



MEETING

December 4, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 27, 2023

APPROVED

PRESENT: Melissa Bagaglio, Will Dalrymple, Katy Farrell, Molly Faulkner, Jenny Fererro, , Kengo Hotta (ASG), Rodolfo Jacobo, Jason Jarvinen , Lisette Lasater, Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman (ZOOM-JC), Beth Pearson, Maryan Rizk, Seth San Juan, Tanessa Sanchez, Nina Shmorhun, Elena Villa Fernandez de Castro, Anastasia Zavodny

ABSENT: Ben Adams (ZOOM-A), Alexandra Doyle Bauer, Kelly Falcone, Shelbi Hathaway, Nicole Siminski

GUESTS: Matt Grills, Luis Guerrero, Ben Mudgett, Elyse Real, Norma Villegas

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC "emergency circumstances" or ZOOM-JC "just cause." Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

No public comments.

ANNOUNCEMENTS

Senator and PFF Co-President Lawrence Lawson said he signed the final PFF Dues Rebate Check today. Senator and PFF Co-President Will Dalrymple and Senator Lawson have spent time signing all the checks, which are a dues rebate to qualifying members. The goal is to return some excess funds to those members as a thank you for their membership and a recognition that PFF puts action behind its values. If we request the Governing Board do good with its excessive ending fund balance, so should we. The checks will be put in the mail in about two weeks.

Senator Michael Mufson said that *Manifest Destiny* opens Friday, December 1 and runs through December 10. The playwright, Herbert Siguenza will be at the performance and will be part of a forum after some of the various performances. Tickets are available for all shows and can be purchased at <https://www.palomar.edu/palomarperforms/>

Senate President Wendy Nelson said a special Faculty Senate meeting may be added to the calendar, most likely on December 14. Curriculum may need to meet for an emergency meeting on December 13 and should any action be taken then; those actions need to be approved by Senate before the Winter break. Nelson said she will get more information emailed once she knows if the special meeting is needed.

President Nelson reminded faculty to apply for the reassigned time and stipend positions recently announced.

President Nelson announced that a call was put out to fill faculty seats on the Dean of Student Life & Leadership Hiring Committee and no one has volunteered to serve. Nelson said she will volunteer for the instructional faculty position if needed. However, there are still two counseling seats vacant.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Pearson

Faculty Senate approval of meeting minutes dated November 13, 2023 (Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2: MSC Pearson/Faulkner

Faculty Senate approval of actions taken November 15, 2023 at the Curriculum Committee meeting Exhibit 2).

The motion carried.

Senator Jason Jarvinen explained the new courses in the Military Leadership Program.

B. Committee on Committees Elections

No action required.

C. EEDCC Statement

Motion 3: MSC Faulkner/Rizk

Faculty Senate approval of the EEDCC statement (Exhibit 3).

The motion carried.

The statement will be posted to the faculty Senate and EEDCC website.

INFORMATION

A. ASG Report

ASG Senator Kengo Hotta said ASG has not officially met since November 3 due to holidays and other ASG related activities.

B. ASCCC Plenary Update (Exhibit 4)

President Nelson said faculty can go the ASCCC website to read all the information about Fall 2023 Plenary.

<https://www.asccc.org/events/2023-fall-plenary-session>

Nelson reviewed the exhibit (her notes on the focused areas) while providing additional information on the topics and answering questions. She also mentioned that any new proposed legislation can be found here.

<https://leginfo.legislature.ca.gov/>

C. Workforce & Community Development Advisory Group (Exhibit 5)

President Nelson said there used to be a Senate group that would review any Workforce & Community Development course proposals. That group is no longer meeting. There is a current proposal in the queue that needs to be reviewed and Nelson asked for volunteers. Senators Molly Faulkner, Vickie Mellos and Jason Jarvinen volunteered to assist Associate Dean Nichol Roe with this review.

D. Disciplinary Appeals Panel

President Nelson asked for two faculty volunteers to participate in a disciplinary appeal meeting in December. This action involves a student. Senators Nina Shmorhun and Jenny Fererro volunteered to serve.

E. CalGETC Course Impact (Exhibit 6)

President Nelson shared the exhibit and said this is an updated spreadsheet listing the CSU GE course impacts that will be phased out of transfer general education upon implementation of CalGETC in Fall 2025. It's important to note that students already enrolled at Palomar following the CSU GE path or pattern will still have the opportunity to take these courses to complete their degree.

DISCUSSION

A. Review Proposals from Reimagining Instruction Discussion and Presentation (Exhibit 7)

President Nelson said VP Recalde held a reimagining Instruction event to allow for the Palomar community to provide feedback on possible reorganization to Instructional Services. The goal is to redesign instructional divisions taking into consideration the workload of Palomar Deans and additional work to ensure excellence in instruction. VP Recalde provided a summary of the feedback to the Faculty Senate.

The presentation included an outline of the current divisional structure and an outline of a possible new structure. Nelson explained this is a draft of the recommendations and changes can be made before it is given to VP Recalde.

The primary recommendations are as follows:

- Determine the best structure now and hire all of the Instructional Deans needed for implementation at one time rather than hiring the additional Deans over time.
- It will have less of an impact on our college to do one full restructuring.
- Hire three additional Deans to begin in Summer 2024.
- Conduct one hiring committee for all of the new Dean positions.
- Summer 2024: Update all systems to ensure accurate data for the redesign. For example, updating employee information for their new divisions.
- Launch the new academic divisions in Fall 2024.

President Nelson said these are the primary questions or concerns the Senate needs to see “evidence” before moving forward to endorse whatever restructuring occurs:

- Can the college fund three new Deans and stay within the 50% law?
- What is the workload of each of our existing Deans in terms of FTEF and FTES?
- How would FTEF and FTES change for each Dean with the new structure?

Some Senators were concerned about exactly where the funding is coming from for these positions because the budget doesn't reflect that Palomar can do these Dean hires.

Several Senators shared concerns that the Dean hires will need support staff and where is the funding for those. Special attention should also be given to filling all of the vacant ADA positions. Faculty are definitely impacted by the lack of ADAs within the divisions.

President Nelson asked Senators to share this important information. She will bring this back to Senate next meeting for Action.

B. AP 3000 Antiracism Follow-up (Exhibit 8)

President Nelson introduced the discussion item sharing the exhibit. Senator Kelly Falcone created the document and Nelson provided an overview.

Several questions and concerns came up during the discussion and they are follows:

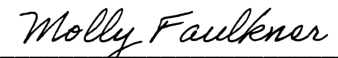
PD Coordinator Luis Guerrero provided additional information and posed questions to be answered. PD is already planning to utilize two of the three hour all college session for Spring 2024 to talk about DEIAA training competencies and criteria. He said there have been some recent legal stays regarding Title 5 DEIAA law changes. Palomar will still push those efforts forward because we are committed to DEIAA. This supports social justice, accreditation policy and others. Guerrero needs assurance from the District and PFF that this work will continue to move forward. It has been over 18 months since this AP was approved and we haven't been able to act on it. Guerrero recommends implementing the language as is and in the future, some of the AP 3000 can be updated.

Senator Lawson said the lawsuits don't affect the training that is already planned. The District has clear guidance that as soon as they put that language on the HR website, the requirement stays in effect. What matters is in terms of evaluations in terms of being able to do training.

Senators continued to review the language on the exhibit and to provide feedback. President Nelson said she will take this feedback back to Council and the PD Coordinators to discuss.

ADJOURNMENT: The meeting was adjourned at 3:55.

Respectfully submitted,



Molly Faulkner, Secretary

EXHIBIT 2

December 4 2023							
					How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?		
Name	Division	Department	Committee	Position		What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Tim Martin	L&L	Library	Elections, Petitions, and Ethics Committee	Faculty	I am committed to ongoing DEI training to improve in my role as someone who directly works with and impacts our students.	I'm in my sixth year at Palomar College and continuing to learn how the College works.	
Marina Parenti	SBS	EHPS	Distance Education Committee (DE)	Instructional Part Time Faculty	I will use my experience with online instructional design in DEI, and asset based language adaption, as well as expertise in OER and will continue to focus on Faculty to Student regular communication and student to student communication in the online community.	I will foster a creative environment using instructional design with both high stakes and low stakes assessments offering active learning and alternative learning modalities to achieve student learning outcomes in the distance education community. I will continue to focus on metrics that focus on student retention and enrollment rates through the use of OER materials.	

EXHIBIT 3

12/4/2023						
				Dean Student Life & Leadership Hiring Committee		
Name	Division	Department	Position:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Confirm
Gabriel Sanchez	Student Services	Counseling	Faculty General Counseling	Open to increasing my self-awareness and continue to grow when it comes to issues related to Diversity, Equity, Inclusion, and Antiracism.	Current counseling co-chair, 17 years experience working in Palomar Student Services and 25 years working in higher education serving students from diverse backgrounds.	
Maryan Rizk	MSE	Biology	Faculty, Instructional	As a member of this hiring committee, I will aim to have a wholistic view of all applicants and evaluate their background from an equity and antiracism lens that takes into account any and all roadblocks and set-backs that may have stood in their way of certain advancement. I will apply a similar approach to what I have developed in my classroom, where I look at the progress of each individual within the context of their cultural background and their life stories. I believe that each human being has a potential to achieve great things and to be servant to those around them. I will aim to bring out and highlight the positive aspects of each applicant to help the committee make an informed decision that will be best for Palomar College and her students, staff, and faculty. I will dedicate myself to completing the HR EEO training and any other DEIAA training that might be required.	This will be my first time serving as a member of a hiring committee at any institution. My current role as a part-time senator in the Palomar Faculty Senate has helped me learn and begin to understand the role of committees in the shaping of the future of the college. I will also use my research and analysis skills that I have gained through my graduate and post-graduate training to provide an objective view to the hiring process. In addition, I will use my skills as equity-minded instructor to bring compassion to a process that maybe very stressful and daunting for the applicants. I realize the magnitude of the type of stress that might accompany this process and hope to bring a balanced approach to it. I will do so by reading all required documentation, actively participating by providing feedback when asked for it, attending all required training, collaborating with others, and recognizing my own biases. I will also use the evaluative skills that I have previously applied as a Scholarship Reviewer at of student scholarship applications Palomar College in Spring 2019.	Vote for 1
Andrew Steinberg	AMBA	Performing Arts	Faculty, Instructional	My collaborations at Palomar College have afforded me the opportunity to consistently approach my work through the lens of equity and antiracism. Rooted in the praxial philosophy, my approach to Diversity, Equity, Inclusion, and Antiracism involves a self-examination of my assumptions, preferences, and approaches. I aim to bring this reflective, clear, and open perspective to the hiring committee and promote an environment that is engaging and fair to all.	As faculty at Palomar College, I teach Music Fundamentals, Electronic Music, and Applied Music. While teaching Electronic Music, I redesigned the curriculum to incorporate Ableton Live and taught synchronously throughout the pandemic. To support racially-minoritized and other underserved, disproportionately disadvantaged students, I worked with Ableton Live's staff to provide complimentary copies of its software while Palomar's campus was inaccessible to students. As a result, students were able to present streaming concerts featuring their original music using digital audio workstations. Providing this kind of access facilitates meaningful learning for all and is an approach that has resulted in my students receiving scholarships to study at the Eastman School of Music, Berklee College of Music, UCLA, San Diego State University, and UC San Diego.	
Yaila Vega	MSE	Biology	Faculty, Instructional	Let's take the time to remind our students that yes excelling academically matters, but as we strive to move with equity and excellence, we want to provide our students with the equitable resources they may need to succeed in higher education. Our students' needs change with personal and societal challenges so it is important to understand that a student does not simply share the identity of a student, but a person encompasses many more identities that may affect their navigation and persistence in higher education. We have to be vigilant and connect with students emotionally and intellectually - this will help us teach with equity. We have to constantly remind our students and ourselves that as we are bringing our whole story to a space, we have to be the representation we always needed growing up. Including, when faculty and staff invite student leaders to have a vote in their decision-making process, it allows students to restore this power dynamic that has been created within the system and allows for students to feel a higher sense of belonging as their voice and needs are validated both in and outside of the classroom. With scholarships, to make this opportunity more accessible and equitable we could go back and reframe some of the questions and expectations that way many students that come from marginalized backgrounds have more opportunities to apply as they describe their unique experiences. For instance, some students may have never volunteered at beach clean-ups but instead have helped their families by taking care of their siblings or their elders or possibly have provided their service to their church). By reframing the questions and requirements, this opens a more expansive access to scholarships to our students of color. If we want our students to come to class or to attain a higher retention and transfer rate, we need to find ways in which students' emerging needs are met so they may have some of those barriers removed. Overall this ties in hand with the overall mission which is to create a space where our students feel welcome and validated as they are navigating within our institution both inside and outside of the classroom. Many of our students are in need of a rightful presence. They need someone to say "I see you and I expect excellence from you." Overall we want to navigate and create spaces that will serve our students with equity and excellence by taking the time to spread awareness of their emerging needs and empower others to join the cause to create equitable change. It is important to keep in mind that showing equity does not mean that we will not ask for expectations and excellence from our students, in particular, our students of color. We want to still create expectations so our marginalized students could prove to themselves that they are resilient and that they are able to persevere because they are more than capable. Overall, we need to ask our faculty if they are genuinely able to teach and mentor students that do not look like them. As faculty, we have the power and agency to implement pedagogical practices that can affect students' navigational processes.	I have always aspired to create a course that is designed to promote student learning rather than simply memorization. Through my lectures and labs, I have always encouraged students to build a community of scientists that help each other succeed and persevere in STEM. I want students to feel comfortable to articulate their strengths and weaknesses and utilize that space to help each other out rather than feel inferior in doing so. I recall how intimidating it would be to seek academic support; therefore, I have strived to create a classroom environment that values equity, vulnerability, and respect as we all come together to help each other succeed in the course. My classroom culture is designed to engage students in collaborating and thinking like a scientist. When people collaborate to work towards a common goal, in this case building our learning in our course, we must establish shared values so that everyone understands acceptable ways of working together in a honest, responsible, respectful, inclusive, fair, and trustworthy manner. This is the mindset and shared core values that I will bring to this committee as I move forward in my academic career at Palomar college!	
			Faculty, Behavioral Counseling	Please note that we received zero faculty volunteers from Behaviroal Counseling.		

December 4, 2023

Faculty Senate Recommendations for the “Revisioning of Instructional Services”:

In response to the “Revisioning Instructional Services” event held and the summary provided, the Faculty Senate would like to share recommendations for consideration

- The Faculty Senate of Palomar College recognizes that the reorganization of Instructional Services is the responsibility and decision of the District.
- Doing the full restructuring at one time may have less negative impact on faculty and staff, thus the Faculty Senate recommends that the district:
 - Determine the best structure and hire all the Deans needed for implementation at one time rather than hiring the additional Deans over time.
 - Hire three additional Deans (and any proposed new Directors/Associate Deans) to begin in Summer 2024 or at the same time.
 - Consider conducting one hiring committee for all the new Dean positions.

Questions:

- Can the college fund three new deans and stay within the 50% law?
- What is the workload of each of our existing Deans in terms of FTEF and FTES?
- How would FTEF and FTES change for each Dean with the new structure?
- Will the college be able to fund the support staff needed for the new positions balancing other current staffing needs?



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Fall Plenary Session

Adopted Resolutions

Resolutions Committee

Erik D. Reese, ASCCC Area C Representative, Area C (Chair)
Robert L. Stewart, Jr, ASCCC Treasurer, Area C (Second Chair)
Juan Arzola, ASCCC At-large Representative, Area A
Davena Burns-Peters, San Bernardino Valley College, Area D
Mark Edward Osea, Mendocino College, Area B
Krystinne Mica, Executive Director
Austin Webster, Interim Executive Director

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RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the [*Resolutions Handbook*](#) (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

ADOPTED RESOLUTIONS

1 ACADEMIC SENATE

01.01 F23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) 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 ASCCC;

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 ASCCC Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee; and

Whereas, Wheeler North was always available to provide advice, albeit weedy at times, and assistance to any faculty member and could provide 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

Acclamation

3 DIVERSITY AND EQUITY

03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

Whereas, The Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹, 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation², 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission,

¹ <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

² <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

Vision, and Values Statements that Include Anti-Racism³, 03.01 F22 Advancing IDEAA in Guided Pathways⁴, 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200⁵, 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement⁶, 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook⁷, 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework⁸, 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work⁹, 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison¹⁰;

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations¹¹ directed the Academic Senate for California Community Colleges to "encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes" and "work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes,"¹² and, as an outcome of that collaboration, updates to Title 5, §53602¹³ were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices¹⁴ directed the ASCCC to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused

³ <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

⁴ <https://asccc.org/resolutions/advancing-idea-guided-pathways>

⁵ <https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-idea-principles>

⁶ <https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>

⁷ <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-idea>

⁸ <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

⁹ <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

¹⁰ <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

¹¹ <https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹² <https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹³ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁴ <https://asccc.org/resolutions/support-diversity-equity-and-inclusion-focused-hiring-practices>

hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, anti-racism, and accessibility elements and ensure compliance with chaptered updates to Title 5, §53602;

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to form an advocacy strategy or an action-oriented community team to safeguard diversity, equity, inclusion, and accessibility work statewide;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring and community building; and

Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements by fall 2024.

Contact: Karen Chow, ASCCC Executive Committee, ASCCC Equity and Diversity Action Committee

MSC

4 ARTICULATION AND TRANSFER

04.01 F23 Communicate Requirements of Articulation of High School Courses

Whereas, AB 1705 (Irwin, 2022)¹⁶, signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course and also establishes that community colleges may not require students to repeat courses taken in high school¹⁷; and

¹⁵ <https://ccconlineed.instructure.com/courses/4924~5733>

¹⁶ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

¹⁷ California Education Code §78213(i)(3): https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&Title=3.&part=48.&chapter=2.&article=1.

Whereas, California Code of Regulations Title 5 §55051¹⁸ has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations Title 5 §55051 Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSU

6 STATE AND LEGISLATIVE ISSUES

06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9

Whereas, AB 607 (Kalra, 2023)¹⁹ modifies California Education Code §66406.9²⁰ to expand the cost information required in course schedules, requiring that 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 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

Whereas, Restricting “course materials” to “digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions” places inappropriate limits on the estimated costs to be included in course schedules by excluding homework systems, art supplies, uniforms, safety equipment, and other expenses that students should be informed of when registering for classes; and

Whereas, California Code of Regulations Title 5, §59402²¹ 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

¹⁸ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²⁰ California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

²¹ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

the required objectives of a course,” establishing the definition of “instructional materials” to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9 as modified by AB 607 (Kalra, 2023) be interpreted to include all instructional materials as defined in California Code of Regulations, Title 5, §59402.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

06.02 F23 Support Vision 2030 Goals and Strategic Directions

Whereas, The California Community Colleges Vision 2030²² merges elements of the Vision for Success and the Governor’s Roadmap for California Community Colleges into three goals of equity in access, equity in support, and equity in success and three strategic directions of equitable baccalaureate attainment, equitable workforce and economic development, and the future of learning, all of which were adopted by the California Community Colleges Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, a public input form, stakeholder town halls, and statewide events, the California Community Colleges Chancellor’s Office has solicited input into Vision 2030 and, as a result of input, has made revisions and will continue to revise the Vision 2030 metrics and actions until action by the Board of Governors in January 2024, with a plan to revisit metrics and actions annually;

Resolved, That the Academic Senate for California Community Colleges formally support the high-level goals and strategic directions of Vision 2030; and

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor’s Office Vision 2030 Feedback Form²³.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

MSC

²² Chancellor’s Office Vision 2030 Webpage: <https://www.cccco.edu/About-Us/Vision-2030>

²³ Chancellor’s Office Vision 2030 Feedback Form: <https://www.cccco.edu/vision-2030-feedback-form>

7 CONSULTATION WITH THE CHANCELLOR’S OFFICE

07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)

Whereas, The California Department of Corrections and Rehabilitation (CDCR), county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas, and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the memorandum of understanding between the California Community Colleges Chancellor’s Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students;

Whereas, The use of CCCApply for all students to enter the California Community Colleges system is required as part of the implementation of the Student Success and Support Program, yet the CCCApply standard application creates challenges for incarcerated individuals aspiring to pursue higher education through a California community college; and

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251²⁴);

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor’s Office in a dialogue with faculty teaching in carceral institutions regarding modification of the CCCApply standard application to remove all known barriers affecting current incarcerated individuals’ ability to successfully apply for admission to a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that the standard application for CCCApply is modified to allow for the collection of data on justice-involved students needed to advocate for equitable allocation of student services and resources.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

Acclamation

²⁴ California Education Code §66251:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

07.02 F23 Clarification of Licensing Requirement and Inclusion of CC BY-NC License in Procedures and Standards of the Board of Governors

Whereas, The Procedures and Standing Orders of the Board of Governors (December, 2022)²⁵ requires that “any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY),” allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052²⁶ establishes that “it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses,” and \$115 million dollars have been appropriated to the California Community Colleges Chancellor’s Office to disperse to the colleges to establish zero-textbook-cost pathways that “prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content”;

Whereas, The requirement to use the CC BY license as established in Procedures and Standing Orders of the Board of Governors (December, 2022)²⁷ can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

Whereas, When authoring or creating new content, faculty may want to prevent the commercialization of their work and choose to use CC BY-NC since the CC BY license does not prohibit the use of openly-licensed resources from being monetized;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office clarify that any licensing requirement established by the California Community Colleges Board of Governors applies only to content authored or created using public funds, as opposed to curated collections of resources that may not be in conflict with the licensing mandates established by the Board of Governors; and

²⁵ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

²⁶ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

²⁷ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)²⁸ to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

Acclamation

07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer

Whereas, The California Community Colleges Chancellor's Office has interpreted AB 1705 (Irwin, 2022)²⁹ to require that students "begin in... math coursework that satisfies a requirement of their program," and the guidance issued in memo ESS 23-19³⁰ states that colleges must place students pursuing the Associate Degree for Transfer in Business Administration 2.0 into a business calculus class or other calculus class; and

Whereas, The transfer model curriculum (TMC) serves as the template for the associate degree for transfer, and the Business Administration 2.0 TMC³¹ allows "finite mathematics OR business calculus OR a math course (excluding statistics) articulated for the business major at a CSU campus" to meet the Associate in Science for Transfer in Business Administration 2.0 degree requirements so long as the course has an articulation agreement for a major³² at a California State University campus;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the guidance provided in memo ESS 23-19³³ clarifying that students pursuing the Associate Degree for Transfer in Business Administration 2.0³⁴ shall be placed into the program-applicable math class that best suits their academic background in math and their academic and transfer goal.

Contact: Wayne Jensen, Folsom Lake College, Area A

MSU

²⁸ <https://creativecommons.org/licenses/by-nc/2.0/>

²⁹ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

³⁰ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisites-a11y.pdf>

³¹ https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc

³² https://c-id.net/cms-uploads/cms/C-ID_Glossary_2016_Final.pdf

³³ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisites-a11y.pdf>

³⁴ https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc

07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes

Whereas, To increase transfer completion, the California legislature has prioritized data-informed reforms, such as AB 1705 (Irwin, 2022)³⁵, with the goal of achieving equitable outcomes;

Whereas, The current throughput model³⁶ uses all students enrolled in a prerequisite class in the calculation of the gateway course's success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color³⁷;

Whereas, Conditional throughput measures success rates exclusively for those students who enroll in and complete a gateway course and, according to the Research and Planning group's pre-calculus/business calculus research³⁸, shows maximized completion for those taking the prerequisite; and

Whereas, AB 1705 (Irwin, 2022)³⁹ does not mandate methodology for local data validation of the efficacy of prerequisite courses⁴⁰, thus allowing for local flexibility given the vast differences in math proficiency across districts⁴¹;

Resolved, That the Academic Senate for California Community Colleges request open and public collaboration with the California Community Colleges Chancellor's Office to enhance the use of data to define and measure equitable outcomes with the goal of developing meaningful metrics;

Resolved, That the Academic Senate for California Community Colleges express its concern regarding the limitations of relying exclusively on throughput to ensure data-informed approaches to increasing equitable outcomes;

³⁵ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

³⁶ See slide 3:

<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

³⁷ See pages 8-9:

https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/MaximizingCalcCompletionForBusinessAdminDegree_May2023.pdf?ver=2023-05-16-072731-540

³⁸ See 1:02:36 – 2:31:15 <https://www.youtube.com/watch?v=whQsv4PeeDY>

³⁹ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

⁴⁰ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

⁴¹ <https://caaspp-elpac.ets.org/caaspp/CompareReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCds1=19000000000000&lstCds2=21000000000000&lstCds3=15000000000000&lstNav=srch>

Resolved, That the Academic Senate for California Community Colleges research and assess conditional throughput as an acceptable metric for data validation and its impact on closing equity gaps, providing feedback to colleges by the fall 2024 Plenary; and

Resolved, That the Academic Senate for California Community Colleges call for allowing local districts to include any data validation metrics that allow local districts to work with system partners to determine how conditional throughput maximizes the probability of students completing math and English in the first year, better addressing their unique needs, particularly as the data validation metrics apply to equity.

Contact: Joshua Lewis, Bakersfield College, Area A

MSC

07.05 F23 Update CCCApply to Address the Needs of Lifelong Learners

Whereas, The Academic Senate for California Community Colleges is committed to ensuring that all Californians have access to high-quality education, regardless of their age, background, or life circumstances;

Whereas, Some lifelong learners face a number of barriers to enrolling in classes, including complex application processes, lack of time and resources, and difficulty navigating the system; and

Whereas, CCCApply is the statewide online admission application center for California Community Colleges and therefore plays a vital role in making access to education more equitable;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to simplify the application process by designing it to be user-friendly and accessible to all applicants, regardless of their prior experience with higher education; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide more support for lifelong learners in the application process by creating resources for lifelong learners, such as a dedicated landing page, FAQ, and a contact form for personalized assistance.

Contact: Nicholas Petti, Mendocino College

Acclamation

07.06 F23 Support Waiver of Transcript Fees for Current and Formerly Incarcerated Rising Scholars

Whereas, California Penal Code §2053.1 directs the Department of Corrections and Rehabilitation (CDCR) to “make college programs available at every state prison for the benefit of inmates” and states that these “college programs shall only be provided by the California Community Colleges, the California State University, the University of California, or other regionally accredited, nonprofit colleges or universities,” and consequently, the CDCR “shall prioritize colleges and universities that... [d]o not charge incarcerated students or their families for tuition, course materials, or other educational components” and “[w]aive or offer grant aid to cover tuition, course materials, or other educational components for incarcerated students”⁴²;

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 challenges system partners to recognize “the importance of equitable access, support and success while bringing to the forefront equitable socio-economic mobility for historically underserved communities by proactively taking college to them wherever they are: we are no longer waiting for students to come to us”⁴³; and

Whereas, Education plays a pivotal role in the rehabilitation and reintegration of incarcerated individuals into society, yet the financial barriers created by rising costs of higher education, which include student fees associated with obtaining educational materials such as transcripts, can hinder these individuals’ educational journeys and student success⁴⁴;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office and the Board of Governors to adopt and implement a policy, consistent with California Penal Code §2053.1⁴⁵, to grant transcript fee waivers for incarcerated and formerly incarcerated students at all California community colleges.

Contact: Gabriel Martinez, Berkeley City College

Acclamation

⁴² [https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=\(a\)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section.](https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=(a)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section.)

⁴³ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013>

⁴⁴ [https://www.ppic.org/publication/keeping-college-affordable-for-california-students/#:~:text=College%20Costs%20Can%20Be%20a%20Barrier%20to%20Access%20and%20Success,-The%20cost%20of&text=In%20a%20recent%20survey%20by,California%20Student%20Aid%20Commission%202019a\).](https://www.ppic.org/publication/keeping-college-affordable-for-california-students/#:~:text=College%20Costs%20Can%20Be%20a%20Barrier%20to%20Access%20and%20Success,-The%20cost%20of&text=In%20a%20recent%20survey%20by,California%20Student%20Aid%20Commission%202019a).)

⁴⁵ [https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=\(a\)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section](https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=(a)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section)

8 COUNSELING

08.01 F23 Noncredit Counseling Professional Learning and Support for Students

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)⁴⁶ and resolutions such as 08.01 S21 Counseling Faculty, Student Success, and Transfer⁴⁷, 04.00 S92 Counselors⁴⁸ and 08.02 F94 Role of Counseling Faculty in Noncredit Programs⁴⁹;

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, a dramatic increase in the fall/spring noncredit enrollment has occurred over the past three years, data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023, and student enrollment also has a three-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023⁵⁰;

Whereas, Noncredit course and program offerings are equity-driven opportunities for all students, including providing opportunities for first-generation students, second language learners, adult learners, and students looking to upskill, which require academic and personal counseling support; and

Whereas, Noncredit students have individualized needs regarding student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that require specialized counseling support, but currently consistent noncredit counseling support is not provided across the California community college system;

Resolved, That the Academic Senate for California Community Colleges encourage all local academic senates to prioritize a discussion on supporting the counseling needs for noncredit students, whether through an identified noncredit counselor or counseling faculty who are supported with professional development on counseling for noncredit students; and

Resolved, That the Academic Senate for California Community Colleges provide resources and tools to support and share effective practices in counseling noncredit students by fall 2024.

Contact: Stephanie Curry, ASCCC Executive Committee, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

⁴⁶ <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

⁴⁷ <https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer>

⁴⁸ <https://www.asccc.org/resolutions/counselors>

⁴⁹ <https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs>

⁵⁰ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

MSC

9 CURRICULUM

09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁵¹ called for the Academic Senate for California Community Colleges (ASCCC) to work with the California Community Colleges Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 Titled 'Standards and Criteria for Courses' to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled"; and

Whereas, In response to ASCCC Resolution 09.01 F21, the California Community Colleges Curriculum Committee engaged in the process of revision to California Code of Regulations Title 5 §55002 and related sections during the 2022-2023 academic year, resulting in draft regulations⁵² available for consideration at the ASCCC Fall 2023 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations Title 5 §55001, §55001.5, §55002, and §55100, with recognition that minor subsequent revisions may be made by the California Community Colleges Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors per Board of Governors Standing Order 206⁵³.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

MSC

09.02 F23 Support of an Equitable Course Prefix in Lieu of ESL

Whereas, The Academic Senate for California Community Colleges has affirmed its commitment to inclusion, diversity, equity, anti-racism, and accessibility through numerous resolutions and

⁵¹ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁵²

[https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20\(strikethrough%20&%20underline\)%20.pdf](https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf)

⁵³ Procedures and Standing Orders of the Board of Governors, December 2022 Edition: <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

resources that prioritize inclusive and affirming practices that recognize and help remove deficit-minded language, policies, and practices;

Whereas, The terms “English as a Second Language” and “ESL” portray multilingual students through a deficit lens, highlights their perceived lack of proficiency in English language skills, ignores that students often already speak several languages before learning English, results in the development of negative stereotypes and biases against them, and contributes to their stigmatization;

Whereas, Current scholarship in second language teaching⁵⁴, along with an increasing number of community colleges and universities in California such as Fresno City College, Ventura College, Santa Ana College, Los Medanos College, Bakersfield College, Santa Rosa Junior College, University of California Davis, University of California Irvine, University of California Santa Barbara, and the University of San Francisco, have adopted more equitable terminology; and

Whereas, AB 1111 (Berman, 2021)⁵⁵ may force these institutions to revert to the use of the stigmatized terms English as a Second Language and ESL for transfer-level courses;

Resolved, That the Academic Senate for California Community Colleges work with discipline experts to adopt more equitable terms in lieu of English as a Second Language and ESL.

Contact: Bitu Bookman, Santa Rosa Junior College, Area B

MSC

13 GENERAL CONCERNS

13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses

Whereas, Fostering a safe, inclusive, equitable, nonviolent, and discrimination-free educational environment is important for all students, faculty, administrators, and staff at California community colleges;

Whereas, The prevalence of sexual harassment and discrimination, as well as inadequate institutional responses to such incidents, is still an ongoing concern at some college campuses⁵⁶; and

⁵⁴ For instance, TESOL Quarterly, the leading academic journal in second language teaching, no longer uses the term ESL and instead uses ‘multilingual students’. See sample articles here:

<https://onlinelibrary.wiley.com/action/doSearch?AllField=multilingual+students>

Furthermore, a growing number of publications in second language teaching and learning have transitioned to the use of the term ‘Multilingual’ instead of ‘ESL’. See examples here:

https://scholar.google.com/scholar?scisbd=1&q=%22multilingual+students%22&hl=en&as_sdt=0,5

⁵⁵ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁵⁶ <https://www.latimes.com/california/story/2023-10-16/inside-a-los-angeles-community-college-professors-sexual-harassment-fight>

Whereas, All forms of sexual harassment and discrimination erode a culture of respect, undermine social justice, interfere with the mission of colleges, are incompatible with Vision 2030 goals, and jeopardize the well-being of all members of the college community;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate to their district governing boards to improve their efforts to prevent sexual harassment and discrimination, including but not limited to professional development, responding decisively to reported incidents, and ensuring a survivor-centered approach to responses, with support provided to survivors throughout the process;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to call upon their college and district administrations to conduct timely, thorough, and impartial investigations into allegations of sexual harassment and discrimination and to take appropriate disciplinary actions if violations are found;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to ensure local community colleges regularly review their policies and procedures regarding sexual harassment and discrimination to ensure their effectiveness and compliance with changing legal standards and best practices and solicit recommendations for policy improvements from all stakeholders, including students, faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

Acclamation

13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for Online Classes

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network, prior to COVID-19, promoted equity and accessibility by allowing students to take online courses and complete in-person exams at nearby participating colleges;

Whereas, In-person assessments help to mitigate inequities which exist in online assessments due to unequal access to technology and reliable internet, both of which can exacerbate test anxiety for students;

Whereas, The CVC-OEI proctoring network disintegrated during the pandemic, leading to the CVC-OEI disallowing courses with in-person testing requirements to be listed; and

Whereas, The CVC-OEI does not have the resources to rebuild the proctoring network on its own and needs the support and participation of assessment centers to establish a robust proctoring network at many locations across the state;

Resolved, That the Academic Senate for California Community Colleges support the revival of the California Virtual Campus-Online Education Initiative Proctoring Network for online classes;

Resolved, That the Academic Senate for California Community Colleges encourage all community colleges in California to participate in the revived California Virtual Campus-Online Education Initiative proctoring network;

Resolved, That the Academic Senate for California Community Colleges urge the California Virtual Campus-Online Education Initiative to reconsider its stance on not listing courses with in-person testing requirements; and

Resolved, That the Academic Senate for California Community Colleges collaborate with key stakeholders to gather support and participation from community colleges for the California Virtual Campus-Online Education Initiative proctoring network's successful revival.

Contact: George Sweeney, Santa Ana College, Area D

MSC

15 INTERSEGMENTAL ISSUES

15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023

Whereas, AB 928 (Berman, 2021)⁵⁷ was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee⁵⁸ consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas⁵⁹:

⁵⁷ AB 928 (Berman, 2021): https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=20210220AB928

⁵⁸ AB 928 Associate Degree for Transfer Intersegmental Implementation Committee:
<https://www.ab928committee.org/committee-membership>

⁵⁹ AB 928 (Berman, 2021) §§(g)(1-3):
https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=20210220AB928

- Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state;
- STEM: Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California;
- Reengagement: Reengaging Associate Degree for Transfer earners who do not transfer or apply for transfer into a four-year postsecondary educational institution;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments⁶⁰ and the committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023 are designed to improve transfer opportunities and close equity and achievement gaps for students in the California Community Colleges system;

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023⁶¹.

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSC

15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023

Whereas, AB 1111 (Berman, 2021)⁶² was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

⁶⁰ September 18, 2023 Meeting:

<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf>

⁶¹ AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023): <https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfb3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf>

⁶² AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=20210220AB1111

Whereas, The AB 1111: Common Course Numbering Task Force,⁶³ consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities, carefully created the Recommended Implementation Plan as of October 2, 2023⁶⁴ through their work beginning in October 2022 based on learning and working sessions, stories from students, faculty, and staff about their experiences regarding common course numbering, and broad vetting throughout the higher education systems in California;

Whereas, The Recommended Implementation Plan as of October 2, 2023, after several revisions, has been designed to be iterative and nimble in order to respond to unanticipated or changing needs that may arise in implementing a common course numbering system in the largest system of higher education in the United States of America; and

Whereas, The Recommended Implementation Plan as of October 2, 2023 models existing processes and structures of the C-ID Course Numbering Identification System, which was designed and is led by the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023.

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSC

15.03 F23 Requiring C grades for Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) was approved by the Intersegmental Committee of Academic Senates to be the “singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC)”⁶⁵;

⁶³ AB 1111: Common Course Numbering Task Force Membership: <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntaskforcerooster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91>

⁶⁴ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

⁶⁵ Cal-GETC Standards page 3: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

Whereas, The California General Education Transfer Curriculum Standards document states that “a minimum ‘C’ grade is required in each college course for Cal-GETC” and that “a ‘C’ is defined as a minimum of 2.0 grade points on a 4.0 scale”⁶⁶;

Whereas, Requiring a grade of C or higher (on a 4.0 scale) for all courses on Cal-GETC will create a system of inequity for transfer students whereby transfer students will be held to more restrictive standards for general education completion than native students of the University of California (UC) or California State University (CSU) systems, as some UCs and CSUs may allow grades of less than C in general education courses as long as students maintain an overall grade point average of 2.0³; and

Whereas, The majority of California community college students transfer to a CSU, requiring them to meet the more restrictive standards of UC general education (GE) completion will potentially block community college students who would have met CSU GE requirements but under Cal-GETC are required to meet the stricter UC GE requirements for acquiring an associate degree for transfer;

Resolved, That the Academic Senate for California Community Colleges recommend to intersegmental partners that they allow completion of the California General Education Transfer Curriculum with an overall 2.0 GPA or higher (on a 4.0 scale) with C or better in Areas 1A, 1B, 1C, and 2⁶⁷.

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards do not allow the use of the College Level Examination Program (CLEP) and remain silent on other forms of credit for prior learning, such as military service credit, to meet any Cal-GETC areas^{68 69};

⁶⁶ Cal-GETC Standards page 20: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁶⁷ Areas 1A, 1B, 1C, and 2 on Cal-GETC refer to the Golden 4 areas required for minimum admission to the CSU system. Courses must be completed with grades of “C-” or higher (on a 4.0 scale) to be eligible for admission.

⁶⁸ Cal-GETC Standards p. 18: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁶⁹ Although the Cal-GETC Standards mentions Credit by Exam, it does not address other forms of Credit for Prior Learning, such as Military Service Credit.

Whereas, The California State University General Education Breadth (CSU GE) has allowed credit for prior learning, such as passing scores on certain College Level Examination Program exams and military service credit⁷⁰ to complete certain CSU GE areas⁷¹;

Whereas, Credit for prior learning, such as military service credit, often entails rigorous training and exposure to diverse experiences that are comparable to formal educational settings, thus deserving recognition and credit in academic contexts; and

Whereas, The College Level Examination Program allows students to “receive college credit for what [they] already know, for a fraction of the cost of a college course”⁷² and may be used as a form of credit for prior learning, thereby allowing students to “fast track their certificates and degrees, enabling them to more directly pursue their chosen careers”⁷³;

Resolved, That the Academic Senate for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to allow credit for prior learning, such as use of passing College Level Examination Program scores or military service credit, on the California General Education Transfer Curriculum.

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

17 LOCAL SENATES

17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts

Whereas, California Education Code §78052⁷⁴ requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” and the Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs as stated in Resolution 03.05 F21 Zero Means Zero Textbook Cost⁷⁵;

⁷⁰ See Article 4 of the California State University’s Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>. The policy states that “Credit shall be awarded for a specific university course or a specific requirement. Each campus shall determine the extent to which units earned for education, training and service provided by the Armed Forces of the United States shall be applied as major, general education, or elective credit according to established campus procedures.”

⁷¹ <https://www.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx>

⁷² <https://clep.collegeboard.org/clep-benefits-for-everyone>

⁷³ Rostrum November 2020: <https://www.asccc.org/content/credit-prior-learning-equity-lever>

⁷⁴ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

⁷⁵ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

Whereas, The Burden-Free Instructional Materials Task Force was convened to “provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term,” and Resolution Number 2023-18 of the California Community Colleges’ Board of Governors⁷⁶ established that “the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs”;

Whereas, The ASCCC encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations, as stated in Resolution 13.01 S21 Institutionalizing Open Educational Resources⁷⁷; and

Whereas, Although the ASCCC has urged “local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program” and encouraged “local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college’s open educational resources and Zero Textbook Cost Program efforts” as directed in Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator⁷⁸, some colleges expect their designated Open Educational Resources liaison to assume this role without additional compensation, and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing zero-textbook-cost pathways requires substantial and on-going work and coordination by faculty; and

⁷⁶ [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/\\$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf)

⁷⁷ <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>

⁷⁸ <https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs>

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for the establishment of a local faculty coordinator position reassigned from their usual duties to lead their college's zero-textbook-cost efforts.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

Acclamation

17.02 F23 Part-time Faculty Inclusion in OER and ZTC Pathways

Whereas, The Academic Senate for California Community Colleges (ASCCC) is committed to the participation of part-time faculty in all academic and professional matters, as evidenced by the inclusion and recognition of part-time faculty through committee appointments, numerous resolutions, position papers, and the adoption of Resolution 01.01 S23 Add a Designated At-Large Part-time Representative to the Executive Committee⁷⁹;

Whereas, The ASCCC "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" as stated in Resolution 03.05 F21 Zero Means Zero Textbook Cost⁸⁰;

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that include part-time faculty authors, showing that adequately compensating part-time faculty supports their involvement in the creation and adaptation of OER; and

Whereas, As of Fall 2022, the California Community Colleges system employs 36,305 (67.2%) part-time faculty—labeled as "academic, temporary" in the dashboard--in comparison to 17,727 (32.8%) full time faculty⁸¹, indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review their local policies and practices related to part-time faculty participating in open educational resources and zero-textbook-cost efforts to ensure that they do not create barriers for efforts that require a long-term commitment;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of

⁷⁹ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁸⁰ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁸¹ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their unions and administrative colleagues to secure the participation of part-time faculty in adopting and adapting open educational resources and in the creation of zero-textbook-cost pathways by adequately compensating them for their work.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

MSU

17.03 F23 Supporting Equal Rights for Part-time Faculty

Whereas, Many resolutions of the Academic Senate for California Community Colleges support assuring that part-time faculty have the same rights as full-time faculty in different, specific areas, including 01.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership⁸², 19.01 S21 Create a Paper on Part-Time Faculty Equity⁸³, 17.02 S22 Increase Part-time Faculty Representation and Communication through Local Part-time Faculty Liaisons⁸⁴, and 01.01 S23 Add a Designated At-Large Part-time Representative to the Executive Committee⁸⁵;

Whereas, According to the American Federation of Teachers' *An Army of Temps: AFT Contingent Faculty Quality of Work/Life Report, 2022*⁸⁶, more than two-thirds of part-time faculty respondents to a survey have considered leaving the academy in the past two years, finding that part-time faculty struggle with low pay, inadequate access to benefits, little or no job security, a lack of professional respect; and lack of professional shared governance opportunities with or without compensation;

Whereas, Given that most disciplines and instructional areas, including non-credit, career technical education, and continuing education, have far more part-time than full-time faculty teaching courses, and faculty representation within local senates is more likely to be more accurate and complete if both part-time and full-time faculty can serve as committee representatives, senators, and officers; and

⁸² <https://www.asccc.org/resolutions/develop-resource-communicate-and-encourage-part-time-faculty-leadership>

⁸³ <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

⁸⁴ <https://www.asccc.org/resolutions/increase-part-time-faculty-representation-and-communication-through-local-part-time>

⁸⁵ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁸⁶

https://www.aft.org/sites/default/files/media/documents/2023/Contingent_Faculty_Survey_2022_interactive.pdf

Whereas, Part-time faculty have the same educational qualifications and increasingly are faced with more of the same expectations as full-time faculty, adding to the rise of a growing movement toward a “One-Tier Faculty System”⁸⁷, and thus any senate traditions, practice, language, or policy that does not allow part-time faculty to serve as representatives or senators in a voting capacity is inequitable and does not affirm equality of esteem or fair representation practice;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to enable part-time faculty to serve as senators in a voting capacity in their local or district senates;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to include part-time faculty membership in their constitutions and bylaws, and actively recruit for part-time faculty participation; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local bargaining units to advocate for part-time faculty participation by adequately compensating them.

Contact: Pablo Martin, San Diego Miramar College

MSU

17.04 F23 Addressing the Health and Well-being Crisis Among California's Community College Students

Whereas, The physical health and mental well-being of California's young adults is currently at a crisis level, with potential devastating long-term effects on both the health status and financial stability of the state⁸⁸, and the Academic Senate for California Community Colleges affirmed the value of lifelong learning courses, including health, kinesiology, and physical education, in the Spring of 2023 with Resolution 15.02⁸⁹;

Whereas, The California Community Colleges system is steadfast in its commitment to reducing equity gaps and dismantling systemic barriers within the education system, and Latinx, Black,

⁸⁷ See “CFT task force to end the two-tier system in the community colleges convenes” (<https://www.cft.org/article/cft-task-force-end-two-tier-system-community-colleges-convenes>) and the CFT’s March 19, 2022 Resolution: “Develop a strategic plan to end two-tier system in the community colleges” (<https://www.cft.org/resolution/develop-strategic-plan-end-two-tier-system-community-colleges>)

⁸⁸ California Community College Physical Education, Kinesiology, and Dance Association (2023). Health and Physical Literacy: An imperative for student success at California Community Colleges. Position statement. <https://www.cccpekd.org/post/cccpekd-position-statement-for-local-degrees-and-asccc-resolution>

⁸⁹ ASCCC SPRING 2023 RESOLUTION: 15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement. <https://asccc.org/resolutions/include-lifelong-learning-and-self-development-graduation-and-general-education>

and Native American Californians experience lower health outcomes compared to other Californians, reflecting a concerning health disparity⁹⁰;

Whereas, The implementation of the California General Education Transfer Curriculum relegates lifelong learning courses to elective status and sends a signal to students that physical literacy, health, and wellness courses are less important, thereby reducing the likelihood that students would enhance their knowledge, competency, and motivation to adopt healthy behaviors through California community college physical education, kinesiology, or health classes; and

Whereas, Decades of research identify that regular physical activity is one of the strongest markers of overall physical and mental health, with cardiorespiratory endurance as the greatest predictor of longevity⁹¹, and, furthermore, when physical activity and health education courses are part of required curriculum, students are more physically active during and after collegiate enrollment with enhanced well-being⁹²;

Resolved, That the Academic Senate for California Community Colleges acknowledge and work to address the current crisis in the physical health and mental well-being of California community college students; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to initiate, reinstate, or maintain kinesiology, physical education and health education 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: Kathy O'Connor, Santa Barbara City College

MSC

⁹⁰ Aurrera Health Group. (October 22, 2021). Health Disparities by Race and Ethnicity in California: Pattern of Inequity. California Health Care Foundation, California Health Care Almanac and Center For Disease Control. Equitable and Inclusive Activity. Active People, Healthy Nation. <https://www.cdc.gov/physicalactivity/community-strategies/equitable-and-inclusive-access.html#print>

⁹¹ Ortega, F. B., Artero, E. G., Jiménez-Pavón, D., & Ruiz, J. R. (2018). Role of physical activity and fitness in the promotion of metabolic and overall health. *European Journal of Human Movement*, 41, 6-16.

⁹² Bradley J. Cardinal , Spencer D. Sorensen & Marita K. Cardinal (2012) Historical Perspective and Current Status of the Physical Education Graduation Requirement at American 4-Year Colleges and Universities, *Research Quarterly for Exercise and Sport*, 83:4, 503-512, DOI: [10.1080/02701367.2012.10599139](https://doi.org/10.1080/02701367.2012.10599139) and Moo Song Kim & Bradley J. Cardinal (2019) Differences in university students' motivation between a required and an elective physical activity education policy, *Journal of American College Health*, 67:3, 207-214, DOI: [10.1080/07448481.2018.1469501](https://doi.org/10.1080/07448481.2018.1469501).

20 STUDENTS

20.01 F23 Equitable Treatment of Part-time Students for Student Tutor Positions

Whereas, California Education Code §88076⁹³ exempts from classified service “full-time students employed part-time” and “part-time students employed part-time in a college work-study program or in a work experience education program conducted by a community college that is financed by state or federal funds,” which results in fewer opportunities for employment for part-time students even though they make up over 65% of credit students⁹⁴;

Whereas, The Academic Senate for California Community Colleges has recognized the need to adopt comprehensive strategies to support the success of part-time students⁹⁵; and

Whereas, Creating greater flexibility for hiring part-time students as student tutors will enable more peer tutoring, which benefits students with personal connection and will help part-time student tutors with enhanced campus engagement and further strengthening of their subject matter expertise⁹⁶;

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California Legislature to revise California Education Code §88076⁹⁷ to add an additional exemption from classified service for “part-time students employed part-time as student tutors” without necessitating that the student is in a college work-study program or in a work experience education program.

⁹³ California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

⁹⁴ California Community Colleges Chancellor’s Office. Management Information Systems Datamart. “Full-time/Part-time (Unit Load) Status Summary Report.” Retrieved October 1, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx

⁹⁵ Resolution S23 07.03 Defining Success for Part-time Students: <https://asccc.org/resolutions/defining-success-part-time-students>

⁹⁶ For an example of research on the benefits of peer tutoring, see Valeria A. Russ, *The Relationship Between Final Grades and Tutoring Methods of At-risk College Freshmen*, (2015). *Walden Dissertations and Doctoral Studies Collection*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1200&context=dissertations>

For an example of research on the benefits for the peer tutor, see Kait Bouthillette, “Tutor, Guide, Lead: Examining the Experiences of Peer Tutors” (2016). *Higher Education Student Work*. 11.

https://scholarworks.merrimack.edu/soe_studentpub/11

For a quick summary of findings on the effectiveness of peer tutoring, see Troy Markowitz, *The Power of Peers In Higher Education*, Forbes, July 9, 2020 <https://www.forbes.com/sites/troymarkowitz/2020/07/09/the-power-of-peers-in-higher-education/?sh=2ded07de313c>

For a testimonial from a student tutor on how peer tutoring benefits the tutor and tutee, see Doug Kovel, *Peer Tutoring in the Pandemic*, Inside Higher Education, March 23, 2021 <https://www.insidehighered.com/views/2021/03/24/benefits-peer-tutoring-and-how-develop-effective-program-opinion>

⁹⁷ California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

MSU

20.02 F23 Provide Student Access to Free Open Educational Course Resources

Whereas, Academic Senate for California Community Colleges Resolution 20.02 F20 Ensure Course Cost Transparency for Students⁹⁸ 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”;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes”⁹⁹ but do not require that colleges provide the URLs where students can access open educational resources (OER) that may be used in lieu of commercial texts, thereby denying students the opportunity to peruse readily-available resources and, when available, to obtain print versions of those resources; and

Whereas, Faculty who are using OER in lieu of a commercial text and wish to provide access to that OER via the internet course schedule may not be provided with a mechanism for doing so;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to develop a procedure to publish URLs, where available, to free open educational resources in the course schedule; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to develop Title 5 language that requires districts to publish in course schedules the URLs, where available, where students may access free open educational resources.

Contact: Michelle Pilati, Rio Hondo College, Area C

MSU

⁹⁸ <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>

⁹⁹ Higher Education Opportunity Act page 33: <https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

FAILED RESOLUTIONS AND AMENDMENTS

09.02.01 F23 Amend Resolution 09.02

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges express its support for the adoption of a more equitable term such as 'EMLS' (English for Multilingual Students) or ESOL (English for Speakers of Other Languages) in lieu of 'ESL' (English as a Second Language) in Common Course Numbering.

Contact: Richard Weinroth, San Diego College of Continuing Education

MSF

09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American Institutions and Ideals

Whereas, History and political science courses teach the nuts and bolts of our government as well as the fragility and importance of our democratic institutions and at this time in our nation's history, where our democratic institutions are under attack, the importance of civic engagement with our democratic institutions, processes, and each other;

Whereas, In Spring 2019, the Academic Senate for California Community Colleges adopted resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement¹⁰⁰ resolving to “explore possibilities for adding a requirement similar to the California State University’s United States History, Constitution and American Ideals Requirement to the associate’s degree requirements for the California Community Colleges”; and

Whereas, In Spring 2023, the Academic Senate for California Community Colleges adopted resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement¹⁰¹ resolving to “renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement”;

¹⁰⁰ Resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.asccc.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly>

¹⁰¹ Resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement: <https://www.asccc.org/resolutions/higher-education-and-health-democracy-solidarity-csu-faculty-colleagues-preserve>

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 Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)¹⁰² be further amended to add the following: "(7) U.S. History and U.S. Government (minimum 6 semester/ 8 quarter units). Courses fulfilling this requirement include a baccalaureate-level course in U.S. history offered within the discipline of history and a baccalaureate-level course in U.S. government offered within the discipline of political science";

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 Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)(4)¹⁰³ be further amended to update the following: "(4) Social and Behavioral Sciences (minimum of ~~3~~ 6 semester /~~4~~ 8 quarter units)"; and

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 requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)¹⁰⁴ be further amended to update the following: "(c) A minimum of ~~21~~ 30 semester units (~~28~~ 44 – ~~31~~ 47.5 quarter units) of general education in the areas described below." and Title 5 §55062(a)(3)¹⁰⁵ be further amended to update the following: "(3) Completion of a minimum of ~~21~~ 30 semester units (~~28~~ 44 – ~~31~~ 47.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University".

Contact: Josh Franco, Cuyamaca College, Area D

MSF

¹⁰² On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

¹⁰³ On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

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¹⁰⁵ On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

14.01 F23 Attendance and Grading

Whereas, Title 5 §53200¹⁰⁶ makes grading policies the purview of the academic senate listed as number three of academic and professional matters, commonly referred to as the 10+1, which requires collegial consultation of the academic senate by a district's board;

Whereas, The Curriculum Resources for California Community Colleges website¹⁰⁷ attempts to answer the question of "Can an instructor assign a grade or points based on a student's attendance?" The answer is not definitive, but it appears to indicate that grading attendance is not allowed;

Whereas, A legal opinion¹⁰⁸ by Robert J. Bezemek, in 2009, in response to questions raised at the California Federation of Teachers (CFT) Convention on March 21, 2009, concludes that "faculty authority to include attendance in determining grades is protected by the Education Code and the parties Agreement. A regulation regulating a curriculum committee's review of the academic content of courses for purposes of new course approval cannot detract from this legal right. Hopefully college districts will afford faculty the discretion they are allowed by law and contract to determine the proper role attendance should play in grades issued in their classes."; and

Whereas, The authority relied upon in the legal opinion is primarily the California Education Code and therefore overrides Title 5 which is the sole authority that the Curriculum Resources for California Community Colleges website¹⁰⁹ relies on to make its determination;

Resolved, That the Academic Senate for California Community Colleges provide recommendations and share effective practices on allowed uses of attendance in grading processes and report out to the field at the spring 2024 Plenary.

Contact: Tom Boroujeni, Fresno City College, Area A

MSF

¹⁰⁶

<https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&transitionType=Default&contextData=%28sc.Default%29>

¹⁰⁷ <https://www.ccccurriculum.net/faq>

¹⁰⁸ <https://1drv.ms/b/s!AqHw5FvHmpd-rVPmPaYERf5Fdl8m?e=VFKlgY>

¹⁰⁹ <https://www.ccccurriculum.net/faq>

DELEGATES

College	First Name	Last Name
Alameda, College of	Jennifer	Fowler
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Jess	Vickery
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills
Chabot College	Mona	Abdoun
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Teresa	Mendes
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean	Moore
Copper Mountain College	Jennifer	Anderson
Cosumnes River College	Jacob	Velasquez
Crafton Hills College	Meridyth	McLaren
Cuesta College	Alexandra	Kahane
Cypress College	Kathleen	McAlister
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Folsom Lake College	Paula	Cardwell
Foothill College	Patrick	Morriss
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Tom	Boroujeni
Fullerton College	Jeanette	Rodriguez
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Grossmont College	Pearl	Lopez

College	First Name	Last Name
Hartnell College	Kelly	Locke
Imperial Valley College	Ric	Epps
Irvine Valley College	Rebecca	Beck
Laney College	Leslie	Blackie
Lassen College	Adam	Runyan
Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Los Rios CCD	Alisa	Shubb
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Frank	Rivera
Moorpark College	Matthew	Morgan
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Michelle	Vogel Trautt
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Kyle	Livie
Orange Coast College	Rendell	Drew
Oxnard College	Claudia Moreno	Parsons
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Pasadena City College	Lindsey	Ruiz
Peralta CCD	Matthew	Goldstein
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Claire	Coyne

College	First Name	Last Name
Redwoods, College of the	Deanna	Herrera
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Riverside City College	Jo	Scott-Coe
Saddleback College	Margot	Lovett
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Jennifer	Boots
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Sheri	Miraglia
San Joaquin Delta College	Becky	Plaza
San Jose City College	Elena	Dutra
San Mateo, College of	Tod	Windisch
San Mateo CCD	Lindsey	Ayotte
Santa Ana College	Merari	Weber
Santa Barbara City College	Kathy	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Skyline College	Cassidy	Ryan
Solano College	Joshua	Scott
Southwestern College	Andrew	Rempt
Taft College	Candace	Duron
Ventura College	Alex	Kolesnik
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	Manuel	Vélez
Secretary	LaTonya	Parker
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Christopher	Howerton
At-large Representative	Juan	Arzola
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Kimberley H.	Stiemke
South Representative	Carlos	Guerrero
Area A Representative	Stephanie	Curry
Area B Representative	Karen	Chow
Area C Representative	Erik D.	Reese
Area D Representative	María José	Zeledón Pérez



**PEER ONLINE
COURSE REVIEW**



California
Community
Colleges

California
Virtual Campus

Faculty Senate Presentation 12/4/2023

Information about:
Peer Online Course Review (POCR),
the CVC Exchange,
and Quality-Reviewed Badges

What is the California Virtual Campus, aka CVC Exchange?

California Community Colleges | California Virtual Campus

Students Educators About FAQs

Home → Online Courses

Online Courses

Enroll in online courses offered at multiple California Community Colleges.

SEARCH ONLINE COURSES HOW IT WORKS? MORE INFORMATION

Online Courses

HOME CALIFORNIA COLLEGE

☐ I don't have a home California college

☒ I have a home California college

Select your home college

SEARCH BY

☐ Gen Ed Requirements

☐ Home College Course Name

☐ Keyword

☐ Subject

Please select a college and search type to find classes.

Find Classes

Students' steps to using the CVC:

1. Find online courses at California Community Colleges other than your Home College
2. Review online course information, share, and save for later
3. Complete your online course registration and finish your general education requirements faster

How do courses show up for students in the CVC Course Exchange?

Available courses in the CVC Course Exchange are displayed to students in the following order:

1. Available Home College courses

- Any Home College courses with a **Quality Reviewed** badge appear at the top of this list

2. Available Teaching College Courses

- Any Teaching College courses with a **Quality Reviewed** badge appear at the top of this list

3. Any other available courses offered through other CCCs participating in the Exchange

What is a CVC Exchange Home College vs. Teaching College?

• Home College:

- The college from which students enter the CVC Exchange to take courses through other colleges.

• Teaching College:

- The college that offers courses via the CVC Exchange to students from other participating colleges through cross-enrollment.
- Cross-enrollment allows students to enroll without completing a separate application.

CVC Exchange Metrics as of November 2023

	2021-2022	2022-2023	2023-2024 (To Date)	2023-2024 (Projection/Goal)
Home Colleges	73	98	107	115
Teaching Colleges	16	39	54	70
Cross-Enrollments	1,523	6,586	3,655	15,000

- Cross-Enrollments: Students taking a course at another teaching college
- **Palomar College: Teaching College Implementation cohort begins February 2024**
- Regional Implementation timeline:
 - SWC: Completed Teaching College implementation in January 2023
 - SDCCD: Implementation cohort November 2023
 - IVC: Implementation cohort Jun 2023
 - GCCCD: Implementation cohort July 2024
 - MC: Implementation cohort October 2024

What is a Quality Reviewed Badge?

- **Courses with a Quality Reviewed badge are listed first in the CVC Course Exchange**
- Courses earn a Quality Reviewed badge in the CVC Course Exchange when they have been reviewed and approved through a colleges local Peer Online Course Review (POCR) process.



Fall 2023 - Semester

Aug 21 to Dec 16

CRN: 71592

Format: Online - Asynchronous

 **Quality Reviewed**

 **Time:** TBA

 **Professor(s):** Marina Parenti

 **Live Seat Count:** 36 - (less than a minute ago)

\$138.00 

Open

Apply

What are the POOCR Required Elements to Earn a Quality Reviewed Badge?



California
Community
Colleges

Online Education
Initiative

COURSE DESIGN RUBRIC

The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.



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April 2020/ACC52021

Quality Reviewed Courses must align with the 44 elements of the CVC Course Design Rubric

- **Section A: Content Presentation**

- 14 elements (A1-A14): how content is organized and accessed in the course management system.
- Key elements include course navigation, learning objectives, and access to student support information.

- **Section B: Interaction**

- 6 elements (B1-B6): address instructor-initiated and student-initiated communication.
- Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

- **Section C :Assessment**

- 8 elements (C1-C8): address the variety and effectiveness of assessments within the course.
- Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

- **Section D : Accessibility**

- 16 elements (D1-D16): determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").

How Did Palomar Become a POCR Certified Campus?

- Fall 2021: Began the process to become a Local POCR Certified College
 - Submitted application to the State to become a POCR certified college.
 - POCR Certified College application requirements:
 - Develop a local POCR process and a local POCR review team
 - Palomar POCR process developed, website created, team formed.
 - Train Local POCR Reviewers
 - Local POCR reviewers complete required training through the CVC.
 - Local POCR Reviewers must attend regular norming and training sessions.
 - Review and Align Courses with a CVC Guide
 - January 2022: 1st set of three courses approved through our local Peer review process with support and guidance from a CVC Guide.
 - May 2022: 2nd set of three courses approved through our local Peer review process with support and guidance from a CVC Guide.
- Fall 2022
 - Palomar is officially a Local POCR Certified Campus
- Spring 2023
 - First official local POCR cohort

What is the Palomar POCR Process?



Step 1: Start with Training

- Ensure faculty understand the expectations of how to meet the 44 elements of the CVC Course Design Rubric.

Step 2: Conduct a Self-Assessment

- Faculty critically evaluate their own course and explain how you have met the CVC Course Design Requirements.

Step 3: Join a Faculty Review Cohort

- Faculty join an intensive Peer Review process in teams of three faculty.

Step 4: Revise Course

- Faculty use the feedback from their peers to revise their course as needed to meet requirements.

Step 5: Become a POCR Certified Course

- Lead Local POCR Reviewer conducts the final review (Lead POCR Reviewer is trained by the state)
- Upon approval by Lead Local POCR Reviewer, course is approved and provided to the state.

What
Palomar
College
Courses
have a
Quality
Reviewed
Badge?



Instructor First Name	Instructor Last Name	Course ID	Date Aligned
Molly	Faulkner	DNCE 105	5/25/23
Mark	Bealo	GCMW 115	5/19/23
Brian	Canfield	ART 104	5/19/23
April	Cunningham	LT 105	5/19/23
Alexandra	Doyle Bauer	LT 140	5/19/23
Barbara	McCune	SOC 100	5/19/23
Scott	Nelson	ITAL 101	5/19/23
Marina	Parenti	HIST 101	5/19/23
Marina	Parenti	HIST 102	5/19/23
Scott	Richison	DBA 170	5/19/23
Benhui	Zou	LT 100	5/19/23
Amy	Caterina	PHOT 120	6/16/22
Amy	Caterina	PHOT 130	5/4/22
Linda	Morrow	LT 130	5/4/22
Tanessa	Sanchez	CHDV 120	5/4/22
Amy	Caterina	PHOT 125	1/18/22
Kelly	Falcone	HE 100	1/18/22
Linda	Morrow	LT 120	1/18/22

POCR Challenges: Leadership, Funding, Readiness

- **We need a faculty member to lead POCR**

- Requires a state-trained expert to both oversee the process and be the lead Local POCR Reviewer to conduct final reviews.
 - Work directly with the state
 - Regularly attend POCR training and norming sessions
 - Organize and facilitate our local POCR cohorts
 - Provide training for both POCR reviewers and POCR participants
 - Serve as the final reviewer and approver before courses are submitted to the state.
- POCR is Supported by:
 - DE Coordinator and Committee
 - Instructional Designer(s): One hired + One approved for hire
 - ATRC

- **POCR Funding**

- How should faculty be compensated to participate in POCR?
- How should faculty be compensated for leading POCR?
 - **Is it possible to provide 20% senate reassigned time?**

Are we ready for POOCR?



- Lesson learned from Spring cohort:
 - There is a gap between POET and POOCR.
 - Many faculty were not ready to join POOCR Cohorts.
- Solution: We need to provide additional training and support to prepare faculty to join POOCR.
 - Idea in process: Development and launch of “The Quality Quest: Crafting Quality Online Courses.” Online course, and series of training, specifically addressing the expectations for how to align to the 44 CVC Course Rubric elements.

Questions?