

Agenda

Tuesday, September 7, 2021
3-5 pm

Zoom Information

- Join from PC, Mac, Linux, iOS or Android:
<https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEpLWGsrcHNhL3hHVGVdUz09>
- Passcode: 220304
- Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#
- Or Telephone:
 - Dial: +1 669 900 6833 (US Toll)
 - Meeting ID: 968 4545 6244
- International numbers available: [https://cccconfer.zoom.us/u/abHitcAmuK](https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEpLWGsrcHNhL3hHVGVdUz09)
- Or Skype for Business (Lync): SIP:96845456244.220304@lync.zoom.us

Preliminaries

- Call to order
- Land Acknowledgement
- Welcome and Introductions
- Approval of the Agenda
- Approval of May 4, 2021 and August 17, 2021 (Retreat) Minutes
- Public Comment (3 minutes per person as time permits)

DAS President's Report (10 minutes)

- Review of meeting notes and weekly recaps and answering of any clarification questions.

Decision Items (15 minutes per item)

1. Los Rios Faculty Ethnic Studies Council-Resolution Regarding Cross Listed Courses [TIME CERTAIN 4:15 pm]
 - a. **First reading** of resolution passed by the Council on May 4, 2021
 - b. Full resolution may be found at the end of this agenda in Supplemental Materials section.

Discussion Items (15 minutes per item)

1. Transfer Credit Redesign Project [TIME CERTAIN 3:15]
 - a. LRCCD would like to create a knowledge base for transfer credits for counselors that includes course descriptions; an evaluation process and central repository with ability to generate lists of equivalencies between institutions.

California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.

- b. District Equity and Student Success Committee (DESSC) ad hoc workgroup on Transfer Credit Equivalencies. This ad hoc workgroup will report to the DESSC and is responsible for: (1) establishing common placement for AP/IB/CLEP across district; (2) establishing core competency equivalencies in math and English; and (3) assessing and establishing a common transfer credit course equivalency reciprocity process.
- 2. Los Rios Refugee Pathways Programs [TIME CERTAIN 3:30]
 - a. Olga Prizhbilov, Director, Refugee Career Pathways, will be sharing the grant work involved with the Los Rios Refugee Pathways Programs.
- 3. DAS Meeting Format After Sept 30th
 - a. DAS will need to determine how to meet to comply with the Brown Act after the Governor's executive order expires on Sept 30th.
- 4. LRCFT Equity Reflection Question #3
 - a. Ideas will be shared for how to collect the information submitted for question #3 of the Equity Reflections. This information may be very informative for professional development training.
 - b. Q#3: What additional trainings and resources, whether offered by LRCCD or others, would be helpful in continuing your development of anti-racist practices?
- 5. [Program Placement Council \(PPC\)](#)
 - a. Two new proposals: Guided Pathways Milestone Certificate for Multilingual Speakers: Pathway to Business Technology-certificate (ARC) and Pre-Health Occupations-degree (ARC)
 - b. Proposals available as pdf attachments.
- 6. Diversity, Inclusion, and Equity (DEI)
 - a. Time for reflection on how to infuse DEI work into everything associated with academic and professional matters.

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Giordano)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - Equivalency Task Group (Oliver)
 - Ethnic Studies Council (Cheshire/Heningburg)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Future DAS meetings-Sept 21, Oct 5 & 19, Nov 2 & 16, Dec 7
- [LRCCD Board of Trustees](#) Meeting, Wednesday, Sept 8, 2021, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - [Area A](#) Fri Oct 15
 - [Fall Plenary](#) Nov 4-6

Supplemental Materials

Decision Item #1

Resolution Regarding Cross listed Courses - Approved May 4, 2021 by the ES Council

Whereas, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experience and perspectives of the four core groups: Native Americans, African Americans, Asian Americans, and Chicana & Latina Americans in the United States (AB 1460 Legislation & CSU Area F Requirements). Ethnic Studies offers students the opportunity to study the historical development and social significance of race and ethnicity in the United States and develop skills and knowledge necessary for success in an increasingly diverse environment and;

Whereas, California Assembly Bill 1460, commencing with students graduating in the 2024–25 academic year, instructs “the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies...”; and the proposed California Assembly Bill 1040, commencing with the 2022–23 academic year, requires “each community college district to offer courses in Ethnic Studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet Ethnic Studies graduation requirements at the California State University” and;

Whereas, at the Fall 2020 ASCCC Plenary Session, delegates passed two resolutions—9.04 and 9.05—in support of an Ethnic Studies graduation requirement. The resolutions call for the ASCCC to work with the California Community Colleges Chancellor’s Office to support an Ethnic Studies graduation requirement while signaling strong support for *Ethnic Studies as an essential curriculum*. Currently, Title 5 §55063, which contains the minimum requirements for the associate degree, does not include Ethnic Studies as a separate category or area, though the California Community Colleges Curriculum Committee is discussing revisions and expects to put forth draft language in spring 2021 and;

Whereas, the Los Rios Community College District is committed to student success, equity, and diversity; and equitable education requires making significant connections with students and providing diverse learning experiences to meet student needs. Ethnic Studies courses contribute to the campus climate and larger community by focusing on teaching about the voices and lived experiences of BIPOC, supporting equity and diversity and;

Whereas, the Los Rios Community College District serves approximately 75,000 students annually. Because Ethnic Studies is a CSU transfer requirement (Area F) and is being considered for a competency and graduation requirement through Title V revision, there would be a critical and urgent need to offer multiple sections of Ethnic Studies courses to meet student needs and;

Whereas, the five core competencies of Ethnic Studies are distinctive to the field of Ethnic Studies and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation” (Area F) and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism” (Area F) and;

Whereas, Ethnic Studies curriculum provides students with an opportunity to “critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities” (Area F) and;

Whereas, Ethnic Studies provides students with the opportunity to “critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies” (Area F) and;

Whereas, Ethnic studies provides students with the opportunity to “describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society” (Area F) and;

Whereas, Ethnic Studies core courses through the Transfer Model Curriculum have yet to be established through DIG and C-ID and;

Whereas, it is the purview of Ethnic Studies departments to determine and write courses that will transfer within the major discipline area and;

Whereas, Ethnic Studies faculty have the right and responsibility to write and schedule core courses that will transfer within the major and;

Whereas, it is the purview of Ethnic Studies departments to develop a degree program and establish an Associate Degree for Transfer (ADT) with core Ethnic Studies courses and;

Whereas, the California Community College Ethnic Studies Faculty Council, the statewide body guiding discussion around the implementation of AB 1460, recommends that campuses do not cross-list courses not created by Ethnic Studies faculty;

Be it resolved that the Los Rios Community College District Ethnic Studies Council will not approve cross-list courses until core courses have been established and approved to meet Area F requirements and;

Be it resolved that upon having received Area F approval for the aforementioned core Ethnic Studies courses in LRCCD, the Los Rios Community College District Ethnic Studies Council will not accept for curriculum review and CSU approval for Area F, cross-listed courses from other academic departments that do not meet Area F requirements, and;

Be it resolved that the Los Rios Community College District Ethnic Studies Council will consider including non-Ethnic Studies courses as electives in our degree programs.

Los Rios CCD Academic Senate Call to Action

Approved Tuesday November 17, 2020

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution [“Support Infusing Anti-Racism/No Hate](#)

[Education in Community Colleges](#)". Specifically, to the following Resolved statements from that resolution:

- denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;
- take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and
- infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

To achieve this, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges houses the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African American and LatinX communities.
4. Prioritize the evaluation of hiring and evaluation processes with an equity lens.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about structural and historical biases that exist.

[ARC Indigenous Land Statement](#)

"We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people."

[CRC Land Acknowledgement](#)

"We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present."

[FLC Land Acknowledgement](#)

"We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence."