose to take

Recommends that Colleges should offer the option of

Urges the state legislature not to adopt reform measures that would deprive students of their right to choose to take

pre-transfer level English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education

CURRICULUM RESOLUTIONS:



- 9.01 Definition and Guidance for Cross-Listing Courses- asking CCCCO to revise the PCAH to include a definition of cross-listing and a guidance for its implementation.
- 9.02 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment- asking ASCCC to work with all the systems (CCC, CSU, UC) to provide continued guidance for the articulation of courses that require prerequisites below transfer level math.
- 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs- asking ASCCC and CCCCO to develop a lower division GE pathway specific to California Community College Baccalaureate Degree Programs by 2024.

CURRICULUM RESOLUTIONS:



- 9.04 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies- asking ASCCC, C-ID, CSU Chancellor's Office, and the Intersegmental Curriculum Workgroup to consider creating a TMC for Women and Gender Studies
- 9.05 Defining Competencies for Associate Degree Requirements- ASCCC and faculty discipline groups to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements and to include those statements in T5 section §55063 rather than associating student demonstration of competence with any specific courses or disciplines.

CURRICULUM RESOLUTIONS:



- 9.06 Professional Learning Support for Increased Faculty Understanding and Further Discussion on the Impact of AB928 Student Transfer Achievement Reform Act of 2021 on Local Colleges- asking ASCCC to provides professional learning opportunities for faculty in order to increase dialog and understanding about both the impact of AB928 on local colleges, and to communicate to ICAS the importance of retaining the lifelong learning category (Area E) in the general education transfer curriculum.

3.02 Adopt the *DEI in Curriculum Model Principles and Practices Framework*

- ASCCC is committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA)
- (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively by the (ASCCC), (SSCCC), (CCCCO) and representatives from administrative and classified constituencies
- It resolves that the ASCCC adopts the *DEI In Curriculum Model Principles and Practices* and encourages local academic senates to use the model to review their curriculum practices

3.02 Adopt the *DEI in Curriculum Model Principles and Practices Framework*

- The tool provides promising practices that can be used by faculty, deans, curriculum chairs and committees, CIOs/VPIs, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework.
- This is basically affirming some of the work we already started at Cuyamaca: EMTLI, EEO and hiring project updates...
- This is a push for more collective effort- to include administration, staff, and faculty...
- For Curriculum: Faculty are encouraged to start the conversations around DEI. Course Descriptions, Method of Evaluation, Content, and Textbooks ...are to reflect these principles.

DEI in Curriculum Model Principles and Practices is a tool that provides support to have conversations about looking at practices and supporting analysis and change.

<p>Traditional Eurocentric Practice Supporting research may be found at the end of this document.</p>	<p>Equity Principle Supporting research may be found at the end of this document.</p>	<p>Culturally Responsive Classroom Practices All faculty <u>have the opportunity to</u> engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p>Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates <u>have the opportunity to</u> engage in equity-minded review processes of curriculum that may include but are not limited to the following:</p>
<ul style="list-style-type: none"> ● Classroom experiences, assignments, and assessments are built from an individualist perspective 	<ul style="list-style-type: none"> ● Shift to a collectivism perspective to engage authentic lived experiences and relate to <u>students</u> cultural norms 	<ul style="list-style-type: none"> ● Build on diverse backgrounds to engage as a <u>familia</u>, tribe, village through collaborative classroom activities. ● Be a warm demander and co-learner with students. ● Intentionally create collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.) 	<ul style="list-style-type: none"> ● Encourage assignments, practices, and assessments that are formative in addition to summative. ● Review for a variety of methods of evaluations, assignments, and assessments. ● Encourage and provide professional development for the creation of authentic assessments.

In another section...

<p>Traditional Eurocentric Practice</p> <p>Supporting research may be found at the end of this document.</p>	<p>Equity Principle</p> <p>Supporting research may be found at the end of this document.</p>	<p>Culturally Responsive Classroom Practices</p> <p>All faculty <u>have the opportunity to engage</u> in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p>Culturally Responsive Practices for Curriculum Committees and Local Senates</p> <p>Curriculum committees and senates <u>have the opportunity to engage</u> in equity-minded review processes of curriculum that may include but are not limited to the following:</p>
<ul style="list-style-type: none"> ● One dominant culture represented in textbooks and course materials ● High cost of course textbooks and materials 	<ul style="list-style-type: none"> ● Multiple cultures represented in textbooks and course materials ● Low cost and zero textbook costs used ● Open Educational Resources used 	<ul style="list-style-type: none"> ● Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives. ● Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible. ● Ensure textbooks and materials are accessible. ● Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. 	<ul style="list-style-type: none"> ● Review textbook and course materials selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives; and provide feedback and guidance. ● Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). ● Ensure textbooks and materials are accessible. ● Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.