

# ORANGE COAST COLLEGE

Academic Senate Meeting | April 11, 2023 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>.

## Academic Senate Member Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Rendell Drew, <i>at-Large, Vice President</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Nina Barrios, <i>Part-Time Faculty, Parliamentarian</i>	Present	Marilyn Kennedy, <i>Lit &amp; Lang, PDI Chair, Secretary</i>	Present
Tyler Boogar, <i>Math &amp; Sciences</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics &amp; Kin</i>	Present
Eric Budwig, <i>Technology</i>	Present	Jeanne Neil, <i>Business &amp; Computing</i>	Absent
Irving Chavez Jimenez, <i>at-Large</i>	Present	Lori Pullman, <i>Curriculum Chair</i>	Present
Eric Cohen, <i>at-Large</i>	Absent	Loren Sachs, <i>at-Large</i>	Present
Sean Connor, <i>at-Large</i>	Absent	Katherine Sheehan, <i>Visual &amp; Per. Arts</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Jordan Stanton, <i>Social &amp; Behavioral Sciences</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Brooke Mai Ha - <i>ASOCC Student Representative</i>	Present
Tina DeShano, <i>Consumer &amp; Health Sciences</i>	Present		

**Guests (Optional & Voluntary Sign-In):** Jeanette Grimm, Katie McCarroll, Angelica Suarez, Rebecca Morgan, Michelle Grimes-Hillman, Anna Hanlon, Sheri sterner, Bob Fey, Angelo Esposito, Rob Schneiderman, Irene Naesse.

## 1. Preliminary Matters

A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.

B. **Opportunity for Public Comments:** None.

C. **For the Good of the Order:**

**Senator Cuellar:** The International Multicultural Committee will meet today at 1 p.m. On April 25, 3-4 p.m., CLEEO Project will be hosting Gregory Boyle; the title of his presentation will be "Affectionate Awe...Compassionate Abiding." It will be at the CLEEO Project Center. All are invited.

**Senator Ely:** The Communities of Practice will meet on April 18, 4-5:30 p.m. Food will be provided. Faculty who wish to attend can sign up on Cornerstone.

## 2. Officer, Senator, & Committee Reports

A. **President and Vice-President Reports:**

1. **Vice-President Drew:**

**Senator Raphael G. Warnock:** He will be at the Second Baptist Church in Santa Ana on Sunday, April 16, at two services, and this is a free event. Senator Warnock will not talk about politics; he will be selling some of his books onsite.

**PACE Survey:** Encouraged all employees to take the PACE survey sent out by College President Angelica Suarez. It is anonymous. It is done on a biannual basis and is very important. The main purpose is to promote open and constructive communication and

student success. The PACE survey is being conducted district wide in partnership with North Carolina State University.

## 1. Preliminary Matters (Continued)

### D. Approval of the Minutes:

**Motion 1: Senator Kennedy moved to approve the March 14, 2023, meeting minutes with proposed changes; motion approved with one abstention.**

**Motion 2: Senator Kennedy moved to approve the March 21, 2023, meeting minutes; motion approved with one abstention.**

**Motion 3: Senator Kennedy moved to approve the April 04, 2023, meeting minutes with minor correction; motion approved with one abstention.** [See the Voting Tally at the end of these meeting minutes.]

## 2. Officer, Senator, & Committee Reports (Continued)

### B. President and Vice-President Reports- President Gordon:

#### 2. President Gordon:

**Emergency Preparedness Planning, Friday April 28, 11 a.m.:** There will be an event on emergency preparedness planning here at Orange Coast College. This event is sponsored by the Classified Senate, the Academic Senate, and the Office of the President. It will be in the Student Union room 214, and also accessible via Zoom. It is open to the campus community.

**Green Coast Day 2023:** Will be next week, Wednesday, April 19. The keynote lecture on the impact of the environment on evolution will be given by one of the best-known evolutionary scientists in the country, and will be in Science Hall, 11 a.m. to 12:30 p.m. They are already planning Green Coast Day 2024.

### C. Union/Bargaining Unit Report - CFE President Rob Schneiderman:

**Leadership Elections:** CFE is currently holding leadership elections. If you are a member of the union, you should have received an email with a link to participate in the election.

**Paycheck Issues Survey:** CFE will be sending out an email survey on if you have ever had issues with your paycheck since they have gotten reports from different campuses and want to follow up on that.

**Scholarships:** Union scholarships are available. Those interested can email Maria at the Union Office to get an application.

### D. Diversity, Equity, Inclusiveness and Accessibility (DEIA) Initiatives – Senator Alabi:

**Data Coaching:** She participated in data coaching. There is a focus on equity, diversity, and inclusion, and learning how to look at the data in terms of race. They have had this data for some time now and thinks many would be humbled by trying to search it, understand it, and apply it to our programs. They did an icebreaker focusing on terms that all of us sometimes use, but do not know quite what they mean and how they differ from other terms that we frequently use. The first day was remarkable; she looks forward to continuing it.

E. **Secretary Report – Secretary Kennedy:**

**Roll Call Vote:** Stated that per *Robert's Rules*, when the Senate does a roll call vote and someone is not sure yet on voting *yay*, *nay* or *abstain*, they can say "pass," and there is a second time around where they can give their definitive vote. This is done additionally if someone has walked out of the room, then returned, or did not respond on Zoom with the first call. At the end of a roll call vote anyone can change their vote before it's officially announced by the President.

F. **District Board Policies and Administrative Procedures Committee (BPAP) Report – Senator Kennedy:**

Stated she would submit a written report to the Senate Secretary on the other policies in consideration of time limitations today. [See written portion submitted but not presented due to time constraints in the appendix at the end of these meeting minutes.]

**AP 7120 C Faculty Hiring:** The hiring policy changes, which were initially requested by OCC for a small change, has now turned the process into a behemoth where people keep adding new things to it. The committee is meeting again, Friday, April 14, and she thanked the many faculty who submitted feedback on keeping transcripts in the application packet for the hiring/search committee. Because of that feedback, there will be no changes to the policy and the transcripts will be included without any redactions. The proposed, changed language about being able to reach across disciplines to get somebody who has a required certification, that language is going to stay, but we are still working on rewording, as Coastline had some concerns about some aspects of it. Also, another change is that if the Search committee is unable to select a minimum of three candidates to move forward to the Selection Committee, they must consult with the College President *and the Academic Senate President* [the Senate President was added to the prior language.]

**HR Proposed Changes:** Human Resources wants to add one required supplemental question to elicit the candidate's ability to work and serve individuals in a diverse community college. This question will be approved by the District HR in consultation with the Search Committee. HR also wants to add that after a review of the makeup of a Search Committee, the College President and the Academic Senate President may require the selection of alternative committee members to ensure a diverse committee composition to allow a variety of perspectives. If the College President and Senate President do not agree, then the Vice Chancellor of HR or the Chancellor will be consulted to make the final determination and approve the Search Committee composition.

**Senator Boogar** asked if the new additional question proposed by HR would be in addition to the other three DEIA questions? He stated that it would be nice if there was a requirement to include one with some guidance, and then the hiring committee could tailor it to the to the context of that department. **Senator Kennedy** said she would follow up on that question of how many questions. **Director of Human Resources Rebecca Morgan** stated that the supplemental questions on DEIA were EOAC recommendations. They were never solidified in the AP, and this is solidifying at least one DEIA question. The language reads "in consultation with HR and the committee." **Senator Alabi** asked if it is a policy or not a policy that when the committee forwards their candidates to the President there is no ranking. **Director of Human Resources Rebecca Morgan** replied that they send the candidates unranked. **Senator Kennedy** said that this apparently varies by campus. **CFE President Schneiderman** reported that he deals with a lot of issues and concerns, maybe complaints, and the most common one that he gets is faculty serving

on hiring committees that have to deal with HR interpretations of rules that faculty are then required to follow by HR. He urged faculty to be cautious with the flexibility we give to HR in these situations because it generates massive complaints. **Senator Kennedy** reiterated what President Schneiderman stated and shared that she hears repeated frustration with faculty on Search Committees about HR interference into faculty decisions and processes. Her division is asking, Why not hire more faculty? Why intervene in faculty decisions on hiring committees? **President Gordon** reiterated what **President Schneiderman** said and that they should make the process more faculty friendly.

- G. **Academic Freedom Resolution Report - President Gordon:** On behalf of the Academic Freedom Committee with respect to academic freedom, he thanked the Senate for passing the resolution on academic freedom. It is on the agendas of the senates of the other two community colleges in the district. He will present on academic freedom with two other colleagues at the statewide academic senate plenary. He will ask other academic senates to endorse that same resolution. This is a priority.
- H. **International Multicultural Committee - Vice President Drew:** There will be special guests Rich Pagel, VPAS; Jeanette Grimm, Classified Senate President; and Jason Constein, Director of Accessibility Resource Center.

### 3. Unfinished Business

- A. **Minutes Timeframe:**

VP Drew presided over this agenda item.

**Senator Kennedy** provided a brief summary of her research of other local community college academic senates in terms of length and formatting of minutes. She mentioned a few of those colleges. The average length of minutes for Golden West College is 6.5 pages (tiny font and bullets), Cypress College is almost 11.5 pages, Mount SAC 7.5, Rio Hondo 8, and Pierce was 10. Neither the University of California nor the Cal State University systems are under the Brown Act, except for small bodies that are student run, and therefore their UC and CSU academic senates do not have the Brown Act legal requirements for transparency. For community colleges, however, everything needs to be put out in the open. She stated that **President Gordon** wanted to discuss the change in the timeline.

**President Gordon** stated that the Orange Coast Senate meets every week for an hour. The other two colleges in the district meet every other week for two hours. That is why we have to talk fast and that is why we have to always try to meet in a timeframe. It makes it challenging for the senators with respect to the minutes because of the quick turnaround. Senators usually receive the minutes every Sunday for approval the following Tuesday. He stated that perhaps not everybody has time to review the minutes prior to the Tuesday meeting. He would ask if the members of the Senate prefer to have an additional week [to read and review the minutes]? In other words, would you prefer to get the minutes on a Sunday, take a whole week to read them, and then approve them, not the two days after you get them, but nine days after you get them? Those are the two possibilities.

**Senator Ely** stated that one of the advantages that she sees to that current turnaround is that senators come prepared to the Tuesday meeting because they read what happened the prior week. **Senator Boogar** stated that he agrees with Senator Ely. He would be concerned that if the Senate does nine days later it starts to get jumbled up for which meeting those minutes are for. It might be harder to keep track of exactly

what happened in our memories. **Senator Barnes** stated that she likes the current way because everything is relevant, and senators are aware of what happened at the last meeting.

**Senator Kennedy** stated that the efficiency of the minutes is due to the hard work of the administrative assistants to the Senate, past and present; in particular, Ricky Goetz and currently Beatriz Vaca-Rodriguez; they are the foundation. She thinks it is good to have the minutes due quickly, but also believes there will be some times where they are going to take a little more time. She stated that if there is something that seems odd or incorrect in the minutes, to please send her an email, as Zoom sometimes transcribes regular words into odd, funny, or incorrect ones.

## 4. New Business

### A. **CourseLeaf - Curriculum Chair Pullman:**

Stated that the current curriculum software, CurricuNet, is very challenging to navigate. It is software from 1993 and the interface is challenging. There is another option that they would really like to see if the Senate would be willing to support it, called CourseLeaf. It is a curriculum software module that allows for a streamlined curriculum process. The dynamic workflow will tie course modifications to programs, units, and title changes, which is fantastic because we have to keep up on that and cross-listed courses can be revised together.

With CurricuNet they have to do a lot of data entry to ensure accuracy. The Curriculum Specialist, Elizabeth Page, spends hours making adjustments. CourseLeaf works well for curriculum. It also works incredibly well with scheduling. Everything can be aligned. It develops a timetable that can help to make sure that they have the classes in the right place for the students. It centralizes everything. It is easier to manage. All three Coast colleges would like to implement CourseLeaf as a districtwide option. She is looking for support to switch from CurricuNet to CourseLeaf. A resolution will be brought back to the Senate next week for a vote.

**Senator Boogar** stated that CourseLeaf system is already used for the catalog. He said that if it is implemented, it should make it easier to integrate curriculum and the catalog. **Curriculum Chair Pullman** confirmed that that is correct. She also stated that the Curriculum Committee representatives are on board this implementation. **President Gordon** stated that this would be back on the agenda for next week for a vote.

### B. **Institutional Student Learning Outcomes (ISLO) - Anna Hanlon IE Coordinator:**

Provided a background on Institutional Student Learning Outcomes (ISLOs). In 2008 they came up with ISLOs. We are familiar with our course level outcomes that we assess once every three years. We have a course level, a program level, and an institutional level, a set of institutional student learning outcomes. They were identified in 2008 and then we tried to use them. They first went into the catalog in 2009.

She also went over the definition of an ISLO at OCC. The Curriculum Committee defined an ISLO as "An institutional student learning outcome (ISLO) is the knowledge, skill, ability, and/or attitude that students attain by the end of their college experience *in alignment with their educational goals. The development of ISLO competencies is supported by programs and services provided by both the Instructional and Student Services areas*". Many colleges in the area are defining ISLO like the Curriculum committee defined it.

In 2017, the Institutional Effectiveness (IE) committee reviewed them because we were looking at measurement. They came up with recommendations. Those were brought to the Senate in spring 2018 and it was decided to take those to the Curriculum Committee as global experts in terms of programs and courses to get them to do the review and make recommendations.

There was a pause during the COVID-19 pandemic. In the fall of 2022, Professor Hanlon went to the Curriculum Committee and provided a background and had them review the ISLO statements, as this was their charge. The committee spent time reviewing those statements, revising those statements, and coming up with an original draft of provisions. Those were brought to the IE committee to get feedback. That was done in March. That feedback created revisions and then they were endorsed by the Curriculum Committee. IE reviewed them and had no concerns with them.

She pointed out the highlights of any substantial changes on the Power Point. [See the Appendix at the end of these meeting minutes for the detailed and specific ISLOs in charts.]

**Senator Boogar** stated that a lot of these are roughly aligned to the GE pathway. Some of them are really particular to one program or department. He worries that the programs that some of these are directly impacting have not been appropriately asked for feedback on. He will talk to his division about it. He asked if there are any suggestions what the best way is to present it. **IE Coordinator Hanlon** said that if anyone has feedback, they can email it to her, and she can make the changes. **Senator De Shano** asked how this is monitored, Who determines that these are accomplished? **IE Coordinator Hanlon** said that they have been using the CCSSE (Community College Survey of Student Engagement) as the indirect method. The questions on the CCSSE were mapped by the IE Committee to each of the ISLOs. The ones that did not have sufficient items already in the CCSSE, we created questions so that we have an indirect method. We have also done a direct method where we contracted with ETS (Educational Testing Survey). They had students sit for standardized tests. That option went away. They are looking for other ways to assess, as those could also be mapped to our course SLOs.

- C. **Liquid Syllabi Video**: There was not enough time on the agenda to cover this item. It will be postponed until next week's meeting on 4/18/23.

## 5. Adjournment of the Regular Meeting

**President Gordon** adjourned the meeting at 12:23 p.m.

## 6. Approval of the Minutes: April 18, 2023

**MINUTES:** First draft written by Beatriz Rodriguez Vaca, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.



Voting Talley Chart & Senate Membership	Motion 1	Motion 2	Motion 3
	Minutes 3/14/23	Minutes 3/21/23	Minutes 4/04/23
<i>The President Officer's vote will be recorded as an abstention, unless breaking a tie.</i>			
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye	Aye	Aye
Ball, Jason: Part-Time Senator (2022-2023); am	Aye	Aye	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye	Aye
Barrios, Nina: Part-Time Senator (2022-2023)	Aye	Aye	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye	Aye	Aye
Budwig, Eric: Technology (2020-2023)	Aye	Aye	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Absent	Absent	Absent
Connor, Sean: Senator-at-Large (2020-2023)	Absent	Absent	Absent
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye	Aye	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye	Aye	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye	Aye	Aye
Ely, Cyndee: Part-Time Senator (2022-2023)	Aye	Aye	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Aye	Aye	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025);	Absent	Absent	Absent
Pullman, Lori: Curriculum Chair (Non-Voting)	-	-	-
Sachs, Loren: Senator-at-Large (2022-2025);	Aye	Aye	Aye
Sheehan, Katherine (2021-2024); 11:39 am	Absent	Absent	Absent
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye	Aye	Aye

## Appendix

### A. Additional Written, Submitted Report for the District Board Policies and Administrative Procedures Committee:

**AP/BP 3901: Electronic Information Security:** A required review, but no recommended changes.

**AP/BP Grading and Academic Record Symbols:** As per updated Education Code changes, documentation from students for an EW, or emergency withdrawal, is no longer required. Students can select to be graded as a Pass/No Pass (in classes with that option) or a letter grade up to the last day of the class.

### B. ISLOs as Presented in the Meeting Today

Communication: Students will communicate effectively, which includes:		
Current Statement	IEC/CC Rec	CC Recommendation for Revision
<u>Reading:</u> Students will be able to comprehend and interpret various types of written information in prose and in documentation.	• Combine with Writing	<u>Reading and Writing:</u> Students will demonstrate the ability to comprehend and interpret written information as well as communicate thoughts and ideas through writing with a cultural-proficient lens.
<u>Writing:</u> Students will demonstrate the ability to communicate thoughts, ideas, and information in writing.	• Combine with Reading	
<u>Listening:</u> Students will be able to receive, attend to, interpret and respond appropriately to verbal and/or nonverbal messages and cues.	• Combine with Speaking	<u>Listening and Speaking:</u> Students will be able to receive, interpret and respond to physical, verbal, and non-verbal behaviors and cues of others during social interaction, as well as pay appropriate attention to others' responses to one's own actions and signals.
<u>Speaking:</u> Students will be able to organize ideas and communicate verbal or non-verbal messages and cues appropriate to the audience and the situation.	• Combine with Listening	
<u>Non-verbal:</u> Students will be able to interpret and communicate nonverbal messages and cues.	• Delete – covered in both listening and speaking	Delete

**Thinking Skills: Students will think critically, which includes:**

Current Statement	IEC/CC Rec	CC Recommendation for Revision
<u>Critical, Creative, and Analytical Thinking:</u> Students will be able to reach decisions, solve problems, and make judgments and evaluations using critical, creative and analytical skills.	No changes indicated	<u>Critical, Creative, and Analytical Thinking</u> Students will be able to reach decisions, solve problems, and make judgments and evaluations using critical, creative, and analytical skills.
<u>Quantitative reasoning:</u> Students will develop and demonstrate problemsolving skills by using critical thinking and logical reasoning.  Change to Quantitative Literacy	<ul style="list-style-type: none"> <li>• IEC - Update statement to align with AACU Quantitative Literacy</li> <li>• CC - Instead of Literacy change to Competency</li> </ul>	<u>Quantitative Competency:</u> Students will demonstrate the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

**Thinking Skills: Students will think critically, which includes:**

Current Statement	IEC Rec	CC Recommendation for Revision
<u>Information Competency:</u> Students will demonstrate abilities to determine the extent of information needed; obtain data from various sources; evaluate the information and its sources critically; cite their sources correctly to avoid plagiarism; and understand the ethical and legal issues surrounding the use of information.	IEC - No changes indicated CC - Update	<u>Information Competency:</u> Students will evaluate evidence and its use through writing, speech, and modeling. Students will demonstrate the ability to place the evidence in a larger context, its relevance to the argument, the appropriateness of sources, the possibility of bias, and the degree of support the evidence lends to the claims made in the argument.
<u>Technological Competency:</u> (Computer Science): Students will demonstrate a firm grounding in the foundational concepts of computing in information technology; apply these concepts through the use of contemporary hardware, software, and network infrastructure; and access, interpret, and apply information that facilitates learning and critical inquiry.	IEC - Delete - outdated. CC - keep but update it for modern standards of computer literacy.	<u>Technological Competency:</u> Students will demonstrate their ability to understand and leverage technologies ethically to enhance efficiency, practice adaptability, construct ideas, complete tasks, and accomplish strategic goals.

**Social and Global Awareness: Students will demonstrate a measurable understanding of the world, which includes:**

Current Statement	IEC Rec	CC Recommendation for Revision
<u>Science and Society:</u> Students will apply critical thinking skills concerning the causes and effects of natural phenomena and will become familiar with the rational approach that researchers use to analyze data and formulate logical conclusions.	No changes indicated	<u>Science and Society:</u> Students will apply critical thinking skills concerning the causes and effects of natural phenomena and will become familiar with the rational approach that researchers use to analyze data and formulate logical conclusions.
<u>The Arts and Society:</u> Students will develop skill sets associated with the arts by analyzing aesthetic qualities, evaluating and devising rational arguments, identifying cultural and historical influences, and engaging in artistic expression and experiences.	No changes indicated	<u>The Arts and Society:</u> Students will integrate global competencies to gain a deeper understanding of human experiences through the cultural, historical, and aesthetic qualities. Students will evaluate and devise rational arguments of diverse artistic expressions with tolerance, respect, and awareness through a lens of cultural humility.



**Social and Global Awareness: Students will demonstrate a measurable understanding of the world, which includes:**

Current Statement	IEC Rec	CC Recommendation for Revision
<u>Social Diversity:</u> Students will describe how knowledge from different cultural and moral perspectives would affect their interpretations of prominent problems in politics, society, the arts and /or global relations.	No changes indicated	<u>Social Diversity:</u> Students will synthesize knowledge from different worldviews affecting their interpretations of race, religion, culture, politics, gender, age, socioeconomic status, disability, geography, linguistic environments, or life experiences.
<u>Civics:</u> Students will use theoretical and methodological principles of the social and behavioral sciences to explain and evaluate the human experience; describe institutional, group, and individual processes across social and global contexts or historical periods; and communicate the concepts, theories, and methods used to understand social, political, economic institutions and individual behavior.	No changes indicated	<u>Civics:</u> Students will use theoretical and methodological principles of the social and behavioral sciences to explain and evaluate diverse human experiences. Students will analyze institutional, group, and individual participatory processes across social and global contexts and/or historical periods.

**Personal Development and Responsibility: Students will demonstrate personal development and responsibility, which includes:**

Current Statement	IEC Rec	Recommendation for Revision
<u>Self-management:</u> Students will be able to accurately assess their own knowledge, skills, and abilities; motivate self and set realistic goals; accept that taking feedback well is important to success; respond appropriately to challenging situations.	No changes indicated	<u>Self-management:</u> Students will be able to accurately assess their own knowledge, skills, and abilities; motivate self and set realistic goals; accept that taking feedback well is important to success; respond appropriately to challenging situations.
<u>Social and Emotional Wellness:</u> Students will engage in self-evaluation social and emotional wellbeing and will demonstrate an awareness of the skills and behaviors necessary to develop plans for behavior change for the achievement of satisfactory relationships on an individual, community, and societal level.	Slight change in wording	<u>Social and Emotional Wellness:</u> Students will engage in self-reflection on their social and emotional wellbeing and will demonstrate an awareness of the skills and behaviors necessary to develop plans for behavior change for the achievement of satisfactory relationships on an individual, community, and societal level.

**Personal Development and Responsibility: Students will demonstrate personal development and responsibility, which includes:**

Current Statement	IEC Rec	Recommendation for Revision
<u>Physical Wellness</u> Students will manage personal health and physical fitness by actively applying appropriate principles for the development and implementation of a plan of health and fitness enhancing behaviors.	No changes indicated	<u>Physical Wellness</u> Students will manage personal health and physical fitness by actively applying appropriate principles for the development and implementation of a plan of health and fitness enhancing behaviors.
<u>Workplace/Professional Skills</u> Students will be dependable, reliable, and accountable; meet deadlines and complete tasks; maintain a professional attitude; and work as a productive member of a team.	No changes indicated	<u>Workplace/Professional Skills</u> Students will be dependable, reliable, and accountable; meet deadlines and complete tasks; maintain a professional attitude; and work as a productive member of a team.
<u>Ethics:</u> Students will demonstrate individual moral responsibilities toward themselves and others.	No changes indicated	<u>Ethics:</u> Students will demonstrate individual moral responsibilities toward themselves and others.