**District Academic Senate (DAS) Meeting Agenda**

**Tuesday, Oct. 1, 2024 - 3:00-5:00 pm**

**Teleconference Locations:**

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: College Center Conference Room 2, CC-259**

**FLC: FL2-145**

**SCC: PAC 135F**

**SCC: RHS 315**

[**Remote Participation Link**](https://lrccd.zoom.us/j/85212623490?pwd=Sk5WSDhxaExXanRuWC83RjVWUGJ1dz09) **Meeting ID: 852 1262 3490 Passcode: losrios**

Preliminaries

1. Welcome/Call to order
2. Land Acknowledgement (CRC)
3. Approval of Agenda
4. Approval of Minutes
   1. Sept. 17, 2024
5. Introduction of Guests
6. Public Comment Period (up to 3 minutes per speaker)
7. DAS President’s Report
   1. Area A Meeting to be held October 18, 2024, Virtually
   2. Fall 24 Plenary to be held November 7-9 in Visalia (Registration deadline is October 18)
   3. IEPI Update
   4. Moratorium Task Force Update

Consent Items (Any member of the DAS may request an item be removed for further discussion and separate action.)

* Language to include with our Proposal to Support the AB1705 Math Validation Study EW Request:
  + The DAS requests that
    - We receive a report on the success of students pre-excused withdrawals who participated in the pilot study,
    - Before students are allowed excused withdrawals, we retain the current data that includes students' grades (including D/F/W grades). The current (pre-excused withdrawal) data more accurately depict the throughput or success rates of students who began the pilot study, and
    - These archived, pre-excused withdrawal data are to be used for any reports on the success or throughput rates of students placed directly into calculus. There is a concern that EW petitions will skew the data and present an inaccurate picture of the student experience.
* Proposed changes to align with current Title 5
  + 2.3.6 ~~Students who show proof of a baccalaureate or higher degree completed at a college or university accredited through a CHEA (Council for Higher Education Accreditation) recognized Regional Accrediting Agency will have satisfied general education requirements for the Associate in Arts or the Associate in Science degree.~~. ~~All Associate degrees from institutions accredited from CHEA Regional Accrediting Agencies will be evaluated on a case-by-case basis.~~ Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the Associate in Arts or the Associate in Science degree. Degrees from accredited institutions outside of the United States will be evaluated on a case-by-case basis. Degrees or courses from non- accredited institutions will not be considered.
  + 2.3.7 Students who have completed the requirements for the Cal-GETC, IGETC, or CSU GE Breadth lower-division general education patterns will have satisfied the general education requirements for the Associate in Arts or the Associate in Science degree.

Information Items:

1. Jason Ralphs - Regulations updates related to Admissions & Records
2. AI Survey

Committee Reports (written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

1. District Curriculum Coordinating Committee (DCCC) – Renee Medina
2. District Equity & Student Success Committee (DESSC) – TBA
3. District Educational Technology Committee (DETC) – Morgan Murphy
4. Prison & Reentry Education Program Committee (PREP) – Kalinda Jones
5. Ethnic Studies Council – Tami Cheshire - on hiatus
6. Instructional Accessibility Committee - Beki Mendel
7. District Affordable Learning Materials Committee – Andi Adkins Pogue

Decisions (10-15 minutes per item)

1. Proposed Change to Board Policy P-7241 **2.1.1 (proposed):** Satisfactory completion of a minimum of sixty (60) units of degree‐applicable lower‐division credit courses with a “C” (2.0) grade point average, provided that twelve (12) units must be earned in residence at the **district** (second reading).
2. Proposed Change to Board Policy P-7241 **2.3.3.1 (proposed)**: English Composition, Oral Communication, and Critical Thinking (six [6] units: three [3] units each from (a) and (b)) Courses in English composition, oral communication, and critical thinking are those which use and examine principles and guidelines of clear and logical thinking and communication.
   1. (a) English Composition. Courses fulfilling this requirement must be baccalaureate‐level and include expository and argumentative writing.
   2. (b) Oral Communication and Critical Thinking. Courses fulfilling this requirement must be baccalaureate‐level and include oral communication and critical thinking courses. Critical thinking courses develop an awareness of the relationship of language to logic, resulting in the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. (second reading).
3. Proposed Change to Board Policy P-7412 **2.3.3.2 (proposed)**: Mathematical Concepts and Quantitative Reasoning (three [3] units minimum) Courses in mathematical concepts and quantitative reasoning develop students’ abilities to draw conclusions from numerical information, use formal reasoning processes, practice computational skills, and apply mathematical concepts or formal reasoning to solve real‐world problems. Courses fulfilling this requirement must be at least college‐level and include mathematics and quantitative reasoning courses, including logic, statistics, computer programming languages, and related disciplines. (second reading)
4. Proposed Change to Board Policy P-7412 **2.3.3.6 (proposed):** Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate‐level courses in the four autonomous disciplines within Ethnic Studies or introductory courses that survey the four areas: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies. (second reading).
5. Proposed addition to Board Policy P-7412 **2.3.3.7.2** Students in majors with 45 units or more of required coursework may petition to be exempted from the Living Skills requirement. Each College shall set up a process to apply this exemption. (second reading)
6. Proposal to establish the BDP (Baccalaureate/BS Degree Program) Work Group (second reading)
7. Proposal to establish the Noncredit Feasibility Task Force (first reading)

Discussions (10-15 minutes per item)

1. Cluster Hiring Task Force
2. AI Summit
3. Faculty Hiring Manual revision
4. Moratorium Issues

Items from Colleges for District Academic Senate Consideration:

Other meeting reports

1. Program Placement Council (PPC) – Paula
2. LRCFT – Jason Newman

Future Returning Items:

1. Faculty hiring manual revision process
2. Long Term Temporary positions (LTTs)
3. Faculty Diversity Internship Program (FDIP)
4. Equivalency processes
5. Strategic enrollment management plan
6. District Budget/LAO Report

Upcoming Meetings / Events

1. Oct. 3: PREP Subcommittee 9 am
2. Oct. 7: DALMC Meeting 3:30 pm
3. Oct. 15: DAS Meeting 3-5 pm
4. Oct. 18: Area A Meeting/IEPI Meeting

Land Acknowledgements

**Los Rios Community College District Indigenous Land Acknowledgment Statement**

“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial. Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

**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.”

**SCC Land Acknowledgement**

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”