



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

**2023 Spring Plenary Session**

**Adopted April 22, 2023**

**Resolutions Committee**

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

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## RESOLUTIONS TABULATION AND RECORDING

Final votes are recorded by the Resolutions Committee and reported using the following marks, per the [Resolutions Handbook](#) (p.12):

- ACCLAMATION: Moved, Seconded, Acclamation
- M/S/C: Moved, Seconded, Carried
- M/S/U: Moved, Seconded, Unanimous
- M/S/F: Moved, Seconded, Failed
- M/S/R: Moved, Seconded, Referred
- M/S/P: Moved, Seconded, Postponed

## ADOPTED RESOLUTIONS

### 1.0 Academic Senate

#### 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>1</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the inclusion, diversity, equity, antiracism and accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05<sup>2</sup> called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee, and a paper titled *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*, developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, recommended several changes to the ASCCC bylaws to allow part-time faculty to run for election, yet the paper fell short of “assuring participation on the Executive Committee”<sup>3</sup>;

Whereas, Since the 1998 paper *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*, only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that a part-time faculty voice will be included on the ASCCC Executive Committee and that significant barriers still exist to part-time faculty running for election, including the qualification requirements; and

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<sup>1</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>2</sup> Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>3</sup> “Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges.” (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community>.

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty— labeled as “academic, temporary” in Dashboard— made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community Colleges system,<sup>4</sup> and part-time faculty are important voices that are currently not represented on the ASCCC Executive Committee;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty’s ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

M/S/C

### **1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions**

Whereas, Strategic planning is a critical component of successful organizations that provides clear direction and stability and ensures that the organization’s leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan<sup>5</sup> of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;<sup>6</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered the ASCCC’s mission and vision, resolutions, and recommendations from the periodic reviews as well as current issues impacting academic and professional matters to guide the planning; and

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<sup>4</sup> California Community Colleges Chancellor’s Office. *Management Information Systems Datamart*. “Faculty & Staff Demographics Report.” Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). Data table can be found at [https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU\\_Az70\\_ecs4KnNn/view?usp=sharing](https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing).

<sup>5</sup> “The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023.” (Power Point). [https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf).

<sup>6</sup> “Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023.” (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20042823.pdf>.

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions<sup>7</sup> for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

M/S/U

### **1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have consistently been held on a Friday, and the Area C and Area D meetings have consistently been held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

M/S/U

### **1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events**

Whereas, Resolution F21 1.05 states in-part, “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events”<sup>8</sup> without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promotes and provides a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums, through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and

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<sup>7</sup> 2023–2026 ASCCC Strategic Directions—see slide titled “Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026.” (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

<sup>8</sup> Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>.

support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

M/S/U

### **1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**

Whereas, The California Community Colleges system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country<sup>9</sup> and is empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”<sup>10</sup> where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement in California Code of Regulations Title 5 §40404, commonly known as the American Institutions Requirement, which “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens,”<sup>11</sup> is a vital part of the California Community Colleges mission, not just that of the California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life<sup>12</sup> and civic engagement;<sup>13</sup>

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions

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<sup>9</sup> “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

<sup>10</sup> “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

<sup>11</sup> California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

<sup>12</sup> Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

<sup>13</sup> “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.



Requirement”<sup>14</sup>) that they “insist that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and contend “that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”<sup>15</sup>; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved<sup>16</sup> its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to exploring possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this lower division requirement being accessible to the greatest number of students in the college systems;

Resolved, That the Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California community colleges who have signed a petition<sup>17</sup> to support the California State University History Council’s memo in recognition of the essential role American Institutions courses provide for students as pathways to understanding their essential rights and responsibilities in this policy; and

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<sup>14</sup> California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcLdSfx7EJzQ/edit?usp=sharing>.

<sup>15</sup> Ibid.

<sup>16</sup> Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

<sup>17</sup> Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”<sup>18</sup> and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”<sup>19</sup> and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

ACCLAMATION

### **3.0 Diversity and Equity**

#### **3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses**

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement,<sup>20</sup> which states, “The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations” and “believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level”;

Whereas, The LGBTQIA+ community is currently being targeted by harmful legislation nationwide, with the American Civil Liberties Union tracking<sup>21</sup> a total of 460 anti-LGBTQ [IA+] bills in the United States this year, of which 218 are education-related;

Whereas, Existing research<sup>22</sup> demonstrates that one in three (33%) LGBTQIA+ college students seriously considered suicide in the past year and seven percent reported a suicide attempt in the past year, and although the rates of college students considering suicide were higher among LGBTQIA+ college students of color (35%), and “LGBTQ[IA+] college students with access to LGBTQ[IA+] student services through their college had 44% lower odds of attempting suicide in the past year compared to LGBTQ[IA+] college students without access,” demonstrating the potential positive impact of a college’s effort to intentionally support LGBTQIA+ students; and

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<sup>18</sup> California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

<sup>19</sup> Ibid.

<sup>20</sup> ASCCC Values Statement: <https://www.asccc.org/about/values-statement>.

<sup>21</sup> American Civil Liberties Union has tracked and mapped Attacks on LGBTQ Rights in U.S. State Legislatures; research can be found at: <https://www.aclu.org/legislative-attacks-on-lgbtq-rights?impact=>.

<sup>22</sup> The Trevor Project Research Brief on Suicide Risk and Access to Care Among LGBTQ College Students: <https://www.thetrevorproject.org/wp-content/uploads/2022/09/September-Research-Brief-September-Research-Brief.pdf>.

Whereas, A 2016 study<sup>23</sup> on faculty supporting LGBTQIA+ college students found that “faculty serve an important function in supporting [LGBTQIA+ students] towards success” and that “faculty are in a position to assist LGBTQ[IA+] students in leaving the margins and seeking the center of the higher education experience”;

Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;

Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and

Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

Contact: Sean Moore, Compton College

M/S/U

## **4.0 Articulation and Transfer**

### **4.01 S23 Faculty Approval of High School Articulation Agreements**

Whereas, California Code of Regulations Title 5 §55051 states that “the term ‘articulated high school course’ means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section §55002, have determined to be comparable to a specific community college course,”<sup>24</sup> which suggests that policies and procedures guiding established high school articulation agreements are within the purview of local academic senates; and

Whereas, It was reported at the 2018 Curriculum Institute<sup>25</sup> that California Code of Regulations (CCR) Title 5 §55051 was being revised to include language that states “the nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the local curriculum committee established pursuant to section §55002,” and further that “the faculty shall determine that: (a) Content of the articulated course substantially corresponds to the content and rigor of the course outline of

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<sup>23</sup> Nguyen, D. et al. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55 – 63. Accessed at <https://www.tandfonline.com/doi/abs/10.1080/87567555.2015.1078275>.

<sup>24</sup> 2018 Curriculum Institute breakout session “Dual Enrollment – How Do We Move Forward?,” slides 30-32.

<sup>25</sup> “Dual Enrollment – How Do We Continue to Move Forward?” (PowerPoint). <https://www.asccc.org/sites/default/files/Dual%20Enrollment%20CI%202018.pptx>.

record and; (b) The examination adequately measures mastery of the course content as set forth in the course outline of record,” yet such revisions to Title 5 §55051 have yet to be made;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and appropriate system partners to revise California Code of Regulations Title 5 §55051 to ensure that high school articulation agreements are clearly identified as an academic and professional matter, that such articulation agreements uphold the content and rigor of college courses as established in the course outlines of record, and that such articulation agreements are developed and approved only with the consent of the college faculty with the appropriate discipline expertise and bring forward its recommendations for review and consideration for action by the 2024 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges develop guidance and resources for local academic senates to provide standards and effective practices for the establishment of high school articulation agreements that uphold the standards and established course outline of record of college courses by Spring 2024.

Contact: John Freitas, Los Angeles City College

M/S/U

#### **4.02 S23 Separate CSU Approval for “Golden Four” Courses**

Whereas, The minimum transfer admission requirements to the California State University for California community college students are the completion of 60-units of baccalaureate-level coursework with a grade point average of 2.0, which must include the satisfactory completion of courses in the “Golden Four” areas of oral communication, written communication, critical thinking, and mathematical and quantitative reasoning;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) general education pattern will be the only intersegmental general education pattern available to students enrolling in the California community colleges beginning in fall 2025;

Whereas, The standards for approval of California community college courses in oral communication, written communication, critical thinking, and quantitative and mathematical reasoning for inclusion in the California General Education Transfer Curriculum (Cal-GETC) general education pattern will be subject to the minimum standards of the University of California, which are more stringent than the current standards set by the California State University for inclusion in those Golden Four areas in the California State University General Education (CSU GE) Breadth pattern, which will exclude current courses approved for the Golden Four areas in the CSUGE Breadth from the Cal-GETC pattern; and

Whereas, The exclusion of courses currently approved for the Golden Four areas in the California State University General Education Breadth from the California State University General Education (CSU GE) Breadth pattern has the potential to create inequities in student achievement and completion by increasing the difficulty of coursework approved for the Golden Four and subsequently to harm the ability of students to transfer to the California State University unless the California State University establishes policies and procedures for

certifying California community college courses for the Golden Four separate from approval for inclusion in the Cal-GETC pattern;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University for the establishment of policies and procedures for certifying California community college courses in the areas of oral communication, written communication, critical thinking, and mathematics and quantitative reasoning as meeting California State University transfer admission coursework requirements regardless of whether or not such courses are approved for inclusion in the California General Education Transfer Curriculum (Cal-GETC) pattern.

Contact: John Freitas, Los Angeles City College

M/S/C

## **6.0 State and Legislative Issues**

### **6.01 S23 Support AB 607 (Kalra, 2023), If Amended**

Whereas, AB 607 (Kalra, as of February 17, 2023)<sup>26</sup> proposes to modify California Education Code §66406.9<sup>27</sup> by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9<sup>28</sup> currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”<sup>29</sup>; and

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<sup>26</sup> AB 607 (Kalra): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB607](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607).

<sup>27</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>28</sup> Ibid.

<sup>29</sup> Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

Whereas, California Code of Regulations Title 5 §59402<sup>30</sup> states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023) if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9<sup>31</sup> are consistent and to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/U

### **6.02 S23 Support for AB 811 (Fong, as of April 12, 2023)**

Whereas, AB 811 (Fong, as of April 12, 2023)<sup>32</sup> calls for

- 1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. If the repeated course is a transfer-level mathematics or English course pursuant to section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of section 78213.
- (2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with “Satisfactory grade” means that for the course in question, the student’s academic record has been annotated with the symbol “A,” “B,” “C,” or “P”
- (3) The requirement that policies include a requirement that the community college inform a student whether the decision to repeat the course will impact the student’s financial aid qualifications, and to provide priority registration for credit courses to students who require the course for their intended major and to students who have not taken the course.;

Whereas, Current course repetition policies arbitrarily prohibit student success with unnecessary gatekeeping, further disempowering students, who may also face other challenges;

Whereas, California community college students often face challenges, such as food and

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<sup>30</sup> California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>31</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>32</sup> AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

housing instability, changing employment conditions, mental health, and longstanding systemic inequity,<sup>33</sup> that impact their ability for success under present course repetition policy; and

Whereas, Allowing students to repeat credit courses for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of April 12, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

ACCLAMATION

### **6.03 S23 Support Brown Act Teleconferencing Legislation**

Whereas, Local academic senates are considered legislative bodies as defined by the Ralph M. Brown Open Meeting Act, necessitating compliance with all open meeting requirements;

Whereas, Modifications to the Brown Act during the COVID-19 pandemic through Governor Newsom's Executive Order N-29-20 in March 2020 , Executive Order N-35-20 in March 2020, and AB 361 (Rivas, 2021) allowed for attendance via teleconferencing without compliance with some of the long-standing requirements for teleconferencing "when a declared state of emergency is in effect, or in other situations related to public health"<sup>34</sup> and have resulted at many colleges in improved access to academic senate meetings and increased attendance and engagement by faculty as senators and as members of the public;

Whereas, The declared state of emergency resulting from the COVID-19 pandemic ended on February 28, 2023, necessitating a return to long-standing Brown Act requirements for teleconferencing, reducing the robust participation and engagement by faculty given that subsequent legislative solutions, including AB 361 (Rivas, 2021) and AB 2449 (Blanca Rubio, 2022), apply in very specific situations and for limited durations of time; and

Whereas, Academic senates, curriculum committees, and their subcommittees are recommending bodies seeking means of conducting meetings transparently consistent with the intention of the Brown Act while allowing engagement of members and public attendees via teleconferencing in ways similar to what was allowable during the COVID-19 pandemic;

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<sup>33</sup> "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.

<sup>34</sup> AB 2249 (Blanca Rubio, 2022), An act to amend, repeal, and add Sections 54953 and 54954.2 of the Government Code, relating to local government: [https://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449)

Resolved, That the Academic Senate for California Community Colleges support AB 817 (Pacheco, 2023 as of April 14, 2023) Open meetings: teleconferencing: subsidiary body; and

Resolved, That the Academic Senate for California Community Colleges support SB 411 (Portantino, 2023 as of April 14, 2023) Open meetings: teleconferences: bodies with appointed membership.

Contact: Cheryl Aschenbach, Executive Committee

ACCLAMATION

#### **6.04 S23 Support Supervised Tutoring for all Students**

Whereas, AB 1187 (Irwin, 2022)<sup>35</sup> was approved by the Governor of California on September 30, 2022 and amended California Education Code §84757 by adding the following paragraph to subdivision (a): “(10) Supervised tutoring for foundational skills and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors on or before July 31, 2023. These regulations shall ensure that community colleges are compliant with Education Code section 78213 in the implementation of supervised tutoring pursuant to this paragraph”;

Whereas, The Academic Senate for California Community Colleges has supported AB 1187 and prior initiatives to provide academic support for all students through tutoring opportunities for all credit and noncredit courses, as stated in a June 2022 letter<sup>36</sup> to the Chair of the Senate Committee on Appropriations supporting AB 1187; and

Whereas, The “Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading)”<sup>37</sup> regarding California Code of Regulations Title 5, §58160 submitted by the California Community College’s Chancellor’s Office to the California Community Colleges Board of Governors to meet the requirements of California Education Code §84757(a)(10)<sup>38</sup> are under consideration;

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<sup>35</sup> AB 1187 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1187](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1187).

<sup>36</sup> Letter to Chair of the Senate Committee on Appropriations: [https://www.asccc.org/sites/default/files/position-letters/AB\\_1187\\_%28Irwin%29\\_Support\\_June\\_23\\_2022.pdf](https://www.asccc.org/sites/default/files/position-letters/AB_1187_%28Irwin%29_Support_June_23_2022.pdf).

<sup>37</sup> Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading): <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/proposed-supervised-tutoring-regulatory-action-text-a11y.pdf?la=en&hash=AA00375BE79FC1226F8981ADD4982640296FEEF2>.

<sup>38</sup> EDC §84757(a)(10): [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5&article=2](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5&article=2).



Resolved, That the Academic Senate for California Community Colleges support changes to the California Code of Regulations that ensure district resources for supervised tutoring, including allocations of state apportionment funding, shall be provided so that all students taking foundational skills, degree-applicable, and transfer-level courses who need or desire academic support have access to supervised tutoring.

Contact: Ginni May, Executive Committee

M/S/U

### **6.05 S23 Support Revised Title 5 Associate Degree Requirements**

Whereas, The Intersegmental Committee of Academic Senates established a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California” named the California General Education Transfer Curriculum (Cal-GETC)<sup>39</sup> as required by AB 928 (Berman, 2021)<sup>40</sup>;

Whereas, The Academic Senate for California Community Colleges (ASCCC) worked with the California Community Colleges Curriculum Committee and the California Community Colleges Chancellor’s Office to propose amended language for the Associate Degree Requirements in California Code of Regulations Title 5 §55060-55064<sup>41</sup> to align with Cal-GETC per ASCCC Resolution F22 07.01<sup>42</sup>;

Whereas, The proposed requirement in Title 5 §55062(a)(4)<sup>43</sup> may help students to earn an associate degree in cases where excess units factored into their grade point average would render them ineligible for the associate degree, yet transfer institutions may still require that all transferable courses are factored into the grade point average, creating confusion for students who earn an associate degree but are not eligible for transfer with that associate degree; and

Whereas, The provisions of California Code of Regulations Title 5 §55064 Acceptance of Noncredit Courses were inadvertently left out of the proposed revised associate degree requirements;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to investigate any possible negative impacts to

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<sup>39</sup> Cal-GETC: [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

<sup>40</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>41</sup> California Code of Regulations title 5, Division 6, Chapter 6, Subchapter 1, Article 6: [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I62AB8E104C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I62AB8E104C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

<sup>42</sup>Resolution F22 07.01 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway: <https://www.asccc.org/resolutions/comprehensive-title-5-revision-align-associate-degree-general-education-ab-928-required#ftn2>.

<sup>43</sup> Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student’s cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

students from the proposed requirement in Title 5 §55062(a)(4)<sup>44</sup> and identify possible means or alternatives for offsetting any negative impacts of those proposed requirements; and

Resolved, That the Academic Senate for California Community Colleges support the proposed amended language for the Associate Degree Requirements in California Code of Regulations Title 5 §§55060-55064<sup>45</sup> provided that provisions for the acceptance of noncredit courses are included.

Contact: Ginni May, Executive Committee

M/S/C

### **6.06 S23 In Support of Completing Cycle Two of the Baccalaureate Program Approval Process**

Whereas, The Academic Senate for California Community Colleges has supported the creation of appropriate baccalaureate degrees at the community college level<sup>46</sup> after completion of a five-year pilot<sup>47</sup> period plus a first round of baccalaureate degree programs created under AB 927 (Medina, 2021);

Whereas, Many graduates of community college programs are either interested in attaining an applied baccalaureate degree or desire a baccalaureate degree but are unable to participate in programs offered at California State University or University of California institutions due to constraints such as distance, cost, or other responsibilities that constrain the ability to physically attend a university;

Whereas, The Academic Senate for California Community Colleges supports cooperation across the intersegmental groups, yet aside from a letter<sup>48</sup> to the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors from Senator Josh Newman, Chair of the Senate Education Committee, and Assemblymember Mike Fong, Chair of Assembly Committee on Higher Education, no evidence has come to light indicating a critical or immediate need to refine the duplication consultation process, criteria, or the current resolution process for disputes that would justify delays in completing the cycle two application process; and

Whereas, The cycle one application process was paused to allow intersegmental collaboration and refinement of the approval process, including the resolution process for disputes, resulting in the resubmission of program applications previously submitted but not completed in cycle

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<sup>44</sup> Ibid.

<sup>45</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064: <https://docs.google.com/document/d/12tKAs2sCOXI5tZlXYZldXfODdc000abu/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true> .

<sup>46</sup> Resolution 6.06 S21 Support AB 927 (Medina, 2021) As of April 9, 2021: <https://www.asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021>.

<sup>47</sup> SB 850 (Block, 2014): [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0801-0850/sb\\_850\\_bill\\_20140109\\_introduced.html](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0801-0850/sb_850_bill_20140109_introduced.html).

<sup>48</sup> Joint Letter to CCC Leaders (April 18, 2023): <https://asccc.org/sites/default/files/2023-04/Joint%20Letter%20to%20CCC%20Leaders%20%281%29.pdf>.

one and creating a back-log within the system;

Resolved, That the Academic Senate for California Community Colleges support the completion of cycle two baccalaureate degree applications.

Contact: Sharyn Eveland, Taft College

ACCLAMATION

## **7.0 Consultation with the Chancellor's Office**

### **7.01 S23 Destigmatize Academic Probation Language and Processes**

Whereas, Current California Code of Regulations Title 5 §55031 Standards for Probation<sup>49</sup> requires colleges to place students on academic or progress probation if they fall below grade point average or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity, and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, or People of Color as well as justice-impacted students;<sup>50</sup>

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”<sup>51</sup>; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic or progress probation disproportionately impacted Black students, as it found that 41% of Black students were placed on probation versus 24% of White students in California community colleges from 2011 and 2016;<sup>52</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the Title 5 language on probation, including a name change and updating the language and processes to be asset-minded, not punitive; and

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<sup>49</sup> California Code of Regulations, title 5 §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

<sup>50</sup> “The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students.” Brief 1 of 3. (October 2022).

[https://rpgroup.org/Portals/0/Documents/Projects/African\\_American\\_Transfer\\_Tipping\\_Point-\(AATTP\)-Study/AATTP\\_Brief1\\_Fall2022.pdf.](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf)

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic or progress probation while Title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

ACCLAMATION

## **7.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**

Whereas, The California Community Colleges Chancellor’s Office Call to Action states, “Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum,”<sup>53</sup> and current Student Equity and Achievement Plans are required to include action plans around race consciousness in their development and implementations;

Whereas, The Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity* states that “The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change,” that “practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student,” and that “race consciousness is critical and essential to this work”;<sup>54</sup>

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California community colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices<sup>55</sup>; and

Whereas, Rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric<sup>56</sup>—“a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students”—the California Community Colleges DEI In Curriculum: Model Principles and Practices tool,<sup>57</sup> and

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<sup>53</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>54</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

<sup>55</sup> Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the “one solution” who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

<sup>56</sup> Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

<sup>57</sup> DEI in Curriculum Principles and Practices: [https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC\\_DEI-in-Curriculum\\_Model\\_Principles\\_and\\_Practices\\_June\\_2022.pdf](https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf).

the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework<sup>58</sup> for faculty to review their own curriculum;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor’s Office to conduct and publish a review of all state contracted and required faculty training materials in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor’s Office Call to Action,<sup>59</sup> the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*,<sup>60</sup> and the ASCCC adopted paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*;<sup>61</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor’s Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, and People of Color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

M/S/U

### **7.03 S23 Defining Success for Part-Time Students**

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time—over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units—<sup>62</sup> and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the

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<sup>58</sup> OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

<sup>59</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>60</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. [https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review\\_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf).

<sup>61</sup> “Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges.” (2019). Academic Senate for California Community Colleges. <https://Academic Senate for California Community Colleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

<sup>62</sup> California Community Colleges Chancellor’s Office. *Management Information Systems Datamart.* “Full-time/Part-time (Unit Load) Status Summary Report.” Retrieved March 27, 2023, from [https://datamart.cccco.edu/Students/Unit\\_Load\\_Status.aspx](https://datamart.cccco.edu/Students/Unit_Load_Status.aspx).

following:

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development or promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California community colleges do not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life situations that require their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether for full-time or part-time students;<sup>63</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that consists of comprehensive strategies to support their success, includes new metrics for assessing the system support for part-time students, and is based on a holistic definition of student success that incorporates progress towards academic goals of a dynamic student body needing part-time educational opportunities; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the state legislature to adopt measures to support a policy of defining success for part-time students that consists of comprehensive strategies to support their success, includes new metrics for assessing the system support for part-time students, and is a based on a holistic definition of student success that incorporates progress towards academic goals of a dynamic student body needing part-time educational opportunities.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

ACCLAMATION

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<sup>63</sup> Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://Academic Senate for California Community Colleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://Academic Senate for California Community Colleges.org/resolutions/financial-aid>.

#### **7.04 S23 Review of Credit for Prior Learning Regulations**

Whereas, The most recent amendment to California Code of Regulations Title 5 §55050<sup>64</sup> Credit for Prior Learning became effective on March 21, 2020 and includes allowances for multiple methods of awarding credit for prior learning, including “credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams” and further required that each district certify to the California Community Colleges Chancellor's Office by December 31, 2020 that the policies required pursuant to Title 5 §55050 were adopted and implemented;

Whereas, Subsequent to the amendment to Title 5 §55050 taking effect on March 21, 2020, the California State University Chancellor’s Office has twice revised its Executive Order 1036 Credit for Prior Learning Policy (October 7, 2021 and March 4, 2023)<sup>65</sup>;

Whereas, While considerable overlap exists in the requirements for granting college credit using credit for prior learning (CPL) between what the California State University allows in Executive Order 1036 and what the California Community Colleges allow in Title 5 §55050, any differences between the two segments on how college credit is granted for CPL could cause unintended consequences for students; and

Whereas, Consistency of credit for prior learning (CPL) requirements between the California State University and the California Community Colleges will be of benefit to students who seek to both earn community college credit through CPL and transfer to the California State University, and discerning the differences between the CPL requirements of the two segments requires careful review;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and appropriate system partners to review Title 5 §55050 Credit for Prior Learning in comparison with California State University Chancellor’s Office Executive Order 1036 Credit for Prior Learning Policies to identify any differences between the credit for prior learning requirements of the two segments and, if necessary, propose amendments to Title 5 §55050, and present its findings by the 2024 Spring Plenary Session.

Contact: John Freitas, Los Angeles City College

M/S/U

#### **7.05 S23 Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code**

Whereas, California Education Code §66010.4<sup>66</sup> notes that “The California Community Colleges

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<sup>64</sup> Title 5 section §55050 is found at

[https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>65</sup> CSUCO EO 1036 is found at <https://calstate.policystat.com/policy/13085511/latest/>

<sup>66</sup> California Education Code §66010.4:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC).

shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students” and “A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;”

Whereas, AB 2973 (Committee on Higher Education, 2022),<sup>67</sup> an omnibus bill, revised California Education Code §66010.4, eliminating the provision of “remedial instruction for those in need of it” and replacing it with “instruction and additional learning supports to close learning gaps for those in need of it” and changed the terms “remedial” to “pretransfer” and “basic skills” to “foundational skills” throughout other sections of Education Code, fundamentally revising the mission of the California Community Colleges and reducing access to college preparatory coursework;

Whereas, The Academic Senate for California Community Colleges passed Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges<sup>68</sup> in the Fall 2022 Plenary Session with the intent of expanding access to all students, including those most vulnerable in society and those that may benefit from remedial or pretransfer college preparatory education, in order to support their academic trajectory under the auspices of a previously unrevised California Education Code §66010.4; and

Whereas, The Academic Senate for California Community Colleges appreciates reform that attempts to meet the needs of students by increasing access to all coursework but is cognizant that the unintended consequences of enacting changes to California Education Code can adversely affect the robust student population of the system;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to reembrace the consultative process, particularly as it relates to consideration of proposed legislation that amends the mission and vision of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to reaffirm a commitment to placing students’ goals first, including those that directly benefit from remedial or pretransfer college preparatory instruction.

Contact: Raul Madrid Jr., Mt. San Antonio College

ACCLAMATION

## **7.06 S23 Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements**

Whereas, SB 850 (Block, 2014) initiated the California Community College Baccalaureate Degree Pilot Program, and AB 927 (Medina, 2021) made pilot programs permanent and expanded

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<sup>67</sup> AB 2973 (Committee on Higher Education, 2022):

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB2973](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB2973).

<sup>68</sup> Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges:

<https://www.asccc.org/resolutions/reaffirming-mission-and-vision-california-community-colleges>.



opportunities for colleges to implement baccalaureate degree programs;

Whereas, Initial upper division faculty minimum qualifications and baccalaureate degree general education requirements, developed through stakeholder collaboration based on University of California and California State University philosophies for upper division education and adopted by the California Community Colleges Board of Governors in the 2016 Baccalaureate Degree Pilot Program Handbook upon the recommendation of the Academic Senate for California Community Colleges, were revised to comply with requirements of the Accrediting Commission for Community and Junior Colleges; and

Whereas, The Accrediting Commission for Community and Junior Colleges has vetted and will soon adopt new standards that shift from prescription of requirements to encouraging and supporting innovation in all aspects of community college operations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to develop a philosophy statement for upper division general education specific to the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to revisit current baccalaureate degree upper division general education requirements; and

Resolved, That the Academic Senate for California Community Colleges recommend implementation of the faculty minimum qualifications for baccalaureate degree upper division instruction first adopted with Resolution 10.01 F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges and included in the 2016 *Baccalaureate Degree Pilot Program Handbook*.

Contact: Cheryl Aschenbach, Executive Committee

M/S/U

### **7.07 S23 Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement**

Whereas, The California Community Colleges Ethnic Studies Graduation Requirement, codified in California Code of Regulations Title 5 section §55063 Minimum Requirements for the Associate Degree,<sup>69</sup> was adopted upon action of the California Community Colleges Board of Governors (BOG) in 2021, and BOG President Pamela Haynes commented that ethnic studies serves as a means to help “break down barriers to equity” by placing “diversity, equity, and inclusion...and anti-racism at the heart of our work,”<sup>70</sup> and doing so requires experts within the four autonomous disciplines of ethnic studies—African American Studies, Chicana/o/x Latina/o/x Studies, Asian American Studies, or Native American Studies—to teach ethnic

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<sup>69</sup> California Education Code, title 5, section 55063 Minimum Requirements for the Associate Degree: [https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>70</sup> California Community College Ethnic Studies Requirement Frequently Asked Questions 2 September 2022 available through the Vision Resource Center.

studies courses;

Whereas, Courses offered from the four autonomous ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses and frameworks that teach all students about the histories, expressions, and contributions of the diverse cultures that make up California and the U.S., and ethnic studies disciplines engage students in a critical analysis of these cultures and their relationship to the society at large in order to understand and address how systems and structures of racism, classism, etc. impact all populations within the U.S.; and

Whereas, Title 5 §55063 (e) (3) Minimum Requirements for the Associate Degree states, “Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines,” which has been misinterpreted to allow for ethnic studies courses to be taught by non-ethnic studies scholars and for non-ethnic studies disciplines to misrepresent courses as authentic ethnic studies courses, and if this language is unchanged, students may wind up receiving credit for the ethnic studies requirement without ever completing an authentic ethnic studies course;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, through existing processes, to recommend that the Ethnic Studies Graduation Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55063 be amended as follows: “(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course from one of the four autonomous ethnic studies disciplines: Asian American Studies, American Indian/Native American Studies, Black Studies/African American or Africana Studies, and/or Chicana/o/x Latina/o/x Studies.”<sup>71</sup>

Contact: Thekima Mayasa, San Diego Mesa College

M/S/C

### **7.08 S23 AB 1705 Data Validation and Transfer-Level Prerequisites**

Whereas, AB 1705 (Irwin, 2022)<sup>72</sup> goes beyond ensuring that students who have successfully completed prerequisite coursework not be required to repeat that work and requires that all students be allowed to bypass transfer-level prerequisite courses for calculus beginning July 1, 2024 for business calculus and July 1, 2025 for STEM calculus unless colleges are able to validate these pre-requisites using a metric that has not yet been determined as of April, 2023;

Whereas, Any new guidelines for prerequisite validation should be thoroughly vetted by

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<sup>71</sup> Replacement of the following paragraph number (3) of title 5 §55063, under the header (e) Additional Requirements: Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

<sup>72</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705)

discipline faculty and viewed not only through the lens of throughput and course success but also course and program attrition, mastery and retention of student learning outcomes, long-term career and transfer outcomes, and the equity impact of all of the above;

Whereas, Inherent difficulties are involved in creating a study to determine the effectiveness of transfer-level prerequisite coursework that is both statistically sound and fair to students, and thus expecting each college district to complete such a study in a short timeframe is unlikely to lead to reliable data, and using this data could have lasting negative impact on the academic success, retention, and mental health of the students involved, especially since failing to prove the benefit of a prerequisite using narrowly defined metrics is not equivalent to proving the prerequisite does not improve success in subsequent courses; and

Whereas, Students, faculty, and colleges are still grappling with the academic, social, mental health, and personal struggles caused by the Covid-19 pandemic and would benefit from additional time to gather data and flexibility to address changes to educational policies and practices;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would extend the timeline for the AB 1705 (Irwin, 2022) data validation by at least two years;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would remove the language that says that colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, “does not improve their chances of completing calculus for their STEM program”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that discipline faculty are involved in the process of identifying sensible data and metrics for prerequisite validation and to encourage that any data validation include a review of the current placement standards employed by the California State University and University of California system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to develop examples, models, and professional development of counseling practices that would, while working within the mandates of AB 1705 (Irwin, 2022), allow colleges to empower all students to self-advocate in making decisions regarding course selection and enrollment that are best for their educational goals.

Contact: Heidi Ochoa, Saddleback College

ACCLAMATION

## 9.0 Curriculum

### 9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines

Whereas, Resolution 9.03 F20 Ethnic Studies Graduation Requirement<sup>73</sup> and Resolution 9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement were approved by the delegates at the 2020 Fall Plenary Session, and in July 2021 the California Community Colleges Board of Governors approved Title 5 §55063<sup>74</sup> to include the Ethnic Studies Requirement that “Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism”;

Whereas, The California Community Colleges Chancellor Office’s June 9, 2022 FAQs on Ethnic Studies provides guidance and clarification in the Ethnic Studies Requirement that was supported by the Board of Governors, as, per Board of Governors (BOG) President Pamela Haynes, the BOG “voted on the ethnic studies requirement as a means to help ‘break down barriers to equity’ by placing ‘diversity, equity, and inclusion...and anti-racism at the heart of our work’” and this requires true experts in African American studies, Chicana/o/x Latina/o/x Studies, Asian American studies, or Native American studies to teach ethnic studies course core competencies; and

Whereas, Title 5 § 55063 (e) (3) Minimum Requirements for the Associate Degree states, “Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines”; and

Whereas, An Academic Senate for California Community Colleges’ February 2022 *Rostrum* article spells out the importance of hiring faculty as prescribed in the 2022 *Minimum Qualifications Handbook*<sup>75</sup> and clearly states, “Some disciplines at colleges faced with a scarcity of faculty have attempted the single course equivalency solution. Although reasons for desiring to circumvent the regulations may stem from understandable difficulties, such problems are no excuse for hiring someone who is not qualified to teach in the discipline. Individuals hired as faculty members, both full-time and part-time, are expected to have the expertise to teach the range of courses in the disciplines for which they were hired”;

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<sup>73</sup> Resolution F20 09.03 Ethnic Studies Graduation Requirement: <https://www.asccc.org/resolutions/ethnic-studies-graduation-requirement>.

<sup>74</sup> Proposed Revisions to Title 5, Section 5506 Minimum Requirements for the Associate Degree (Ethnic Studies Requirement): [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf)

<sup>75</sup> *Minimum Qualifications Handbook* (2022). <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2022-report-min-qualifications-a11y.pdf?la=en&hash=C250C473024B24162799C9E64C787EF7E50DC5C6>. pp. 7, 27, 30, 38, 45 & 2 p. 26

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered “in or on behalf of other disciplines” to ethnic studies disciplines, specifically the appropriate autonomous core disciplines of ethnic studies, to remain consistent with the Minimum Qualifications Handbook.

Contact: Tamara Cheshire, Folsom Lake College, Area A

M/S/C

## **10.0 Disciplines List**

### **10.01 S23 Disciplines List–Ethnic Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in ethnic studies

OR the equivalent;

and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for ethnic studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

M/S/U

## **12.0 Faculty Development**

### **12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators in order to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, The Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are so instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and @ONE's focus on equitable and culturally responsive distance education practices has supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process, and these trainings were pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community Colleges Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California community colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Amber Gillis, Executive Committee, Online Education Committee

M/S/C

## 13.0 General Concerns

### 13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution 17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation<sup>76</sup> encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination, yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges, since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange's online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized<sup>77</sup>;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC's online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

### 13.02 S23 Adopt *Enrollment Management Revisited Again: Post Pandemic Paper*

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning,<sup>78</sup> which recognized the significant environmental changes that California community colleges find themselves operating in; and

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<sup>76</sup> Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

<sup>77</sup> Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

<sup>78</sup> Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, In 1999 and 2009, faculty leaders contributed their expertise on academic and professional matters as they relate to enrollment management, which subsequently resulted in the crafting of a paper titled the *The Role of Academic Senates in Enrollment Management*<sup>79</sup> and a paper titled *Enrollment Management Revisited*,<sup>80</sup>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Enrollment Management Revisited Again: Post Pandemic*<sup>81</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

M/S/U

### **13.03 S23 Adopt Effective and Equitable Online Education: A Faculty Perspective Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments,<sup>82</sup> which recognized the need to update the existing ASCCC position paper titled *Ensuring Effective Online Programs: A Faculty Perspective* to include current and clarifying information regarding accessibility in online learning environments related to sections 504<sup>83</sup> and 508<sup>84</sup> of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Effective and Equitable Online Education: A Faculty Perspective*<sup>85</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

M/S/C

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<sup>79</sup> "Role of Academic Senates in Enrollment Management." (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

<sup>80</sup> "Enrollment Management Revisited." (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

<sup>81</sup> "Enrollment Management Revisited Again: Post Pandemic." (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

<sup>82</sup> Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

<sup>83</sup> "Protecting Students With Disabilities." (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

<sup>84</sup> "Section 508 Compliance" (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

<sup>85</sup> "Effective and Equitable Online Education: A Faculty Perspective." (2023). Academic Senate for California Community Colleges. [https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education\\_Final\\_03\\_16\\_2023.pdf](https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf).



### **13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

Whereas, The Academic Senate for California Community Colleges recognizes that the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of inclusion, diversity, equity, and accessibility and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors as an “indispensable requisite for unfettered teaching and research in institutions of higher education,” and that “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition”<sup>86</sup>;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors, conveys the importance of academic freedom in relation to free speech, and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as *Protecting the Future of Academic Freedom During a Time of Significant Change*, recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and whereas those efforts are not just attempts to remove Critical Race Theory from the curriculum but rather they are attempts to remove inclusion, diversity, equity, and accessibility from the educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemn political agents who attempt to undermine academic freedom and oppose any legislation or codification of documents that undermines academic freedom, limits free speech, or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) call on past and present leaders of the ASCCC, the California Community Colleges Chancellor’s Office, local senates of the California community colleges, and community college faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to matters related to inclusion, diversity, equity, and accessibility and racial and

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<sup>86</sup> “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; [https://www.aaup.org/sites/default/files/AAUP\\_academic\\_freedom.pdf](https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf).

social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedom, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida’s House Bill 999: Public Postsecondary Educational Institutions;<sup>87</sup> and

Resolved, That the Academic Senate for California Community Colleges stand with colleagues in higher education and K-12 throughout the state and country who may be affected by legislation that endangers academic freedom.

Contact: Pablo Martin, San Diego Miramar College, Area D

M/S/C

### **13.05 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

Whereas, California Code of Regulations Title 5 §41301<sup>88</sup> and the California Community Colleges Chancellor’s Office Legal Opinions 07-12<sup>89</sup> and 95-31<sup>90</sup> promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI’s ChatGPT, AI-powered Bing, and Google’s Bard among other AI

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<sup>87</sup> Florida’s CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that “espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric” – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

<sup>88</sup> California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

<sup>89</sup> California Community Colleges Chancellor’s Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

<sup>90</sup> California Community Colleges Chancellor’s Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.

technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

M/S/C

### **13.06 S23 Establishing Low-Cost Textbook Parameters**

Whereas, Resolution 13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options established that the Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials and supports efforts to increase student access to high-quality open educational resources and to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students;

Whereas, Resolution 17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes;

Whereas, XB12, the instructional-material-cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary for implementation in summer 2022 and requires colleges to code course sections that have "low instructional material costs (as defined locally)"<sup>91</sup>; and

Whereas, Local academic senates have sought guidance regarding what parameters should be used to determine the cost used when deciding whether a given course section is below the locally established low-cost threshold;

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials—e.g., homework systems—at or through the college bookstore that are available to all students; and

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<sup>91</sup> California Community Colleges Management Information System Data Element Dictionary: <https://webdata.cccco.edu/ded/xb/xb12.pdf>

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials that students will own or have access to permanently.

Contact: Michelle Pilati, Rio Hondo College

M/S/C

### **13.07 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals**

Whereas, Selecting course instructional materials is part of the academic and professional matters listed under Title 5 §53200, and faculty have a responsibility to take into consideration the cost associated with those instructional materials;

Whereas, California community colleges have been increasingly subjected to mandates that were initially introduced as optional in areas that are clearly the purview of academic senates, including the creation of associate degrees for transfer, the submission of courses to the Course Identification Numbering System (C-ID), the removal of many math and English prerequisites, implementation of guided pathways, and approaches to maximizing the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt; and

Whereas, The charge of the Equitable Student Experience: Burden-Free Instructional Materials Task Force—initially referred to as a ZTC Taskforce—is to evaluate the existing infrastructure that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term<sup>92</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to assert academic senate primacy in addressing course instructional material cost issues, including all aspects of local low-cost definitions and any goal setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections.

Contact: Julie Bruno, Sierra College

M/S/C

## **15.0 Intersegmental Issues**

### **15.01 S23 Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component**

Whereas, The California Intersegmental General Education Transfer Curriculum (Cal-GETC) includes a component titled “Critical Thinking and Composition,”<sup>93</sup> the name of which would

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<sup>92</sup> Zero Textbook Cost Program Updates, February 23, 2023: <https://asccc-oeri.org/wp-content/uploads/2023/02/ztc-program-overview-and-guidance-a11y.pdf>

<sup>93</sup> Cal-GETC Subject Area 1, English Communication, includes three one-course components: English Composition, Critical Thinking and Composition, and Oral Communication. [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

seem to exclude such philosophy courses as Introduction to Logic (C-ID 110) and Symbolic Logic (C-ID 210);

Whereas, Philosophy courses in Introduction to Logic and Symbolic Logic currently satisfy the critical thinking component (Area A3) of the California State University (CSU) transfer requirements<sup>94</sup> and will continue to satisfy the critical thinking component of the CSU breadth requirements<sup>95</sup>;

Whereas, Logic courses provide excellent training in critical thinking because they challenge students to engage in linguistic and structural analysis, to evaluate the form and the content of deductive and inductive arguments, and to construct rigorous and systematic proofs; and

Whereas, When standards are written that will determine which California community college courses satisfy the Cal-GETC subject areas and which do not, the Special Committee on Cal-GETC would best serve students by defining the subject areas in a broad way that ensures flexibility and options for students rather than in a narrow way that limits student options;

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the subject areas of the transfer pathway in a broad way that ensures flexibility for students; and

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the “Critical Thinking and Composition” component broadly in a way that explicitly allows for California community colleges to include courses such as Introduction to Logic and Symbolic Logic to satisfy that requirement.

Contact: Wesley Sims, Cuesta College

M/S/C

### **15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement**

Whereas, AB 928 (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, health, physical education, dance and nutrition, within the California Community Colleges system;

Whereas, The mental and physical well-being of all California community college and university students continues to be of serious concern, as confirmed by more than 3,500 students in a

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<sup>94</sup> Colleges that offer both Introduction to Logic and Symbolic Logic, and where both of those courses satisfy CSU-GE area A3, include: Berkeley City College, Cabrillo College, Chabot College, Citrus College, Clovis Community College, Coastline Community College, College of the Canyons, Cypress College, De Anza College, Diablo Valley College, East Los Angeles College, El Camino College, Folsom Lake College, Foothill College, Glendale Community College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Madera Community College, Modesto Junior College, Moorpark College, Moreno Valley College, Norco College, Orange Coast College, Oxnard College, Palomar College, Pasadena City College, Reedley College, Rio Hondo College.

<sup>95</sup> “Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue CSU GE Breadth.” [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

statewide survey and over 700 students in a single district survey who support including lifelong learning courses in the GE or graduation requirements and 1,300 California Community College students who have expressed their voice and concern regarding the elimination of lifelong learning and self-development courses in letters written and sent to the Chair of the Senate Education Committee, Chair of the Assembly Higher Education Committee, Assemblyman Marc Berman, and the Intersegmental Committee of the Academic Senates;

Whereas, The California Master Plan for Higher Education (CMPHE) differentiates the distinct roles and respective missions of California's three tier higher educational systems – California Community Colleges, California State University, and University of California – and indicates that a single transfer curriculum should recognize these system differences without ignoring the physical and mental health needs of all students served by the CMPHE; and

Whereas, Kinesiology, physical education, dance, athletics, nutrition and health education are building blocks of academic success for all students, particularly those who are disproportionately impacted, and the elimination of lifelong learning and self-development courses due to streamlining the GE pattern will result in course cancellations due to reduced enrollment in the disciplines identified above and will deny the opportunity for knowledge and skill development, which will exacerbate inequities and health disparities that contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate of the California Community Colleges encourage California community colleges to include lifelong learning self-development courses in local general education requirements for associate degrees to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.

Contact: Kathleen O'Connor, Santa Barbara City College

M/S/C

## REFERRED RESOLUTIONS

### 1.06 S23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North its highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

M/S/R: Referred to the Executive Committee to bring back at Fall 2023 session ensuring the honoree's attendance.

### 10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*<sup>96</sup>, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

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<sup>96</sup> *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16<sup>th</sup> ed.: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

M/S/R: Referred to the Executive Committee to research and bring back to Fall 2023 plenary whether this resolution would be in contradiction to a legal opinion provided by the California Community Colleges Chancellor's Office.

### **13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)<sup>97</sup> “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”<sup>98</sup>; and

Whereas, California Code of Regulations Title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”<sup>99</sup> no statutory or regulatory language defines academic freedom, which has left California community colleges operating with inconsistent

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<sup>97</sup> SR 45 (Min, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SR45](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45)

<sup>98</sup> “Executive Summary.” SR 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>99</sup> California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.



and insufficient policies related to academic freedom<sup>100</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations Title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.<sup>101</sup>

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

### **13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5**

#### **Add a Third Whereas:**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure<sup>102</sup> defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education have changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

#### **Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition<sup>103</sup> as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

### **13.04.02 S23 Withdraw 13.04.01 Define Academic Freedom in Title 5**

Motion To Withdraw Resolution 13.04.01

Contact: Sharyn Eveland, Taft College

### **13.04.03 S23 Withdraw 13.04.02 Define Academic Freedom in Title 5**

Motion To Withdraw Resolution 13.04.02

Contact: Chris Cruz-Boone, Bakersfield College

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<sup>100</sup> Senate Resolution 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>101</sup> Ibid.

<sup>102</sup> "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

<sup>103</sup> Ibid.

### **13.04.04 S23 Amend 13.04 Define Academic Freedom in Title 5**

#### **Add a Third Whereas**

Whereas, Finkin and Post (2009) remind educators that “academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession”<sup>104</sup> and professional ethics and responsibilities prohibit educators from weaponizing their right to academic freedom to create educational or work environments hostile to protected classes or diversity, equity, inclusion, accessibility and anti-racism work.

#### **Add a Fourth Whereas**

Whereas, Joan W. Scott defines expertise as “the production of knowledge informed by disciplined research, [and] science in the public interest” and “the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing ‘the common good’”<sup>105</sup> academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

#### **Amend First Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations Title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.

Contact: Chris Cruz-Boone, Bakersfield College

### **13.04.05 S23 Amend 13.04 Define Academic Freedom in Title 5**

#### **Add a Third Whereas**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure defined academic freedom, which continues to serve as the standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly as Finkin and Post (2009) remind us that, “academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession”[5]. Our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA), and the need for a shared definition is evident.

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<sup>104</sup> Post, R. C., Finkin, M. W. (2009). *For the Common Good: Principles of American Academic Freedom*. Ukraine: Yale University Press.

<sup>105</sup> Scott, J. W. (2019). *Knowledge, Power, and Academic Freedom*. Columbia University Press. <https://doi.org/10.7312/scot19046>

### **Add a Fourth Whereas**

Whereas, Joan W. Scott defines expertise as “the production of knowledge informed by disciplined research, [and] science in the public interest” and “the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing ‘the common good’”[6] academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

### **Amend First Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.[7]

### **Add Second Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office consider AAUP’s definition as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and support of equity driven mission of the California Community Colleges.

Contact: Chris Cruz-Boone, Bakersfield College

M/S/R: Refer resolution and all amendments to Executive Committee for further research and report back by Fall 2023.

## **FAILED RESOLUTIONS**

### **6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)<sup>106</sup> (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,<sup>107</sup> requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)<sup>108</sup> calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5

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<sup>106</sup> AB 2449 (Rubio): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449).

<sup>107</sup> California Government Code §§54950-5496: [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=)

<sup>108</sup> Education Code §70902(b)(7): [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=)

§51023.7<sup>109</sup> and §51023.5<sup>110</sup> state requirements for the “effective participation” of students and staff, in the development of recommendations to the governing board”;<sup>111</sup>

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, including those with disabilities, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;<sup>112</sup>

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),<sup>113</sup> to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access

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<sup>109</sup>California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>110</sup> California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)).

<sup>111</sup> “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges.

[https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating\\_Effectively\\_200503.pdf](https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating_Effectively_200503.pdf).

<sup>112</sup> AB 1275 (Arambula): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB1275](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275).

<sup>113</sup> Ibid.

at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

M/S/F

### **6.03 S23 Support for Additional Exemptions for AB 1887**

Whereas, AB 1887 (Low, 2016) “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]”<sup>114</sup> and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, anti-racism and accessibility including visits to Historically Black College and Universities that are primarily located in states covered by AB 1887’s prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA,<sup>115</sup>

Resolved, That Academic Senate for California Community Colleges support an additional exemption for AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, inclusion, anti-racism and accessibility; and

Resolved, That the Academic Senate for California Community Colleges ask the California Community Colleges Chancellor’s Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, inclusion, anti-racism and accessibility.

Contact: John Crocitti, San Diego Mesa College, Area D

M/S/F

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<sup>114</sup> AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

<sup>115</sup> 2023 National Conference on Race and Ethnicity conference information: <https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

## WITHDRAWN RESOLUTIONS

### 7.02 S23 Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes<sup>116</sup>;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action<sup>117</sup> by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

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<sup>116</sup> Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated":

<https://asccc.org/resolutions/examining-conversion-top-cip>.

<sup>117</sup> The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: [https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT\\_sYWrGVw/edit?usp=sharing](https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing).

## SPRING 2023 PLENARY SESSION DELEGATES

College	FirstName	LastName
Alameda, College of	Matthew	Goldstein
Allan Hancock College	Alberto	Restrepo
American River College	Carina	Hoffpauir
Antelope Valley College	Kathy	Osburn
Bakersfield College	Chris	Cruz-Bone
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Gabriel	Martinez
Butte College	Jess	Vickery
Cabrillo College	Nicholas	Rowell
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Melanie	Sanwo
Coastline College	Lisa	Lee
College of Marin	Maria	Coulson
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa College	Gabriela	Segade
Copper Mountain College	Victoria	Velasquez
Cosumnes River College	Gregory	Beyrer
Crafton Hills College	Natalie	Lopez
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Joyce	Peacock
De Anza College	Erik	Woodbury
Desert, College of	Kim	Dozier
Diablo Valley College	Lisa	Smiley-Ratchford

East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Garry	Johnson
Glendale College	Roger	Dickes
Folsom Lake College	Paula	Cardwell
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Tom	Boroujeni
Fullerton College	Jennifer	Combs
Gavilan College	Cherise	Mantia
Grossmont College	Pearl	Lopez
Hartnell College	Jason	Hough
Imperial Valley College	Ric	Epps
Irvine Valley College	Daniel	de Roulet
Laney College	Leslie	Blackie
Las Positas College	Ashley	Young
Lassen College	Adam	Runyan
Long Beach City College	Suman	Mudunuri
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Carlos	Guerrero
Los Angeles Harbor College	Adrienne	Brown
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Los Rios CCD	Alisa	Shubb
Madera College	Lynette	Cortes Howden
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler



Merritt College	Thomas	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
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Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Raul	Madrid
Mt. San Jacinto College	Nicholis	Zappia
Napa Valley College	Eileen	Tejada
Norco College	Kimberly	Bell
North Orange Continuing Education	Kimberley	Stiemke
Ohlone College	Susan	Myers
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Peralta CCD	Donald	Saotome Moore
Porterville College	Robert	Simpkins
Rancho Santiago CCD	Andrew	Barrios
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Riverside CCD	Mark	Sellick
Sacramento City College	Sandra	Guzman
Saddleback College	Heidi	Ochoa
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Mitra	Sapienza
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell

San Jose-Evergreen CCD	Phuong (Emily)	Banh
San Mateo, College of	Arielle	Smith
San Mateo CCD	Sarah	Harmon
Santa Barbara City College	Tara	Carter
Santa Monica College	Tiffany	Inabu
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Santa Ana College	Claire	Coyne
Sequoias, College of the	Ramyar Alavi	Moghaddam
Sierra College	Heather	Eubanks
Shasta College	Jacquelyn	Horton
Skyline College	Cassidy	Ryan-White
Solano College	Joshua	Scott
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Ventura College	Dan	Clark
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Jason	Librande
West Valley College	Gretchen	Ehlers
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

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