ACME Core Steering Committee Agenda

Tuesday, Dec. 7th 12:30-1:30

**Steering Committee:** James Gentile, Drew Sottile, Deb Rimkus, Hannelore Moeckle-Reike, Mike Stefanowicz, Fran Rosselli-Navarra, Mike Rooke, Miah LaPierre-Dreger, Forrest Helvie, Amanda MacTaggart,

**Invited Guests:** Greg DeSantis, and Ken Klucznik

1. ACME Equitable Cost of Delivery
	1. We are investigating how to go about delivering corequisites in a sustainable in equitable way. This may include tuition, lower tuition, fees, waivers for those repeating. Successful implementation of this will not disadvantage students or cause unintended consequences for PELL, PACT, Financial Aid, or full-time status.
2. What are implications of partial implementation vs full implementation?
	1. ACME must be implemented as a statewide Connecticut State Community College. We need to have everyone on board as we go live with corequisites. To have a partial implementation would mean to make a certain population of students eligible for the new coreq courses.
3. Deliverables:
	1. When do we do work on self-guided placement? Guided Self-Placement <https://strongstart.org/resource/developmental-education-self-placement-approaches/>
	2. All programs are waiting on the Math and English courses to be finalized. Fran stated that she would like to have all the course to APRC by mid-spring semester.
4. English and Math: Structure of the co-req courses.  (not discussed)
5. The Future of Professional Learning—for this year, we are funded for partnerships with The Dana Center and ATD. For future support in this area, requests will be channeled through Amanda and Laura.
6. FIRC released proposed WCA outcomes that have implications for ENG 101 and courses requiring that course as a prerequisite. Ken indicated that these were Gen Ed and not ENG 101; the latter could be more rigorous. James noted that they  are significantly different from the current Gen Ed WC outcomes. Can we meet more regularly to keep up with the pace of the work?
7. How do we honor the policy of not grading the support structure and provide feedback to students so if they fail, they understand if they just need to retake the class or if they need to retake the class plus the support section.
8. Advising for ELL will need to be addressed as implementation gets a little further along. How to Guided Pathways Advisors work with ELL students and faculty?
9. Introducing Connie Richardson from The Dana Center!
10. Advisory Council will join us in our Zoom Room from 1:30-2:30pm.