

College Curriculum Committee Meeting Agenda
Tuesday, March 19, 2019
2:00 p.m. – 3:30 p.m.
Room 8330

Item	Action	Attachment(s)	Presenter
1. Minutes: March 5, 2019	Action	#3/19/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. CORs for Update 2020-21 (Title 5 list) c. Spring Plenary Resolutions d. Library OER Workshops e. Mandated OER Reporting	Information	#3/19/19-2—5 #3/19/19-6 #3/19/19-7	Armerding Starer
4. New Subject Code: ITSC	Information	#3/19/19-8	Armerding
5. Program Deactivation: Nanoscience Certificate of Achievement	1st Read	#3/19/19-9	Armerding
6. Request to Update AA/AS Degree Minimum Proficiency List for Mathematics	1st Read	#3/19/19-10	Armerding
7. Course Deactivation Exemption Requests	Action	#3/19/19-11—48	Armerding
8. Temporary Program Creation Process	2nd Read/ Action	#3/19/19-49—50	Armerding
9. Credit by Exam Policy	2nd Read/ Action	#3/19/19-51	Armerding
10. Auto-awarding Degrees/Certificates	2nd Read/ Action	#3/19/19-52	Armerding
11. Notification of Course Deactivations	Discussion		Armerding
12. Good of the Order			

#3/19/19-51

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COURSE DESCRIPTION:

To provide students with the opportunity to develop and formulate their own perspectives on California Politics. The course will explore policymaking and the exercise of power within the federal framework, including but not limited to state and local issues and institutions. We will begin by studying the basic constitutional framework of the state government, compare and examine the state's relationship with the federal government, and then focus on political issues that California is currently

- b. California's political culture
- c.

- II. Renee B. Van Vechten. *California Politics a Primer*, 5th ed. Washington, DC: CQ Press, January 2018.
- III. Mona Field. *California Government and Politics Today*, 15th ed. London: Pearson, 2018
- IV. Todd Donovan, Daniel A. Smith, Tracy Osborn, and Christopher Z. Mooney. *State and Local Politics: Institutions and Reform*, 4th ed. London: Cengage, 2015.

- I. Chunked interactive lectures and guest lectures
- II. Small and large group discussions
- III. Collaborative group projects
- IV. Independent written research project
- V. Analysis of current events and media coverage
- VI. Engagement in local policy making process

Out-of-Class Assignments:

- I. Attending political functions
- II. Meeting with public officials, public servants, or candidates to conduct interviews

Formative:

- I. Analytic policy papers (500-1000 words)
- II. Interviews (500-1000 words)
- III. Civic action project work

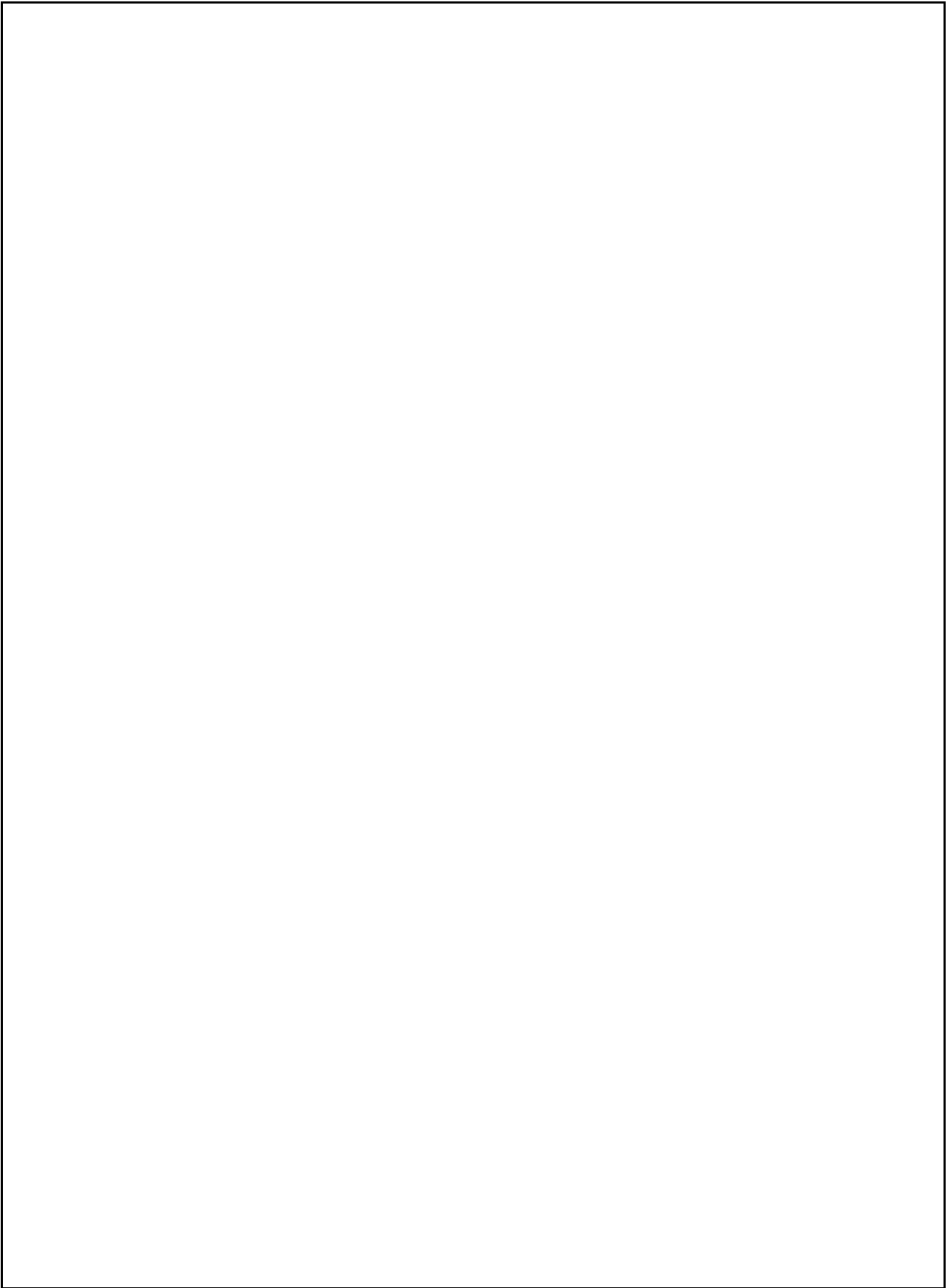
Summative:

- I. Research Paper (2000-2500 words)
- II. Oral presentations (15-20 minutes)
- III. Examinations (multiple choice, fill-in-the-blank, short essay)

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RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)
- *5.02 S19 Guided Pathways Budget Development
- *9.02 S19 Adopt the Paper
- *9.03 S19 Documenting Open Educational Resource Options in Course Outline of Record
- *11.01 S19 CCCApply Technical Limitations
- *11.02 S19 Ensure Appropriate Processes for System Technology Procurement
- *13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- *13.02 S19 Support for Faculty Open Educational Resources Coordinators
- *16.01 S19 Adopt the Paper

- *16.02 S19 Adopt the Paper
- *21.01 S19 Adopt the Paper

*3.01 S19 Address Privacy and Rights Violation Caused by Education Code
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5.01 S19 Funding

Whereas, The allocation formula and implementation timeline place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the “California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary” that “full scale adoption is not expected for every college on every element within the five-

Whereas, Title 5 §53200 delineating academic senates' responsibilities in academic and professional matters includes "(10) processes for institutional planning and budget development which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

Whereas, The California Community Colleges Chancellor's Office will distribute Guided

on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education”; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support AB 130 (Low, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates

Contact: Executive Committee

Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the CB21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal Educational Functioning Levels (EFLs) currently used by noncredit and adult education

and

Whereas, The Executive Committee of the Academic Senate for California

Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact future local technology decisions, but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any procurement of technology that the colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use

digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determining what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) is subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a Faculty Open Educational Resources Coordinator.

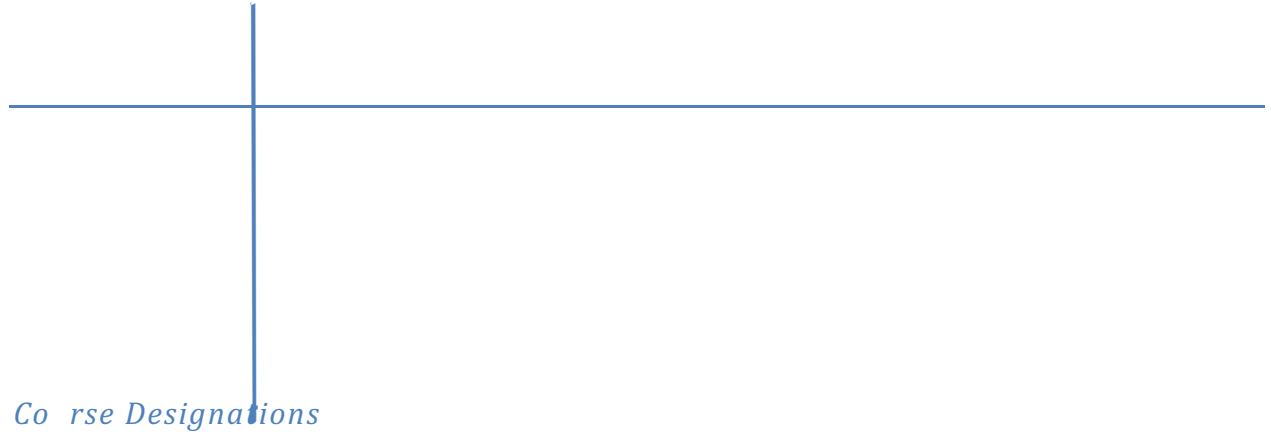
Work-Based Learning in California Community Colleges

Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to “develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval”;

Resolved, that the Academic Senate for California Community Colleges adopt the paper
and upon its adoption
disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

¹³ <https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf>



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To: CCC
From: PSME CC
Date: 3/13/19

The PSME curriculum committee respectfully requests that the language for the minimum

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This course will be part of an upcoming certificate of achievement in web-development that is currently under development.

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Course was taught by now retired faculty and will be taken over by other faculty in the department.

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The plan is to offer the course once per year.

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Division Dean: Kurt Hueg

Date: 3/6/19

Division Curriculum Representative: Bill Ziegenhorn

Date: 3/8/19

Date of Approval by Division Curriculum Committee: 3/6/19

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