



**FACULTY SENATE MEETING**

**October 31, 2022**

**EXHIBITS**



## Exhibit 1

Minutes of the  
MEETING OF THE FACULTY SENATE  
October 24, 2022

APPROVED

**PRESENT:** Melissa Bagaglio, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Erik Duarte (ASG), Kelly Falcone, Shelbi Hathaway, Erin Hiro, Jason Jarvinen (ZOOM), Lawrence Lawson, Leigh Marshall (ZOOM), Leanne Maunu, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Elena Villa Fernández de Castro, Anastasia Zavodny

**ABSENT:** Molly Faulkner, Jenny Fererro, Alyssa Vafaei, Edwina Williams

**GUESTS:** Gina Hungerford, Adrienne Lee, Kendyl Magnuson, Billieanne McLellan

**Please note: 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** – No announcements.

**AGENDA CHANGES** – No agenda changes.

### **APPROVAL OF MINUTES**

**Motion 1: MSC Zavodny/Doyle Bauer** Faculty Senate approval of Faculty Senate meeting minutes dated October 17, 2022 (Exhibit 1).

The motion carried.

### **ACTION**

#### **A. Curriculum – Mudgett**

**Motion 2: MSC Mudgett/Zavodny** Faculty Senate approval of Curriculum Actions dated October 19, 2022 (Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Ben Mudgett reported that the Curriculum Committee approved its goals and also began working to create a taskforce or subgroup of Curriculum for two projects...AB 928 and AB 1111. A new prefix for Asian American Studies has been approved.

Senate President Wendy Nelson reminded faculty that they can go into META to check on or get the status of any curriculum updates submitted this Fall. Senator Mudgett said he will be sending reminders out to faculty since there are several steps in the approval process which could hold up moving the curriculum forward if not addressed in a timely manner.

## **B. Committee on Committees – Zavodny**

### **Motion 3: MSC Zavodny/Hathaway**

Faculty Senate approval to confirm the following committee position (Exhibit 3):

Elections Committee – **Karen Mifflin**, Faculty (22-24)

The motion carried.

During the discussion of Motion 3, Senator Anastasia Zavodny reported that the Evaluations Appeals Committee (EAC) positions were initially filled by the contractual deadline of September 30, but said the original appointees had to leave the positions. The most recent call for these open positions, resulted in two faculty (Van Houten and Lindgren) volunteering to serve on this committee and were included on Exhibit 3. More discussion ensued and it was noted that one additional fulltime faculty member needed to be seated on this committee. Senator Leanne Maunu volunteered to serve. Because there were now three candidates vying for two regular committee positions and one alternate position, Zavodny created a ballot that she emailed to Senators. Ranked-choice voting would identify the two regular positions and the alternate position.

### **Motion 4: MSC Zavodny/Hathaway**

Faculty Senate approval to accept the results of the ballot for the faculty position on the hiring Committee for the Chief Diversity Officer (Exhibit 4).

Hiring Committee for Chief Diversity Officer - **Hossna Sadat Ahadi**

The motion carried.

### **Motion 5: MSC Zavodny/Hathaway**

Faculty Senate approval to accept the results of the ballot for the two regular positions and one alternate position on the Evaluations Appeals Committee (EAC).

The motion carried.

After more discussion, Senator Zavodny reminded Senators that Ranked-choice voting would occur and the lowest vote would fill the alternate position. The ballot was emailed to Senators.

Evaluations Appeals Committee – **Leanne Maunu**, Faculty

Evaluations Appeals Committee – **Elise Lindgren**, Faculty

Evaluations Appeals Committee – **Juliane Van Houten**, Faculty, Alternate

## **INFORMATION ITEMS**

### **A. ASG Report – Erik Duarte**

ASG Senator Erik Duarte reported that ASG is meeting every Friday. ASG is continuing to participate in trainings to better serve the students at Palomar. Comet Hours take place on Thursdays when food is distributed and coffee is served. There will be a Halloween event on October 31 from 10 am to 1 pm. Students, faculty and staff are encouraged to dress up and to decorate their workspace as well.

## **B. Census, EWs, FWs, Financial Aid, Veterans – Adrienne Lee and Kendyl Magnuson**

Kendyl Magnuson, Senior Director of Enrollment Services greeted Senators. He came to discuss excused withdrawals and some of the impacts associated with EWs that can make the process difficult for students who are already experiencing difficult life experiences.

Magnuson read and explained Title 5, Section 55024 which outlines the excused withdrawal policy. At Palomar College, the Records Office collects the petitions and sends them out to faculty. On occasion, faculty reply with a different answer or position on the same petition. Magnuson said he reads the replies and the reasons why faculty deny the petition. In order to better protect the students, Magnuson proposed having a subgroup of the Academic Review Committee, a subcommittee of EESSC review the requests instead of the petitions going out to each individual faculty member. Magnuson proposed that a group of “reviewers” can review petitions to look for consistency, clarity and for better understanding of the rules and regulations. He said that many faculty are not aware of the rules, yet they are being asked to make an important decision. This seems unfair both to faculty and to the student. Magnuson asked Senators to consider the privacy issue for the student as well. Magnuson also said that the process would consult with faculty as part of its decision.

Magnuson went on to say there is an additional equity issue that must be addressed. Employees of the District have protections in place that students are not afforded. For example, employees at Palomar are required to provide a doctor’s note or some other “official documentation” to Human Resources to request extended leave. That request goes to HR, not their supervisor. In fact, that supervisor does not have a legal right to know why. Under the current policy, students must share their personal information with each instructor, not just Enrollment Services.

Comments from various Senators included the following:

- Its not appropriate that students are required to provide direct information to each faculty and prefers that an independent body read the petitions and make recommendations to faculty instead.
- Most faculty don’t know the rules so they can’t make sound decisions.
- Some Senators said if a student meets the EW criteria, their petition should be granted without faculty being the final authority.
- There may be some consideration that the student’s identity remains anonymous during the process.
- The “committee” would need to know how active the student was in the class throughout the semester.
- The “committee” gives faculty an opportunity to reply to an inquiry regarding the petition but wouldn’t necessarily have to provide any feedback.
- The nature of an excused withdrawal is an event that occurs outside the control of the student. Whether the student participated in the class successfully or not should have no bearing on a decision. An excused withdrawal is a very special circumstance and not a basic withdrawal and should be evaluated that way.
- A withdrawal is not an evaluated grade so it doesn’t fall under the 10+1+1.
- An education campaign may be valuable so faculty and students better understand the use of withdrawals.
- Personal bias of faculty does happen and should not be allowed.

- An option may be to let faculty know the petition meets the requirements or “validate” for an excused withdrawal and only ask if faculty objects to the approval.
- The Ed Code may not allow a “committee” to make the final determination.
- In most excused withdrawal situations, the student wouldn’t be going through the current process if they weren’t already suffering so for Palomar to add a bureaucracy issue that creates an additional burden for the student to have to approach each individual faculty member is not good.

President Nelson said this item will come back to Senate for further discussion.

#### **C. PRP Review Committee (Exhibit 5) - W. Nelson**

President Nelson, a Tri-Chair for EESSC said she recently learned that EESSC was assigned and scheduled to review the PRPs in October. In November 2021, the Instructional Program Review and Planning Committee was created to do the review work. The faculty who volunteered last year are no longer available to complete the reviews. on that particular committee are not available this year. Nelson suggested that members of EESSC can review the PRPs similar to when IPC reviewed the PRPs. EESSC members will work together to provide feedback for the instructional PRPs.

Nelson recommended that the Instructional Program Review and Planning Committee be dissolved and replaced with EESSC until we can determine whether this feedback is valuable to faculty.

#### **Motion 6: MSC Mufson/Hathaway**

Faculty Senate approval to dissolve the Instructional Program Review and Planning Committee.

The motion carried.

#### **D. Constitution and Bylaws (Exhibit 6 and 7) – Dalrymple and W. Nelson**

President Nelson and Senator Dalrymple presented and explained the updated documents for Senators. It was mentioned that Senate’s Constitution Subcommittee only meets when its necessary every other year to review and recommend updates. Nelson said she would like Senators to vote on these documents at the meeting on October 31. Once the documents are approved, they will go out to all fulltime faculty for a vote.

#### **E. Academic Integrity Taskforce – W. Nelson**

President Nelson said the Governance Structure Form for this committee needs to be updated. She added some new recommendations from Jeff Epstein to the document. Nelson will email the document to Senators before the Senate meeting on October 31.

#### **F. ASCCC Plenary Meetings – Tabled.**

#### **G. Educational & Facilities Vision Plan – Tabled.**

### **REPORTS**

#### **President (Nelson)**

Over the last week, I attended the Education and Facilities Vision Plan 2035 planning meeting, College Council (report below), EESSC planning meeting, PRP meeting, Area D Plenary and Faculty Senate Council meeting. I also participated in the VPFAS first level interviews.

Highlights from those meetings:

- Discussed changes to the PRP review process and Senate's subcommittee assignment to review instructional PRPs. There was confusion around the committee membership and the current timeline. In the meeting we discussed having deans and this "committee" review the PRPs at the same time which will allow us to determine the best way to get the review process completed.
- Area D Plenary meeting – this was an eye-opening experience. The meeting included hearing the ASCCC President's report, the Foundation President's report and discussion and voting on the resolutions that will go to the Statewide Plenary in November.
- Education and Facilities Vision Plan 2035 planning meeting – The focus of the meeting was to set the agenda for the taskforce meeting on 10/20. However, we spent a lot of time talking about the big picture and how we should communicate the direction and goals of the vision plan.

### **College Council (Nelson)**

From College Council Meeting on 10-14

- Highpoint Update – the launch is delayed.
- Student Equity Plan presented
- Discussed AP 2510 PARTICIPATION IN LOCAL DECISION-MAKING
- Approved the following College Council goal:
  1. Implement an action plan to address the opportunities in the formative evaluation of the governance structure and process.
  2. Identify and implement strategies to improve communication between governance groups, their members, and the campus community.
  3. Monitor and promote the development of the Educational and Facilities Vision Plan 2035.
  4. Incorporate campus well-being initiatives including DEIAA and safety into college plans and operations.

### **Distance Education (Hiro)**

Proctoring:

Here is the latest from Instruction about Palomar Online Proctoring. They are still working on funding for more hours, and we are encouraging faculty to give students up to a week to take an online, proctored test.

Update from [Dr. Fabienne-Sophie Chauderlot](#)

I am happy to report that we had our first requests for proctoring and are starting to see what needs to be ironed out.

On our side, we are in dire need of staff. Ruth is contacting everyone she knows, and I am working with HR in every way I can to get short term employees in, which is proving difficult across my division as a whole, and I believe the campus. So far we only have a tutor who is serving as proctor also, and our Manager has to be the one to let students in etc. which cannot last. I will be looking for a replacement of our proctor who was reclassified into another position and hope to get support to do that soon because I expect an increase in demand as we get closer to the end of the term.

On the student side, we are realizing that some students have never used Zoom. Would you be able to send an announcement to the faculty so they prepare their students to learn Zoom? We are also happy to have our tutors train students on Zoom at the STAR center or online, so faculty could make sure to tell students they need to get a tutoring session first and send them to us.

Finally, some students are taking their tests off their phones. This is less than ideal. Another recommendation faculty could do is for them to come to our library – or go to any library – or an open computer lab and use a computer that has a camera etc. It is difficult for proctors to watch students on their phones.

All for now, I will keep you posted of other ways we can jointly improve the process and the user friendliness for our students.

Cordially, Fabienne

The Distance Education Community also approved its goals for the year.

#### Group Goals

- Data Driven Planning: Using a data driven approach to determining what the future of DE/course format looks like at Palomar
- Certification: Create certification documentation for Accessibility and HyFlex and market to faculty. Also consider creating five-year recertification requirements.
- Canvas Tools: Work with ATRC on exploring and advocating for annual funding for tools that help Distance Education.
- Peralta Equity Rubric: Consider how we could use this at Palomar. <https://www.peralta.edu/distance-education/online-equity-rubric>
- Training refresh: Create an updated mini-POET for faculty or create a playlist from @One

#### DE Coordinator Ongoing Goals:

- Peer Online Course Review: Institutionalize POER including funding source
- HyFlex: Institutionalize format and standardize training.
- CVC Teaching College: Help administration complete Teaching College by Spring 2023
- Online Proctoring: Help administration institutionalize POPS including funding source

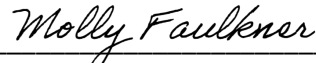
#### **Faculty Service Areas (Jarvinen)**

The committee discussed the new Minimum Qualifications for Faculty and Administrators in California Community Colleges, 17<sup>th</sup> Edition. The newest edition was issued by the Chancellor's Office in June. The update contains new Native American/American Indian Studies, Asian American studies, and Nanotechnology discipline FSAs. Committee members will reach out to American Indian Studies and Ethnic Studies about making updates to discipline FSAs. The committee will also reach out to STEM disciplines to see if there are plans for courses in the nanotechnology area.

The committee also discussed the goal of communicating to faculty about personal FSAs. There was a discussion of the optimal time to reach out to new full-time faculty, with tentative agreement to plan a short workshop for spring plenary and develop a short video as well. There was discussion and some confusion about the role of personal FSAs in lateral transfers and reduction-in-force situations. This issue that needs to be clarified in communication with faculty. The committee discussed important DEIAA considerations on this point. While FSAs need to be sufficiently rigorous to ensure that highly qualified instructors are hired, they should not become exclusionary. There is a need to find the right balance, and the committee has an important role to play when reviewing FSAs.

**ADJOURNMENT** The meeting was adjourned at 3:50 PM.

Respectfully submitted,

  
Molly Faulkner, Secretary

# Constitution of the Faculty of Palomar College

In order to promote the effective exercise of the rights, duties, privileges, and responsibilities that are placed in their trust by their profession, their society, their state, and their local district, and conscious of the high nature of that trust as it is shared by all other institutions of higher learning in the State of California and in the United States, and in order that they or the instruments of their creation may perform such academic duties as are appropriate to teaching faculties of community colleges, the academic faculty members of Palomar College, as defined below, have adopted this Constitution.

## **ARTICLE 1: DEFINITION OF ACADEMIC FACULTY**

A member of the faculty of Palomar College is an academic employee who is employed in a position that is not designated as administrative, managerial, or classified, and falls under one of the following categories:

FULL-TIME FACULTY are those faculty members who are employed in regular tenured positions.

PROBATIONARY FACULTY are those faculty members who are employed in tenure-track faculty positions and who have not yet been granted tenure by the college.

TEMPORARY FACULTY are non-tenure track faculty with an assignment greater than 67% and who are employed for a designated period of time. For voting purposes, temporary faculty are included with full-time, tenured and probationary faculty.

EMERITUS FACULTY are those faculty members who, upon retirement, were granted Emeritus status by virtue of their years of service. Emeritus faculty may vote with part-time faculty during any semester in which they teach part-time after retiring.

PART-TIME FACULTY are those non-tenure track faculty members whose assignments are no more than 67% of a full-time load.

## **ARTICLE 2: THE FACULTY SENATE OF PALOMAR COLLEGE**

### **SECTION 1: NATURE AND POWER**

The faculty members of Palomar College hereby establish the Faculty Senate as the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include the governance and committee structure at Palomar College. By legislation, the Faculty Senate is represented on the Statewide Academic Senate and, through it, on the California Community College Board of Governors. Regular meetings of the Faculty



Senate shall be held every teaching Monday at 2:30 p.m. during the academic year. All other meetings shall be considered special meetings.

Senators shall retain all the rights, duties, privileges, and responsibilities normal to faculty membership.

Actions taken at an official meeting of the Senate shall be deemed to be “approved action” and shall be effective for immediate implementation. All such approved action shall be published and distributed to the faculty within three school days. The official minutes of the meeting in which they are approved shall follow within ten school days.

Approved actions are actions which have been approved by a majority of members present at an official regular or special meeting of the Senate; or,

A majority of votes cast by full-time and probationary faculty in an official electronic or mail ballot.

Members of the faculty reserve the right to protest any approved action of the Senate. Protest shall be submitted in writing to the Senate President and shall bear the signature(s) of the protester(s).

If within ten teaching days after publication and distribution of any approved action protests are received from at least twenty percent of the full-time and probationary faculty, a special meeting of the Faculty Senate shall be called for the purpose of reviewing said approved action. The meeting shall be scheduled no later than ten teaching days after receipt of the minimum required number of four protests and shall be set for a time and a place convenient to the membership. Two separate notices of the meeting shall be distributed to the membership.

Following reasonable and adequate discussion of the issue(s), the full-time and probationary faculty shall have an opportunity to vote either to reaffirm the approved action or to rescind it. Voting shall be conducted by electronic or mail ballot beginning within five teaching days after the special meeting. Notice of the results shall be published and distributed to the Governing Board and all academic employees within fifteen teaching days after the special meeting.

## **SECTION 2: SENATE DUTIES**

The Faculty Senate:

- I. Shall formulate policies on Academic and Professional Matters as specified in state legislation and supported by Governing Board policy.
- II. The term “Academic and Professional Matters” refers to the following twelve matters:
  1. Curriculum, including establishing prerequisites and placing courses within disciplines;

2. Degree and certificate requirements;
  3. Grading policies;
  4. Educational program development;
  5. Standards or policies regarding student preparation and success;
  6. Governance structures, as related to faculty roles;
  7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
  8. Policies for faculty professional development activities;
  9. Processes for program review;
  10. Processes for institutional planning and budget development;
  11. Faculty hiring policy, faculty hiring criteria, and faculty hiring procedures; and
  12. Other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.
- III. May also function in an advisory capacity to the College Council in such matters.
- IV. Shall promote the understanding and practice of professional standards and conduct and of democratic policies and procedures.
- V. Shall concern itself especially with the consideration of any policy or procedure that affects the status and morale of the faculty of the college.
- VI. Shall advise the Superintendent/President of the College and/or the Governing Board in the selection of administrative personnel. The Senate shall be responsible for the appointment of all faculty members to selection committees other than those faculty appointed by the bargaining unit.
- VII. Shall maintain a continuing study of proposed legislation affecting schools and the faculty, and shall keep the faculty informed regarding such proposed legislation and its progress.
- VIII. Shall obtain information and inform the faculty regarding the records and opinions of candidates for public office where such records and opinions clearly affect the welfare of schools and faculty.
- IX. Shall, through its Committee on Committees, nominate the faculty personnel who serve on college committees other than those appointed by the bargaining unit. Unless the

committee position requires a ballot of the full-time or probationary faculty, or some portion thereof, the Senate may confirm the nominees at any regular Senate meeting.

- X. May serve the President of the College as an Advisory Council and may meet with them upon request.

Draft Fall 2022

# Bylaws of the Faculty of Palomar College

## ARTICLE 1: CODE OF ETHICS

Faculty members have an obligation to the college, their students, their colleagues, the profession, the public, and themselves to maintain the highest standards of ethical conduct. In recognition of this obligation, faculty members adopt the following standards of ethical conduct (Adapted from the “American Association of University Professors (AAUP) Ethics Statement”):

1. Professors, recognizing their social responsibility:
  - Develop and improve scholarly competence,
  - Exercise critical self-discipline and judgment in transmitting knowledge,
  - Practice intellectual honesty.
2. Professors, as teachers:
  - Encourage the free pursuit of learning in their students,
  - Demonstrate respect for students as individuals,
  - Keep to their proper roles as intellectual guides and counselors,
  - Evaluate students in an unbiased manner,
  - Respect the confidentiality of students,
  - Acknowledge significant or scholarly assistance from students,
  - Do not exploit, harass, or discriminate against their students.
3. Professors, as colleagues:
  - Do not discriminate against or harass colleagues,
  - Respect and defend the free inquiry of associates,
  - Exchange criticism and ideas,
  - Acknowledge academic debt,
  - Strive to be objective in their professional judgment of colleagues,
  - Accept their share of faculty responsibilities for the governance of their institution.
4. Professors, as members of an academic institution:
  - Seek to be effective teachers and scholars,
  - Uphold academic freedom,
  - Maintain their right to criticize and seek revision,
  - Give due regard to their responsibilities within the institution,
  - When considering termination of their employment, give due notice of their intentions.
5. Professors, as members of their community:
  - When they speak or act as private persons, avoid creating the impression of speaking or acting for their college,
  - Promote free inquiry and further public understanding of academic freedom.

## **ARTICLE 2: FACULTY SENATE MEMBERSHIP & COMPOSITION**

### **SECTION 1: COMPOSITION**

The Senate shall consist of the immediate past president of the Senate, the faculty co-chair of the Curriculum Committee, and 23 full-time Faculty, tenured or probationary, and four are part-time. All are elected from their respective Faculty body. Ex-officio members, the past president and Curriculum co-chair, have voting privileges and act as Senators, but are not individually elected. President, Vice-President, and Secretary are always elected from within the existing Senate body at the time of election for officers. In the event that a sitting Senator is elected to a two-year term as Faculty Senate President with one year remaining in their Senate term, the Senate membership will consist of 30 members for one year. In addition, the ASG has a named position with an advisory vote.

The elected members are subject to the following provisions:

1. That no more than two full-time or probationary faculty members shall be elected from a single department, with the exception of ex-officio members and any faculty member holding one position under Appendix F of the Collective Bargaining Agreement (CBA) with 100% release time (ex: Articulation Officer).
2. That no more than one part-time faculty member shall be elected from a single department of the faculty. In situations where a part-time faculty member represents more than one department, that part-time faculty member will be considered eligible to serve so long as at least one of their departments is not yet represented by another part-time faculty member.
3. That no more than five members shall be probationary faculty.
4. That terms shall be staggered so that not all Senators are new at any one time.

### **SECTION 2: ELIGIBILITY**

All Senators shall be faculty members as defined in Article 1 of the Constitution, excluding faculty who hold administrative, managerial, or classified assignments.

### **SECTION 3: TERMS OF OFFICE AND METHOD OF ELECTION**

- I. Terms of Office:

Senators

- A. Shall serve for a term of three years.

- B. Shall be eligible for re-election, and normal Senate vacancies shall be filled at the spring election.
- C. Shall attend the first regular meeting in May following their election and shall take office at the subsequent meeting.

II. Method of Election:

- A. One-third of the Senate positions shall be open for election each year.
- B. During the spring semester for a two-week period, the Senate Elections Committee shall send out nominating forms to all faculty members for the Senate positions on the Faculty Senate.
- C. During the Spring semester for a two-week period, the Senate Elections Committee shall send ballots to faculty to elect Senators. The ballots may include a twenty-five word or less description of each candidate's qualifications.
- D. If the number of candidates is equal to or less than the number of seats available, then no election shall be held and all qualified candidates shall become Senators.
- E. Full-time and probationary faculty senators shall be elected by a vote of full-time and probationary faculty; part-time faculty senators shall be elected by a vote of part-time faculty.
- F. The Senate will ratify the votes of any election.

III. A Permanent Vacancy Shall Occur When:

- A. A Senator misses more than three consecutive meetings of the Senate or a total of four regular meetings in one semester. In the case of newly-elected Senators, absences occurring in May caused by conflicts resulting from instructional or institutional responsibilities shall not be counted under this provision.
- B. A Senator takes a leave (sabbatical or other type). A Senate position shall be vacated the last teaching day before this leave starts.

IV. Filling Permanent Vacancies:

- A. The provisions of Article 2, Section 3 shall apply to the election of Senators.
- B. If a permanent vacancy occurs within the Faculty Senate within one month of a previous election, the next-highest vote-getter in the just-concluded election shall be awarded the seat. In the event the previous election was uncontested, the position shall be filled by a special election (see Article 2, Section 3). Positions elected in this case shall complete that vacant term.

- C. Permanent vacancies that occur after one month following the spring election can be filled by a special election at the discretion of the Faculty Senate. Positions elected in this case shall complete that vacated term.
  - D. In the event that the Senate has fewer than two-thirds of its membership as stipulated in Article 2 Section 1, a special election will be held as soon as possible after the vacancy occurs. Senators elected in this case shall complete that vacated term.
- V. Special Election Provisions:
- A. Should the Senate choose to fill any permanent Senator vacancies, the Senate shall send a call for nominations to the applicable faculty group for these positions; this nomination period shall be open not fewer than four business days. All nominations received will be considered by the Senate. The Senate shall conduct an electronic vote from the requisite faculty group if there are more eligible nominations than permanent vacancies; this voting window shall be open for not fewer than four business days. In the event that the number of eligible nominations is equal to the number of permanent vacancies, the Senate shall vote to confirm. In the event a permanent vacancy occurs in a Senator position with one semester or less of its term remaining, the Senate may choose to not fill the position.
  - B. In the event that a permanent vacancy occurs in the role of Secretary or Vice President and a special election is warranted, the Senate shall entertain nominations of Senators and shall conduct a vote of the Senate membership to fill the position(s) for the remainder of that vacated term. In the event the vacancy occurs in March or later, the Senate may choose to not fill the position.
- VI. Senator Expectations:
- A. To attend Senate meetings regularly;
  - B. To stay informed about state and local policies relating to the welfare of the College;
  - C. To serve on at least one academic, Senate, ASCCC, or governance committee throughout their tenure on Senate.

#### **SECTION 4: OFFICERS**

- I. Shall be elected from among the Senators.
- II. The Senate shall elect its own Vice-President and Secretary as the first item of business on the day that newly-elected Senators are seated in the Senate or at the next regular meeting after a permanent vacancy shall occur in any office.

- III. The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.
- IV. Nominations for each position (President, Vice-President, and Secretary) shall be solicited from the floor. Current officers may be nominated for subsequent terms as defined below for each position.
- V. Newly-elected officers (Vice President and Secretary) shall take office immediately following their election.
- VI. President and Vice-President positions must be held by permanent, tenured faculty.

#### President

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, ~~or to create a tie.~~
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), a member of the Guided Pathways Task Force, and a member of the Budget Committee.
- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.
- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.



- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of ~~this~~ the Constitution, the Bylaws, or *The Brown Act*, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, *Robert's Rules of Order, Newly Revised* shall be employed.

#### Vice President

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.
- III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.
- IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.
- V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).
- VI. Shall serve as a member on the Budget Committee.
- VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

#### Secretary

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall see that a permanent record of the proceedings of minutes is maintained.
- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.
- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 2, Section 3, subsection III.

- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of *Robert's Rules of Order, Newly Revised*, a copy of *The Brown Act*, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted Emeritus Status.
- XII. Shall serve as a member on the Budget Committee.

#### Past President

- I. Shall serve on the Faculty Council, and as a member of the Faculty Senate, for the term of the succeeding president.
- II. Shall serve to help the President transition into their position.
- III. May serve as a designee for the President when mutually agreeable.
- IV. If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past-President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.
- V. Shall serve as a member on the Budget Committee.

#### President-Elect

- I. Shall be elected from the Senators.
- II. Shall maintain all regular rights and privileges as a regular member of the Senate.
- III. Shall work with the current Senate President to train for the position of President and establish working relationships with other constituent bodies.
- IV. If the President-Elect is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve the remainder of the term and subsequently assume the role of President.

## SECTION 5: MEETINGS

The Senate shall meet at 2:30 p.m. each teaching Monday during the academic year, and at such special times as may be called by the Faculty Council or by written request of twenty-five percent of the Senate membership, or ten percent of the full-time, tenured, and probationary faculty, or by ten percent of the Part-Time and Emeritus faculty.

All meetings of the Senate are open to all members of the Palomar community and to the public. No vote or motion shall be accepted after 3:50 p.m. unless a motion is passed to extend the time limit.

- A. A quorum consists of one more than one-half of the elected Senate membership.
- B. The Senate shall hold adjourned meetings at the discretion of the Senate President.
- C. During the summer, a quorum of the Senate shall consist of one more than one-half the number of Senators who state their summer availability at the last regular meeting of the Senate.
- D. Meetings of the Senate during the summer may be called at the discretion of the Senate President or by petition of a majority of available Senators.
- E. Agenda: Agenda items must be submitted to the Senate President by noon the Wednesday prior to each Senate meeting. The Senate President in consultation with the Council shall be responsible for the agenda.
- F. Voting: A simple majority of those present at any meeting having a quorum shall be accepted for passing a proposed agenda item. (This rule shall be subject to exception by a vote of those present.)
- G. Executive Session: Any Senator, any member of an involved committee, or any party to a personnel question may request an Executive Session. The Senate shall go into Executive Session unless such a session is opposed by a majority of those present. Executive Sessions are subject to requirements imposed by *The Brown Act*.
- H. Recusal: As a matter of professional practice, a Senator or a member of the faculty appointed by the Senate to a reassigned faculty position should voluntarily recuse themselves from any committee or situation in which a bias may exist as a result of personal or professional interest. Recusal by any Senator or faculty member on a particular matter because of concerns about impartiality or conflict of interest does not reflect adversely on the Senator or faculty member. It is simply an acknowledgement that in a complex and interconnected society such conflicts of interest may occur. Any conflict of opinion with regard to the appropriateness of the recusal of a Senator or faculty member shall be referred to the Professional Procedures Committee, which shall determine whether recusal is necessary and report back to the Senate.

- I. Minutes: The minutes shall come to the Senate for approval prior to distribution to the faculty at large.

## **SECTION 6: COMMITTEES**

The Senate shall establish those standing and/or special committees that are necessary for the efficient conduct of its business.

- A. Membership on committees shall include both Senate and non-Senate faculty members. All Senate committee chairs must be Senators. All Senate subcommittees must meet at least once each semester with established meeting days/times published.
- B. The Committee on Committees shall solicit nominations for committee membership for Senate-appointed representation.
- C. Faculty membership on all college committees shall be confirmed by the Senate except those designated to be appointed by the bargaining unit.
- D. Committee reports may be requested at the discretion of the Senate President. Senate Committee Chairs shall submit an end-of-year report to the Senate.
- E. When any committee report is being considered by the Senate, non-Senate members of the committee may be invited to be present during said discussion.
- F. The Senate shall have the power to dissolve a Senate committee by a vote of the Senate when it is believed that a committee is no longer needed.

## **SECTION 7: CODE OF ETHICS AS APPLIED TO THE FACULTY SENATE**

Faculty Senators have an obligation to the college and to their colleagues to maintain the highest standards of ethical conduct. In recognition of this obligation, the Faculty Senate has promulgated the standards of ethical conduct for all faculty members as defined in Article 1 of this Constitution. Any alleged violation of the Ethics Code by a Senator, or faculty member in their capacity as a Senator, or as a faculty member appointed by the Senate to a reassigned faculty position shall be referred to the Professional Procedures Committee, which shall determine whether a violation has occurred. This determination shall be reported to the Senate in an open meeting. Any further action shall be initiated as defined in Article 5 of ~~this Constitution~~ these Bylaws.

## **SECTION 8: OPINION POLLING**

- I. Whenever in the course of its business the Senate shall decide that a reasonable doubt exists as to the wishes of the faculty, it may direct its Committee on Elections to conduct a poll of all Full-Time and Probationary faculty. Unless otherwise designated, those eligible to vote shall be Full-Time and Probationary faculty.

- II. Further, a poll of all faculty or Full-Time and Probationary faculty shall be taken on any subject, regardless of whether said subject has been considered by the Senate in the course of its deliberations, when requested by an appropriate petition as outlined in Article 5 and submitted to the President of the Senate.

## **SECTION 9: RIGHT OF PETITION OF THE FACULTY SENATE**

Twenty-five percent of the Faculty Senate's current membership may, upon presentation of a signed petition to the Faculty Council, call for review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Faculty Senate or appointed by the Senate to a reassigned faculty position.

If the Senate votes to proceed, such proceedings must be included on the agenda of the next regular meeting or special meeting and shall precede other new business. The proceedings shall be convened and conducted by the Senate's Professional Procedures Committee within ten days of the agenda announcement.

Action taken by the Faculty Senate under these proceedings shall require a simple majority in matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

## **SECTION 10: GRANTING OF EMERITUS STATUS**

Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.

Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:

- I. Served on the Faculty Senate for at least two years.
- II. Served for a total of four years on one or more Faculty Senate Committees.
- III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.
- IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.
- V. Five years of service as a Part-Time faculty member at Palomar College. For the purpose of Emeritus Policy, sabbatical leaves and other leaves of absence are not counted as a break in service when determining eligibility. An individual who has been granted

Emeritus Status at Palomar College shall be honored at the graduation ceremonies following the granting of this status and listed by name as Faculty Emeritus in the College Catalog.

### **ARTICLE 3: THE FACULTY COUNCIL**

- I. The Faculty Council consists of five members: the Faculty Senate President, the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate, and one Senator who is appointed by the Senate body for a term of one year on Council.
- II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.
- III. The Faculty Council duties include:
  - a. Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
  - b. Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
  - c. Planning a Faculty Senate retreat each year.
  - d. Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)
  - e. Reviewing release time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about release time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of release time.
  - f. Reviewing petitions for review, referendum, initiative, censure, or recall (see Article 5).
  - g. Calling for additional meetings of the Senate (see Article 2, Section 5).
  - h. Polling the faculty and gathering information on issues relevant to the Senate (see Article 2, Section 8).

## **ARTICLE 4: CONSTITUTIONAL REVIEW**

### **I. COMMITTEE ON CONSTITUTIONAL REVIEW**

The Faculty Council shall appoint a Committee on Constitutional Review, consisting of three members of the Senate. The committee shall conduct, with the advice of the membership of Senate, a continuing examination of ~~this the~~ Constitution and/or Bylaws, and report ~~from time to time~~ at least biannually, or more frequently if needed, any recommendation for the improvement of the document(s).

### **II. AMENDING PROCESS**

Changes to the Constitution are recommended by the Committee on Constitutional Review to the Senate, and then distributed to the faculty for a vote. The provisions of this Constitution may be amended by a two-thirds vote of Full-Time and Probationary faculty in an electronic or mail ballot. Reviews to update names of committees and/or councils, to address grammar issues, or to correct inconsistencies and/or factual errors require the Senate to be informed but do not need to be ratified by a vote of the Faculty.

Changes to the Bylaws are recommended by the Committee on Constitutional Review to the Senate and voted on by the Faculty Senate.

### **III. DISCUSSION OF CHANGES**

For proposed Constitutional changes, the Faculty Council shall provide adequate discussion opportunities ~~on proposed Constitutional changes~~ before an electronic or mail ballot is sent out to Full-Time and Probationary faculty for ratification.

For proposed Bylaw changes, the Faculty Council shall provide adequate discussion opportunities before the Senate votes.

## **ARTICLE 5: RIGHT OF PETITION OF THE FACULTY BODY**

Ten percent of the Full-Time, Probationary, and Temporary Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Full-Time, Probationary and Temporary Faculty.

Ten percent of the Part-Time and Emeritus Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Part-Time and Emeritus Faculty.

If the determination is made that such proceedings are necessary, a request for such proceedings must be included on the agenda of the next regular meeting or special meeting of the Senate and shall precede other new business. The Senate shall appoint a task force of three faculty members (two Senators and one non-Senator) to conduct proceedings in an open meeting to address the matter stated in the petition. Any action taken as a result of the proceedings shall require a simple majority of the appropriate faculty group on matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

Draft Fall 2022





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# **Role of local Academic Senates and Curriculum Committees in regard to General Education (GE)**

# The Great Unknown

- GE is changing - this process is still in early stages
- Although there are a lot of questions we don't have all the answers
- Now is the time to begin discussions on your campus:
  - Ensure colleagues stay informed about ongoing discussions and opportunities for feedback
  - Potential local impact of changes
  - Planning/Timelines for local implementation
  - Include students in your discussions



# 10+1 and General Education

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" mean the following policy development and implementation matters.

1. Curriculum including establishing prerequisites and placing courses within disciplines
  2. Degree and certificate requirements
  3. Grading policies
  4. Educational program development
  5. Standards or policies regarding student preparation and success
  6. District and college governance structures, as related to faculty roles
  7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
  8. Policies for faculty professional development activities
  9. Processes for program review
  10. Processes for institutional planning and budget development
- +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



# Who needs to be involved in the discussions

- Discipline Faculty
- Counseling Faculty
- Students
- Administrators
- Curriculum Committees/Chairs
- Curriculum Analysts
- Articulation Officers
- Academic Senates/AS Presidents



# Proposed GE Pathway – CalGETC

CalGETC Area	Subject	Courses/Units
1 – English Communication	English Composition Critical Thinking and Composition Oral Communication	1 course (3 units) 1 course (3 units) 1 course (3 units)
2	Mathematical Concepts and Quantitative Reasoning	1 course (3 units)
3 – Arts and Humanities	Arts Humanities	1 course (3 units) 1 course (3 units)
4	Social and Behavioral Sciences	2 courses (6 units)
5	Physical Science Biological Science Laboratory (for Phys/Bio course)	1 course (3 units) 1 course (3 units) (1 unit)
N/A	Lifelong Learning and Self Development (CSU upper division GE)	
6	Language other than English (LOTE) (Currently UC only, carries no units)	
7	Ethnic Studies	1 course (3 units)
		11 courses (34 units)



Area	Proposed CalGETC Pathway	Proposed CCC Associate Degree GE Pathway	Proposed CCC Baccalaureate Degree GE Pathway (Lower Division)
1	English Composition (3/4) Critical Thinking and Composition (3/4) Oral Communication (3/4)	English Composition (3/4)  Oral Communication and Critical Thinking (3/4)	English Composition (3/4)  Oral Communication and Critical Thinking (3/4)
2	Mathematical Concepts and Quantitative Reasoning (3/4) <i>Transfer Level</i>	Mathematical Concepts or Quantitative Reasoning (3/4) <i>Transfer or College Level</i>	Mathematical Concepts or Quantitative Reasoning (3/4) <i>Transfer or College Level</i>
3	Arts (3/4) Humanities (3/4)	Arts and Humanities (3/4)	Arts and Humanities (3/4)
4	Social and Behavioral Sciences (6/8)	Social and Behavioral Sciences (3/4)	Social and Behavioral Sciences (3/4)
5	Physical Science (3/4) Biological Science (3/4) Laboratory (for Phys/Bio Science) (1/1)	Natural Sciences (3/4)	Natural Sciences (3/4)
	<i>Life Long Learning and Self Development</i> <i>Not required (CSU Upper Division GE)</i>	Life Long Learning and Self Development <i>Not required in current title 5 regulations</i>	Life Long Learning and Self Development <i>Not required in current title 5 regulations</i>
6	Language other than English (LOTE) <i>(Currently UC only, carries no units)</i>	Language other than English (LOTE) <i>Not required in current title 5 regulations</i>	Language other than English (LOTE) <i>Not required in current title 5 regulations</i>
7	Ethnic Studies (3/4)	Ethnic Studies (3/4)	Ethnic Studies (3/4)
			Additional units from above areas (6/8)
Total	11 courses (34 semester/45 quarter units)	21 semester/28 quarter units	27 semester/39 quarter units



# Double Counting in Local General Education

- Current Double-Counting for Local GE:
  - Title 5, 55063(e): “A course may satisfy more than one general education requirement, but course completion may be counted only once toward satisfying the 18 semester unit or 27 quarter unit general education requirement. A course may also satisfy both a general education requirement and a major or area of emphasis requirement, and course completion may be counted toward both requirements, depending upon college/district policy.”
  - Colleges may not double-count a course in more than one GE Area but may choose locally whether to double-count “additional requirements” (competencies/graduation requirements - e.g. Ethnic Studies)
  - Proposed updates to Local GE have not addressed double-counting



# Why this matters to students

- Title 5 requires 18 GE units in four areas:
  - Natural Sciences
  - Social and Behavioral Sciences
  - Humanities
  - Language and Rationality
    - English Composition
    - Communication and Analytical Thinking
- Added requirements or double-counting restrictions increase GE units and can impact local degrees, particularly in high-unit areas (e.g. Nursing)
- Multiple GE patterns can be confusing for students, particularly for those whose intended transfer major or institution may change
- Campus GE philosophies and outcomes can shape student experience in important ways





# Local GE Pattern (added requirements)

- Title 5, 55063(c) General Education Requirements: “A minimum of 18 semester units or 27 quarter units of general education coursework must be completed in the areas described in this subdivision (c), *or as otherwise determined by the degree-granting college.*”
- Colleges may choose to add additional GE requirements, such as life-long learning, information literacy, etc.
- Discussions should focus on student need, the college GE philosophy and the college mission.
- Overall GE pattern should be periodically reviewed - does your college have a process in place?



# Balancing Requirements and # of required units in Local General Education Patterns

- Under current regulation, “additional requirements” (Competencies/ Graduation Requirements) may double-count, GE areas may not
- Local control to add requirements - consider whether added GE areas or additional requirements are most appropriate
- Consider “minimum” units vs actual units - individual course units may exceed the minimum for an area or requirement
- Look at GE pattern holistically - how does it fit college philosophy and student needs for local degrees



# Catalog Rights

- Title 5 §55005 requires colleges to publish course standards before a course can be offered to students, including transferability, degree applicability, and whether the course is eligible for general education.
- As there is no specific reference in Education Code or title 5 that refers to “catalog rights” for community college students, questions regarding catalog rights are best answered by legal counsel at the colleges with experience in contract law (CCCCO 2009-04 opinion)
- From these regulations and standards, it is clear that the college must maintain a catalog but there is no mention of “catalog rights” that determine which students must complete the requirements published in the catalog. Historically, districts and colleges have determined their own policy in regard to student enrollment and academic requirements. However, as stated above, catalog rights exist between a student and college and generally support the view that students should not be subjected to changes after entering the institution
- Students who maintain continuous enrollment may choose to graduate under the college catalog in effect at the time they began their studies in a California Community College, California State University, or University of California campus, or under the catalog in effect at the time of graduation.
- Continuous enrollment is defined as attendance in one semester or two quarters within a calendar year in the CSU, UC, or California Community College System.
- Certification of a student’s completion of CSU general education requirements or the Intersegmental General Education Transfer Curriculum (IGETC) is not a graduation requirement. Therefore, students do not have catalog rights to a certification pattern used by a certifying institution or a CSU or UC campus (SDCCD)



# CalGETC 2025

- Students entering into college starting in 2025-2026
- Coming sooner than we think
- Most schedules done about a year before
- Articulation Deadline
- Need to support students with multiple catalog rights
  - Lifelong learning
- Clear communication to students
  - Importance of counseling and guidance



# Recommendations

- Need time to build the infrastructure at your college to support these changes, design with the end in mind
- Be mindful and proactively plan to address impact of new requirement on other programs
- Look at your GE pattern holistically with impact of new regulations
- Work with your local senate and curriculum committee to plan for future changes including implementation of AB 928 and additional GE changes
- Engage with students on the planning and implementation process



# Resources

[The passage of 1460 and its impact on CCCs](#)  
[Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum \(IGETC\) An Evaluation](#)  
[The Value of GE or the Answer to "Why Do I Need to Take This Class?"](#)  
Program and Course Approval Handbook [PCAH](#)  
[CSU-General Education Policy](#)  
[UC- Intersegmental General Education Transfer Curriculum \(IGETC\)](#)  
[Code of Regulations Title 5 Section 55063](#)





## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Erin C. Feld				<b>Date:</b> 10/24/2022		
<b>Proposed Name of Requested Group:</b> Equitable Placement and Completion Committee						
	<b>Council</b>	<b>X</b>	<b>Committee</b>		<b>Subcommittee</b>	<b>X</b>
			<b>Add</b>		<b>Delete</b>	<b>Change</b>
<b>Action Requested:</b> Change name, change from subcommittee to committee, and make some changes to products and wording.						
<b>Role:</b> The Equitable Placement and Completion Committee will review, research, improve, and implement all facets pertaining to AB 705 and AB 1705 (aka Equitable Placement and Completion) at Palomar College.						
<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact.</li> <li>Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses.</li> <li>Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years.</li> <li>Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students.</li> <li>Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc.</li> <li>Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.</li> </ul>						
<b>Products:</b> <ul style="list-style-type: none"> <li>Increase awareness of and involvement in students' instructional and non-curricular needs in relation to Equitable Placement and Completion.</li> <li>Provide recommendations to EESSC regarding the Student Equity Plan's ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students.</li> <li>Implement solutions related to Equitable Placement and Completion implementation and operational issues.</li> <li>Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.</li> </ul>						
<b>Reporting Relationship:</b> Faculty Senate and the Equity, Education, and Student Success Council (EESSC)						
<b>Meeting Schedule:</b> Second Thursday of the month from 2:30 p.m. to 4:00 p.m.						

**Chair:** Faculty member elected by the committee

### **Members**

- 4 Faculty members from Literature & Languages, with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty, at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Director of Enrollment Services, or designee
- Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs
- Manager, Student Services Communication Systems, and Technology



**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by:</b>					<b>Date:</b>	
<b>Proposed Name of Requested Group:</b> Academic Integrity Support						
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	X
<b>Action Requested:</b>		<b>Add</b>	<b>Delete</b>	<b>Change</b>		
<p><b>Role:</b></p> <ul style="list-style-type: none"> <li>Consider developing Academic Integrity Policy</li> <li>Review current policies – AP/BP 5520 &amp; 5500</li> <li>Review current Senate Academic Honesty Process Guidelines.</li> <li>Investigate Technologies being used to deal with cheating and propose solutions</li> </ul> <p>Jeffrey Epstein's suggestions</p> <ul style="list-style-type: none"> <li>Promotion and publicity of a college-wide commitment to academic integrity as a foundational virtue of the learning community.</li> <li>Coordination among Senate, Student Life and Leadership, and the DE Committee for a consistent and clear message on academic integrity.</li> <li>Advocate for dedicated funding for departments to combat cheating/plagiarism and support students through workshops/trainings.</li> <li>PD/Support for faculty in designing authentic assessments.</li> <li>Publication of (anonymous) annual reports detailing violation of the college's academic integrity policies/codes.</li> <li>Develop a restorative process rather than simply a punitive process for students who have violated academic integrity policies.</li> <li>Create an action plan to attend to emerging technologies that facilitate cheating.</li> </ul> <p><b>Products</b>  <b>Faculty Resources</b>  <b>Marketing Campaign</b>  <b>Policy</b></p>						
<b>Reporting Relationship:</b> Faculty Senate Or Joint?						
<b>Meeting Schedule:</b>						
<p><b>Chair:</b> Elected from the Taskforce?</p> <p><b>Members:</b>          VPI          Instructional Dean          Director of Student Life and Leadership          DE Committee representative          ASG Representative          Faculty Senate Representative          Faculty (divisional representation or a specific #)</p>						





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## 2022 Fall Plenary Session Resolutions

For Discussion  
Thursday, November 3, 2022

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair  
Juan Arzola, ASCCC Resolutions Second Chair  
Kim Dozier, College of the Desert, Area D  
Peter Fulks, Cerro Coso College, Area A  
Mark Edward Osea, Mendocino College, Area B  
Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

- \*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- \*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation
- \*+03.01 F22 Advancing IDEAA in Guided Pathways
- \*04.01 F22 General Education in the California Community College System Resources
- \*+04.02 F22 Proactive Planning and Support for Articulation and Counseling
- \*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees
- \*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
- \*+07.08 F22 Establishing Consistent Definitions for Course Resources
- \*+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element
- \*+07.10 F22 Title 5 Regulations Governing Catalog Rights
- \*+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
- \*+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial
- \*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources
- \*+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant
- \*+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate
- \*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
- \*+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC
- \*+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer
- \*+15.04 F22 Establish an Equitable California State University General Education Breadth (CSU GE-B) Ethnic Studies Area F Review Process
- \*17.02 F22 Textbook Automatic Billing Concerns

\*+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator

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## 1.0 Academic Senate

### 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism<sup>1</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02<sup>2</sup> Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.<sup>3</sup>

Contact: Virginia "Ginni" May, Executive Committee

### \*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning

Whereas, Noncredit instruction serves as an integral part of current and future student success for the 114,000+ noncredit students in the California Community Colleges<sup>4</sup> and is foundational to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, Resolution S18 7.03<sup>5</sup> asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02<sup>6</sup> called for equitable noncredit distance education attendance procedures; and

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<sup>1</sup> Proposed mission, vision, and values statements can be found on the ACCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

<sup>2</sup> Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: <https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

<sup>3</sup> Proposed mission, vision, and values statements can be found on the ASCCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from [https://datamart.cccco.edu/Students/Education\\_Status\\_Summary.aspx](https://datamart.cccco.edu/Students/Education_Status_Summary.aspx).

<sup>5</sup> Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: <https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives>.

<sup>6</sup> Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”<sup>7</sup> updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC’s strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

### **+01.03 F22 Honoring Mayra Cruz 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 Mayra Cruz has satisfied those requirements as a faculty member of the California Community Colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill De Anza Community College District committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor’s Office Diversity, Equity, Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

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<sup>7</sup> Noncredit Instruction: Opportunity and Challenge (2019):  
[https://www.asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf).

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education, in her service on several statewide and local level early childhood education groups and nonprofit organizations, as well as in her seven years as De Anza College Child Development Department Chair;

Whereas, Mayra Cruz was a leader in fostering civic engagement and student agency and voice in the California community colleges in her time as the founding co-director of the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE) at De Anza College, and she continues to impact civic and community leadership in the Latinx and Asian American Pacific Islander communities of the Silicon Valley area in her role as faculty for the Asian Pacific American Leadership Institute (APALI) Civic Leadership Program;

Resolved, That the Academic Senate for California Community Colleges recognize Mayra Cruz' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Mayra Cruz its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of sunny beach time in her beloved Puerto Rico and elsewhere, dancing and enjoying music and time with her family and many friends.

Contact: Karen Chow, Executive Committee, Area B

#### **+01.04 F22 Alternating Area Meeting Days**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday; and

Whereas, Saturday is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges, beginning with the spring 2023 term, hold the Area C and Area D meetings on a Friday and hold the Area A and Area B meetings on a Saturday every spring term; and

Resolved, That the Academic Senate for California Community Colleges, beginning with the fall 2023 term, hold the Area C and Area D meetings on a Saturday and hold the Area A and Area B meetings on a Friday every fall term.

Contact: Pablo Marin, Miramar College, Area D

#### **+01.05 F22 Recognition of Caucus Appointed Delegates**

Whereas, The Academic Senate for California Community Colleges serves as "the official voice of California community college faculty in academic and professional matters" and part of its mission is "to include diverse faculty, perspectives, and experiences that represent our student populations";

Whereas, The Academic Senate for California Community Colleges caucuses were established to “form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters”;

Whereas, The Academic Senate for California Community Colleges' resolutions process provides a formal use of resolutions to identify and record the will of academic senates of the California community colleges and are presented and voted upon by delegates representing their colleges, which gives faculty the opportunity to make the most direct and significant impact on statewide-level issues; and

Whereas, Extending voting rights to the Academic Senate for California Community Colleges caucuses will lead to stronger participation and input from faculty representing diverse experiences and perspectives;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) amend its bylaws to allow for ASCCC caucuses to appoint a delegate with full voting privileges at the fall and spring plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College, Area D

## **2.0 Accreditation**

### **02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards**

Whereas, The Accrediting Commission for Community and Junior College's (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),<sup>8</sup> a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05<sup>9</sup> in support of retaining the “Library and Learning Support Services” substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

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<sup>8</sup> ACCJC 2024 Draft Accreditation Standards located at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>9</sup> Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: <https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning>.

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on “Library and Learning Support Services” in the Accrediting Commission for Community and Junior Colleges’ 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

#### **\*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation**

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting review of the Draft 2024 Accreditation Standards<sup>10</sup> and soliciting feedback from the field;

Whereas, Significant changes in the Accrediting Commission for Community and Junior Colleges administration, policies, and procedures have occurred since the adoption of the 2014 Accreditation Standards<sup>11</sup>;

Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"<sup>12</sup> through Resolution F15 02.01; and

Whereas, Faculty need continued guidance on effective practices for accreditation compliance in light of the aforementioned changes;

Resolved, That the Academic Senate for California Community Colleges revise the paper "Effective Practices in Accreditation: A Guide for Faculty"<sup>13</sup> and disseminate the revised paper upon its adoption in fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

### **3.0 Diversity and Equity**

#### **\*+03.01 F22 Advancing IDEAA in Guided Pathways**

Whereas, Funds have been allocated from the California Community College Chancellor’s Office to California community colleges for Guided Pathways implementation;

Whereas, The California Community College Guided Pathways work seeks to advance equity, transform institutions, redefine readiness, and redesign supports to remove barriers and holistically support students' attainment of skills, credentials, and socioeconomic mobility<sup>14</sup>; and

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<sup>10</sup> The Draft 2024 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>11</sup> The 2014 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Accreditation-Standards -Adopted-June-2014.pdf>.

<sup>12</sup> "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

<sup>13</sup> Ibid.

<sup>14</sup> More information on Guided Pathways can be found at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

Whereas, A focus on helping “all” students succeed may result in minoritized student communities (African American, LatinX, Pacific Islanders, Southeast Asians, Native Americans) experiencing equity gaps not being a main focus of local Guided Pathways efforts, and California Community College Guided Pathways has featured presentations and information about Guided Pathways community college work outside of California, and has yet to feature Guided Pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourages local academic senates to ensure that their campus’ Guided Pathways work maintains the commitment to advance equity and removing barriers for minoritized students and address these student populations’ academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that Guided Pathways professional learning robustly supports faculty to implement pedagogical practices that are Inclusion, Diversity, Equity, Anti-racism, Accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor’s Office Updated Vision For Success systemwide goals<sup>15</sup> at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

#### **4.0 Articulation and Transfer**

##### **\*04.01 F22 General Education in the California Community College System Resources**

Whereas, There are multiple general education patterns established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1<sup>16</sup> areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

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<sup>15</sup> “Update To the Vision For Success: Reaffirming Equity In A Time of Recovery” Systemwide Goal #5 is “Reduce equity gaps by 40% across all [Vision For Success goal] measures by 2022, and fully close those gaps by 2027.” Source can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf> (see p. 6).

<sup>16</sup> 10+1 list and title 5 reference can be found on the ASCCC website at [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1).

Whereas, Legislation, including AB 1460 (Weber, 2020)<sup>17</sup> and AB 928 (Berman, 2021),<sup>18</sup> the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),<sup>19</sup> the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),<sup>20</sup> and the new California community colleges ethnic studies graduation requirement<sup>21</sup> will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on General Education in the California Community College System by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

#### **\*+04.02 F22 Proactive Planning and Support for Articulation and Counseling**

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),<sup>22</sup> AB 928 (Berman, 2021),<sup>23</sup> and AB 1111 (Berman, 2021)<sup>24</sup> have changed the landscape of general education, transfer, and articulation in California higher education;

Whereas, Articulation officers and counselors play an integral role in supporting transfer policies and practices as well as communicating locally, regionally, and intersegmentally to support students and faculty through these changes; and

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<sup>17</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>18</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>19</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>20</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>21</sup> Proposed Revisions to California Code of Regulations, title 5, §55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12–13, 2021 tab, agenda item 4.3 attachment located at [https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

<sup>22</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>23</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>24</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

Whereas, The introduction of the proposed California General Education Transfer Curriculum (CalGETC),<sup>25</sup> the new Ethnic Studies general education requirements (California State University), the upcoming Ethnic Studies area of the Intersegmental General Education Transfer Curriculum (IGETC),<sup>26</sup> and the introduction of Common Course Numbering will require significant time, effort, and expertise of system articulation officers and counselors;

Resolved, That the Academic Senate for California Community Colleges work with internal and external partners to support regulatory changes and provide professional learning support and guidance for local practitioners, as well as opportunities for intersegmental, regional, and statewide dialogue;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding these changes that include significant involvement of articulation officers and counselors; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Contact: Ty Simpson, San Bernardino Valley College, Area D

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

### **07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>27</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>28</sup> for a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”;

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<sup>25</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>26</sup> Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 can be found at [https://icas-ca.org/wp-content/uploads/2022/06/IGETC\\_STANDARDS-2.3\\_02June2022-Final.pdf](https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf).

<sup>27</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>28</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).



Whereas, The California Community Colleges Curriculum Committee drafted revisions<sup>29</sup> to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),<sup>30</sup> AB 927 (Medina, 2021),<sup>31</sup> AB 928 (Berman, 2021),<sup>32</sup> and AB 1705 (Irwin, 2022),<sup>33</sup> and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway<sup>34</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>35</sup> consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree<sup>36</sup> so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)<sup>37</sup>; and

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<sup>29</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>30</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>31</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>32</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>33</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>34</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>35</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>36</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>37</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee<sup>38</sup> and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

**\*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03<sup>39</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,<sup>40</sup> which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges<sup>41</sup>;

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<sup>38</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>39</sup> Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

<sup>40</sup> *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at [https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16\\_BA-Degree-Pilot-Program\\_Final\\_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4).

<sup>41</sup> Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at [https://asccc.org/sites/default/files/2022-09/ACCJC\\_Webinar\\_Baccalaureate\\_04\\_27\\_2016%20%281%29.pdf](https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf); *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

Whereas, The baccalaureate degree lower division general education pattern being proposed<sup>42</sup> was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)<sup>43</sup> and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),<sup>44</sup> and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees<sup>45</sup> into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

### **07.03 F22 Model the Common Course Numbering System and Processes after C-ID**

Whereas, The governor of California approved AB 1111 (Berman, 2021)<sup>46</sup> Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)<sup>47</sup> that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

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<sup>42</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>43</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>44</sup> Ibid.

<sup>45</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>46</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>47</sup> Ibid.

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>48</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System<sup>49</sup> that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor's Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)<sup>50</sup> and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.<sup>51</sup>

Contact: Eric Wada, Executive Committee

#### **\*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program**

Whereas, California Education Code §78052<sup>52</sup> states that community colleges must "[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," suggesting that the California Community Colleges Chancellor's Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are "the preferred and most sustainable mechanism for eliminating course costs"<sup>53</sup> and that it should "work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,"<sup>54</sup> thereby showing the faculty commitment to ZTC and OER sustainability; and

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<sup>48</sup> "Submit Input on Common Course Numbering Implementation" form located at

<https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>49</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>50</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>51</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>52</sup> California Education Code §78052:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>53</sup> Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

<sup>54</sup> Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>.

Whereas, The California Community Colleges Chancellor's Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to consult and partner with ASCCC in designing and implementing California Education Code §78052<sup>55</sup> to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

#### **+07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200**

Whereas, It is stated in California Education Code §70902(b)(7) that “the governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”<sup>56</sup>;

Whereas, There is no explicit mention of or focus on inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles, referred to as diversity, equity, inclusion, and accessibility (DEIA) by the California Community College Chancellor's Office and Board of Governors, in California Code of Regulations, title 5, §53200,<sup>57</sup> outlining faculty authority in 10+1 academic and professional matters;

Whereas, The California Community Colleges Chancellor's Office Call to Action<sup>58</sup> and the Center for Urban Education report, “California Community College Student Equity Plan Review: A Focus on Racial Equity,”<sup>59</sup> both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

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<sup>55</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>56</sup> California Education Code §70902(b)(7):

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article).

<sup>57</sup> California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>58</sup> California Community Colleges Chancellor's Office Call to Action can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-famil>.

<sup>59</sup> “California Community College Student Equity Plan Review: A Focus on Racial Equity” can be found at <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

Whereas, The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200<sup>60</sup> regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200 titled "Definitions," where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200<sup>61</sup>; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can infuse cultural responsiveness, equity-mindedness,

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

#### **+07.06 F22 Action Plan for Increasing Library Staffing in Accordance with Title 5**

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio (based on the type of position) varies greatly and are generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language<sup>62</sup>;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,<sup>63</sup> which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

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<sup>60</sup> California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>61</sup> Ibid.

<sup>62</sup> See ASCCC paper titled "The Role of the Library Faculty in the California Community College, p. 20 found at [https://asccc.org/sites/default/files/Role\\_of\\_Library\\_Faculty.pdf](https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf).

<sup>63</sup> Code of Regulations, title 5, §58724:

[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).



Whereas, “Librarians are central to education as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world,”<sup>64</sup> and research indicates library resources and instruction are related to improved student success and retention;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724.<sup>65</sup>

Contact: Teresa Mendes, Clovis Community College, Area A

### **+07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios**

Whereas, Counseling and instruction are equal partners in the education of community college students, more than at any other level of education<sup>66</sup>;

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01<sup>67</sup> adopted a report stating the counselor to student ratio should be determined by using the number of hours counselors are available to serve the broad needs of the general student population and not solely on MIS (management information system) data, which indicates the number of counseling faculty in the California Community Colleges system but does not distinguish between counseling faculty who provide direct counseling to students and those who are reassigned to other activities (see ASCCC paper “Consultation Council Task Force on Counseling”<sup>68</sup>);

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services<sup>69</sup>; and

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<sup>64</sup> See ASCCC paper titled “The Role of the Library Faculty in the California Community Colleges, p. 2 found at [https://www.asccc.org/sites/default/files/Role\\_of\\_Library\\_Faculty.pdf](https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf).

<sup>65</sup> Code of Regulations, title 5, §58724:

[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>66</sup> “National Committee for Appraisal and Development of Junior College Student Personnel Programs” (1965). *Carnegie Report*, found at <https://files.eric.ed.gov/fulltext/ED013065.pdf>.

<sup>67</sup> Resolution 7.01 S03 Adoption of the Consultation Council Task Force Report on Counseling: <https://www.asccc.org/resolutions/adoption-consultation-council-task-force-report-counseling>.

<sup>68</sup> The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.14 found at [https://www.asccc.org/sites/default/files/publications/ConsultationCouncil\\_0.pdf](https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf).

<sup>69</sup> Ibid, p.8.

Whereas, California Code of Regulations, title 5, §51018<sup>70</sup> articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520<sup>71</sup> defines the components minimally required for student matriculation services provided by counseling faculty, all of which contribute to student success and completion;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370)<sup>72</sup> and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

### **\*+07.08 F22 Establishing Consistent Definitions for Course Resources**

Whereas, Provisions of the Higher Education Opportunity Act 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”<sup>73</sup>;

Whereas, California Education Code §66406.9 requires that California community colleges “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students”<sup>74</sup> and California Education Code §78052 defines zero-textbook-cost degrees as “community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies”<sup>75</sup>;

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<sup>70</sup> California Code of Regulations, title 5, §55518:

[https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>71</sup> California Code of Regulations, title 5, §55520:

[https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>72</sup> The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.17 found at [https://www.asccc.org/sites/default/files/publications/ConsultationCouncil\\_0.pdf](https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf).

<sup>73</sup> Pinhel, R. (2008). *Higher education opportunity act of 2008*. <https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm>.

<sup>74</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>75</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.



Whereas, California Code of Regulations, title 5, §59402 states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course”<sup>76</sup> establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution’s Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,<sup>77</sup> and California Education Code §78052<sup>78</sup> and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that the phrase “instructional materials” is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act’s cost transparency requirements, California Education Code §66406.9<sup>79</sup> no-cost section marking requirement, and the California Education Code §78052<sup>80</sup> definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

#### **\*+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element**

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally (Resolution S21 11.02)<sup>81</sup>;

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<sup>76</sup> California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>77</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>78</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

<sup>79</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>80</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

<sup>81</sup> Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary<sup>82</sup> for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,<sup>83</sup> components of it are open to interpretation and important distinctions have not been made, including code A (section has no associated instructional material), which is intended for those sections that have no required instructional materials, code B (section uses only no-cost open educational resources), which inappropriately presumes that the only no-cost resources are open educational resources and that all open educational resources are no cost, and code D (section has low instructional material costs as defined locally) which presumes that there is a common understanding of what it means to establish a low-cost definition locally; and

Whereas, The Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials because efforts to substantially decrease the costs of course materials should be recognized (Resolution F17 13.01<sup>84</sup>) and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9<sup>85</sup>), some colleges and districts have implemented a low-cost designation with low-cost being defined as below a locally specified dollar amount;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that XB12 code A is to be used when a course section has no required instructional materials;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify the XB12 data element codes to differentiate between those sections that use no-cost open educational resources and those that use other no-cost resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to clarify that "low instructional materials costs as defined locally" refers to a locally established cost threshold that must not be exceeded.

Contact: Michelle Pilati, Rio Hondo College, Area C

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<sup>82</sup> California Community Colleges Management Information System Data Element Dictionary can be found at <https://webdata.cccco.edu/ded/xb/xb12.pdf>.

<sup>83</sup> Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

<sup>84</sup> Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

<sup>85</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

### **\*+07.10 F22 Title 5 Regulations Governing Catalog Rights**

Whereas, California community college district catalog rights are governed by contract law, as stated in Chancellor's Office Legal Opinion 09-04, which states that "(c)atalog rights are based in contract law and students can enforce the catalog rights only against the original college. . . . [and] colleges are authorized to grant additional rights to students on a permissive basis,"<sup>86</sup> thus permitting the establishment of district-based catalog rights policies and procedures not subject to any standards established in regulations approved by the California Community Colleges Board of Governors;

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them to complete such requirements based on any catalog in force while they are in attendance at a college, yet the current lack of statewide regulations governing the existing catalog rights policies and procedures established by California community college districts results in the inconsistent, and potentially inequitable, application of catalog rights for students who attend colleges between districts who are likely not aware that inconsistencies in catalog rights policies and procedures may delay or prevent them from completing their educational goals in a timely manner; and

Whereas, The California State University (CSU) Board of Trustees has long established through California Code of Regulations, title 5, §40401 (which was last amended December 4, 1984) uniform catalog rights requirements for the entire CSU system that are applicable to any "undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University"<sup>87</sup>;

Resolved, That the Academic Senate for California Community Colleges assert that uniform statewide standards for catalog rights that remove unnecessary barriers to students seeking to complete their educational goals are essential for improving student success and ensuring equitable outcomes for students; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 that establish minimum requirements for catalog rights for all California community colleges that remove unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the Spring 2023 Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

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<sup>86</sup> Chancellor's Office Legal Opinion 09-04 can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2009-04-opinion-application-of-catalog-rights-to-new-degree-requirements-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585>.

<sup>87</sup> California Code of Regulations, title 5, §40401  
[https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

**\*+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population**

Whereas, The Academic Senate for California Community Colleges resolved to support the right of any student to choose to take pre-transfer-level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education<sup>88</sup>;

Whereas, The Academic Senate for California Community Colleges resolved to oppose AB 1705 (Irwin, 2022) [Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended] unless specified amendments were enacted to protect the mission and serve the students of the California community colleges, including that “placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pretransfer-level English or mathematics course when a student determines a course fulfills their academic needs”<sup>89</sup>;

Whereas, In response to amendments suggested by the Academic Senate for California Community Colleges, the Faculty Association of California Community Colleges, and other faculty leaders, AB 1705 (Irwin, 2022) was amended to include the following reaffirmation of the importance of pretransfer-level English and mathematics for the mission of the California community colleges: "Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals"<sup>90</sup>; and

Whereas, The Standing Orders of the California Community Colleges Board of Governors provide that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter,”<sup>91</sup> and determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population is an academic and professional matter as it pertains to “curriculum, including establishing prerequisites and placing courses within disciplines” and “standards or policies regarding student preparation and success”<sup>92</sup>;

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<sup>88</sup> Resolution S22 06.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course: <https://asccc.org/resolutions/students-right-choose-take-pre-transfer-level-english-or-mathematics-course>.

<sup>89</sup> Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended: <https://asccc.org/resolutions/upholding-california-community-college-mission-oppose-ab-1705-irwin-2022-april-9-2022>.

<sup>90</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>91</sup> Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C> (see p. 42).

<sup>92</sup> California Code of Regulations, title 5, §53200, Definitions.  
<https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&BoriginationContext=documenttoc&BtransitionType=CategoryPageItem&BcontextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1>.

Resolved, That the Academic Senate for California Community Colleges shall work with the California Community Colleges Chancellor's Office and the Board of Governors by providing its advice and judgment in the formation of state policies and related implementation guidance for determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission.

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

**\*+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial**

Whereas, The California community colleges are open-access institutions dedicated to serving all in their communities who desire access to higher education opportunities;

Whereas, The current California Code of Regulations, title 5, §§55031–55034 on probation and dismissal<sup>93</sup> require that districts place struggling students on either academic or progress probation, which require the loss of the California Promise Grant (formerly known as the Board of Governors Fee Waiver) after two consecutive primary terms on probation (California Code of Regulations, title 5, §58621<sup>94</sup>), and may require dismissal after three consecutive primary terms on probation; and

Whereas, Unlike the disciplinary actions of suspension and expulsion, which are rooted in reasonable expectations for student conduct, the actions of probation, dismissal, and removal of eligibility for the California Promise Grant (formerly known as the Board of Governors Fee Waiver) are punitive actions not related to violations of student conduct codes that are antithetical to the values and mission of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support suspending and ultimately repealing the current regulatory requirements established in California Code of Regulations, title 5, §58621<sup>95</sup> that California Promise Grants (formerly known as the Board of Governors Fee Waiver) be denied to students who are on academic or progress probation for more than two consecutive primary terms; and

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<sup>93</sup> California Code of Regulations, title 5, §§55031–55034

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\).](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).)

<sup>94</sup> California Code of Regulations, title 5, §58621

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\).](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).)

<sup>95</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal [California Code of Regulations (CCR), title 5, §§55031–55034<sup>96</sup>] and denial of the California Promise Grants (formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621<sup>97</sup>), and instead identify non-punitive alternatives that truly support student success and align with the values and mission of the California Community College system, and report its findings and any recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

## 9.0 Curriculum

### **\*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources**

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution S19 09.05<sup>98</sup>);

Whereas, The Academic Senate for California Community Colleges 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 (Resolution S21 13.01<sup>99</sup>);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

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<sup>96</sup> California Code of Regulations, title 5, §§55031–55034:

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

<sup>97</sup> California Code of Regulations, title 5, §58621:

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>98</sup> Resolution S19 09.05 Support the Development of Open Educational Resources (OER):

<https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

<sup>99</sup> Resolution S21 13.01 Institutionalizing Open Educational Resources:

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

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3<sup>100</sup> states that textbooks “must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,” a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers <sup>101</sup>);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified; and

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

### **13.0 General Concerns**

#### **\*+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant**

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that have resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps<sup>102</sup>;

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<sup>100</sup> Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at [https://icas-ca.org/wp-content/uploads/2022/06/IGETC\\_STANDARDS-2.3\\_02June2022-Final.pdf](https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf).

<sup>101</sup> Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at [https://c-id.net/articulation-officers#courseoutlines\\_CID](https://c-id.net/articulation-officers#courseoutlines_CID).

<sup>102</sup> Esquivel, P. and Blume, H. (September 2, 2022). Worst national reading and math scores in decades show large pandemic-fueled equity gaps. *Los Angeles Times*. <https://www.latimes.com/california/story/2022-09-02/worst-reading-and-math-scores-in-decades-fueled-by-pandemic>.

Reading and mathematics scores decline during COVID-19 pandemic. NAEP Long-Term Trend Assessment Results: Reading and Mathematics. *The Nation's Report Card*. <https://www.nationsreportcard.gov/highlights/ltr/2022/>.

Educational Recovery Now: LA's Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. <https://gpsnla.org/educationalrecoverynow/>.



Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption<sup>103</sup>);

Whereas, The 2022–2023 state budget provides \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant<sup>104</sup>); and

Whereas, Local districts shall engage in collegial consultation with local academic senates on “policies regarding student preparation and success” and “processes for institutional planning and budget development” (California Code of Regulations, title 5, §53200. Definitions<sup>105</sup>);

Resolved, That the Academic Senate for California Community Colleges urges local academic senates to engage in collegial consultation with their districts to prioritize countering the effects of learning disruption in the budgeting of their COVID-19 Recovery Block Grant funds.

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

### **\*+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate**

Whereas, A safe and welcoming academic environment in the classroom and learning spaces is essential for student engagement, dialogue and success;

Whereas, The politically charged climate in California and across the nation as a whole has encouraged subjective and often aggressive responses, especially to conversations and efforts around anti-racism and equity, including in our classrooms where such responses are more often targeted at women of color, disrupt teaching, and threatening safe classroom environments and learning spaces;

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<sup>103</sup> Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption: <https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related>.

<sup>104</sup> California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant, found in the 2022-23 California Community Colleges Compendium of Allocations and Resources at <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-August-2022-Final---ADA-Fixes.pdf?la=en&hash=5F87F0F5CD008C31E64270BF38A20DE270E10711> (see p. 78).

<sup>105</sup> California Code of Regulations, title 5, §53200. Definitions: [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).



Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting<sup>106</sup> and discriminatory behavior, and faculty may not be familiar with those policies, and in some cases those procedures have not been revisited or revised in a way to address issues related to racelighting and discriminatory behavior exacerbated by the current political climate; and

Whereas, College administrators can demonstrate strong support for safe and welcoming classrooms as well as for faculty's efforts to engage in difficult conversations around advancing anti-racism and mitigating discrimination by ensuring that a well-developed and well-publicized policy addressing disruptions in classroom and learning spaces is in place;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and student governments to revisit, and, if necessary, revise/update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise/update procedures dealing with disruptions in the classroom and other learning spaces and develop a plan to ensure that faculty are aware of them; and

Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023 such as a toolkit, position paper, or *Rostrum* articles in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

## **15.0 Intersegmental Issues**

### **\*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC<sup>107</sup>**

Whereas, AB 928 (Berman, 2021)<sup>108</sup> requires the Intersegmental Committee of Academic Senates establish a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California” by May 31, 2023;

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<sup>106</sup> Wood, L. and Harris, F. (February 12, 2021). Racelighting: a prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*.  
<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>.

<sup>107</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>108</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)<sup>109</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the “singular lower division general education pathway” required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>110</sup> and urge that the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

#### **\*+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC**

Whereas, The Student Transfer Achievement Reform Act of 2021, AB 928 (Berman, 2022)<sup>111</sup> requires that “a singular lower division general education pathway,” be established to be used by California community college students intending to transfer to either the California State University or the University of California, which replaces the current California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns effective the 2025—2026 academic year, and proposed to be known as the California General Education Transfer Curriculum (CalGETC);

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<sup>109</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>110</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>111</sup> AB 928 (Berman, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928).

Whereas, Students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC), may only be aware of the California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns, and therefore have based their expectations for meeting transfer requirements based on their knowledge and understanding of CSU GE-B and IGETC requirements; and

Whereas, The California State University and University of California systems are responsible for establishing policies and regulations for admitting students transferring from the California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with its Academic Senate of the California State University and Academic Senate of the University of California partners to ensure that students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC),<sup>112</sup> are provided flexibility of options for meeting lower division general education requirements for transfer so that no otherwise qualified community college transfer student is denied admission to the California State University or the University of California.

Contact: John Freitas, Los Angeles Community College District, Area C

### **\*+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer**

Whereas, The passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013)<sup>113</sup> established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),<sup>114</sup> including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)<sup>115</sup> and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)<sup>116</sup> established and overseen by

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<sup>112</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>113</sup> SB 1440 (Padilla, 2010): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=200920100SB1440](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440) and SB 440 (Padilla, 2013): [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0401-0450/sb\\_440\\_bill\\_20130912\\_enrolled.html](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.html).

<sup>114</sup> The ICW document "Transfer Model Curriculum (TMC) Development Guidelines" can be found at [https://www.c-id.net/cms-uploads/cms/TMC\\_Development\\_Guidelines\\_June\\_16\\_2013\\_FINAL.doc](https://www.c-id.net/cms-uploads/cms/TMC_Development_Guidelines_June_16_2013_FINAL.doc).

<sup>115</sup> All ICW policies are available at <https://www.c-id.net/page/1>.

<sup>116</sup> The ICW document "TMC Development – An Overview of Discipline Selection" is available at [https://www.c-id.net/cms-uploads/cms/TMC\\_Development-An\\_Overview\\_of\\_Discipline\\_Selection-June\\_2\\_2015.doc](https://www.c-id.net/cms-uploads/cms/TMC_Development-An_Overview_of_Discipline_Selection-June_2_2015.doc).

ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

#### **\*+15.04 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process**

Whereas, AB 1460 (Weber, 2020)<sup>117</sup> required the California State University to institute, “as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified”<sup>118</sup>;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern<sup>119</sup> and annually submit course proposals to the California State University Chancellor’s Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)<sup>120</sup> by the California State University Chancellor’s Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

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<sup>117</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>118</sup> Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

<sup>119</sup> CSU GE Breadth pattern can be found at <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx>.

<sup>120</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community College Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022, memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"<sup>121</sup> where the CCCCCO June 29, 2022, memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"<sup>122</sup>;

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the California State University and the California Community Colleges in each of the four Ethnic Studies disciplines; and

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies, and procedures, which govern the California community college curriculum, are applied during the Ethnic Studies Area F review process.

Contact: Thekima Mayasa, San Diego Mesa College, Area D

## **17.0 Local Senates**

### **17.01 F22 Establishing an Equitable Placement and Student Success Liaison**

Whereas, After the passage of AB 705 (Irwin, 2017),<sup>123</sup> the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"<sup>124</sup> clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

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<sup>121</sup> CSU GE Breadth Requirements can be found in Executive Order 1100 at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>.

<sup>122</sup> This Chancellor's Office memorandum was sent in email and cannot be located on the CCCCCO website; see the memorandum located in ASCCC Resolutions shared folder at [https://drive.google.com/file/d/1g9Hbf\\_KP6Noh\\_H7h2bBFXe4npYd7h2N-/view?usp=sharing](https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing).

<sup>123</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>124</sup> California Community Colleges Chancellor's Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at

Whereas, AB 1705 (Irwin, 2022)<sup>125</sup> may result in additional California Community Colleges Chancellor’s Office guidance on “limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances”<sup>126</sup>;

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where “about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards” and “about 40% of 11th graders” in California not meeting grade standards in English<sup>127</sup>; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor’s Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5, §53200.<sup>128</sup>

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee

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<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

<sup>125</sup> AB 1705 (Irwin, 2022): [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>126</sup> *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

<sup>127</sup> Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.

<sup>128</sup> California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

### **+17.01.01 Amend 17.01 F22 Establishing an Equitable Placement and Student Success Liaison**

Amend the first Resolved

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more ~~teaching and/or counseling~~ faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses to act as Equitable Placement and Student Success Liaison(s); and

Contact: Gabriel Martinez, Berkeley City College, Area B

### **\*17.02 F22 Textbook Automatic Billing Concerns**

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052<sup>129</sup> funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052<sup>130</sup>; and

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<sup>129</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>130</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).



Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

**\*+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator**

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to identify an open educational resources (OER) liaison (Resolution F18 17.02)<sup>131</sup> and subsequently encouraged local colleges to identify and support a faculty OER coordinator because various opportunities for obtaining funding for local OER efforts require that a coordinator be identified to oversee the work and significant increases in OER usage are reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)<sup>132</sup>;

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) has established and supported a statewide network of OER Liaisons who facilitate OER-related communication between the colleges and the Academic Senate for California Community Colleges but who may not be locally supported to serve as OER coordinators who would engage in activities above and beyond those of OER Liaisons;

Whereas, Resolution S16 09.09<sup>133</sup> asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost (ZTC) degrees and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees, and Phase 1 of the ZTC Program is composed of grants in the amount of \$20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources (OER) as the preferred and most sustainable mechanism for eliminating course costs (Resolution F21 03.05),<sup>134</sup> positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

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<sup>131</sup> Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:

<https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons>.

<sup>132</sup> Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:

<https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0>.

<sup>133</sup> Resolution S16 09.09 Z-Degrees and Faculty Primacy: <https://asccc.org/resolutions/z-degrees-and-faculty-primacy>.

<sup>134</sup> Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://asccc.org/resolutions/zero-means-zero-textbook-cost>.



Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge 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 may serve as the college's Open Education Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage 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.

Contact: Michelle Pilati, Rio Hondo College, Area C

ASCCC Report for Area Meetings  
October 14/15, 2022

1. Undocumented Student Week of Action: *Juntos Podemos (Together, We Can): Collaborative Ecosystems that Support Undocumented Students*– October 17-21; 9:00-10:00 am each day except October 20 (encouraged that we do local advocacy). The sixth Annual Undocumented Student Action Week! The week will feature a series of virtual webinars and on-campus activities to raise awareness about the challenges undocumented students continue to face and will feature solutions that support their educational dreams.
  - a. USAW info (including Find Your Ally Toolkit & USAW Toolkit): <https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students/Undocumented-Student-Action-Week>
  - b. Webinars (including link to register): <https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students/Undocumented-Student-Action-Week/2022-systemwide-webinars>
2. 2022 Fall Plenary Session – November 3-5, 2022; Sheraton Grand Sacramento; *Centering Authentic Voices and Lived Experiences in 10+1*; Still experimenting trying to provide access and keep costs down – your feedback is needed!
  - a. Nine General Sessions: All are hybrid and will have Zoom access for online participation
  - b. Two Breakout sessions: One set of six each day; in-person only
  - c. Resolutions will be done the same as the last two sessions.
  - d. Plenary info and registration: <https://asccc.org/events/2022-fall-plenary-session-hybrid-event>
3. Events:
  - a. Academic Academy – virtual – February 16-17, 2023: Trauma-informed Leadership Practices in Education
  - b. More events: <https://www.asccc.org/calendar/list/events>
4. IDEAA efforts:
  - a. Continuing to review ASCCC policies and practices to standing committee appointments diversity and numbers. Increased number of people appointed to standing committees and continue to discuss and increase overall diversity of committees, including race & ethnicity, intentional inclusion of more PT faculty, and continued attention to discipline, college size and location, and other elements.  
<https://asccc.org/sites/default/files/IV.%20C.%20%282%29%20CommitteeComposition%20August%202022.pdf>
  - b. Executive Committee diversity – collecting self-reported data to track racial and ethnic diversity of Executive Committee in last five years.
  - c. Faculty Empowerment Leadership Academy (FELA) applications are open through Nov 8. Looking for mentor and mentee participants. Program mission: To Connect, To Empower, To Guide. Recognized 1<sup>st</sup> round of FELA mentees at Faculty Leadership Institute in June. <https://asccc.org/faculty-empowerment-and-leadership-academy>
  - d. New webpage with IDEAA Tools and Resources: <https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>
5. AB 928: Associate Degree for Transfer Intersegmental Implementation Committee

- a. 3 parts to AB 928. Singular pathway is just one part of it. Also auto placement on ADT pathway when one exists and formation of the AB928 Implementation Committee.
  - b. First meeting on October 13, 2022 – Agenda:  
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6336152a256c0e34c82df88/1664488746613/ab-928-meeting-20221013-public-agenda.pdf>.
  - c. AB 928 Summary:  
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6336154532042303f7bbcc35/1664488774014/ab-928-summary.pdf>
  - d. AB 928 Committee Charter:  
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/63361539767ebd1f00933721/1664488761936/ab-928-committee-charter.pdf>
  - e. Website: <https://www.ab928committee.org>
6. General Education: AB 928 GE pathway, GE for associate degree, Lower Division GE for CCC Baccalaureate Degree
  - a. Preliminary feedback through webinars, surveys, and meetings – see Resolutions packet for Area meetings: 7.01, 7.02, 15.01
  - b. CSU vetting: <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2022-2023/3565.pdf>  
*Each Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022):*
    - i. *Support the ICAS Cal-GETC proposal (June 2022),*
    - ii. *Recommend specific changes that satisfy the requirements of AB 928, with rationale*
    - iii. *Unable to come to a consensus*
  - c. UC vetting: feedback to be completed by November 14; final ASUC action Dec. 8.
  - d. Next Steps: Feedback brought to ICAS in December; Special Committee on AB 928 to be reconvened to consider the feedback and make a final recommendation to ICAS in February 2023. Implementation will be discussed and guidance developed once ICAS finalizes CalGETC
7. AB 1111: Common Course Numbering Task Force was meeting September 29, 2022
  - a. Meeting recap – Expectation of CCN. Not if, but how.
  - b. The CCN system will assign the same course number to comparable courses across all California community colleges in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation.” The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success.
  - c. \$10 budgeted w/ 2021 budget for facilitation of the task force; \$105 mil in 2022 budget to be rolled out to colleges once implementation plan is established.
  - d. Website: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>
8. Rising Scholars: Mellon Grant workgroup  
 Events held Sept 16 (at College of the Canyons and online) and Sept 17 (online) to discuss equity in curriculum in incarcerated education. Professional learning Canvas modules for faculty

new to carceral education have been released (softly) to attendees at end of Sept for initial feedback while we finish accessibility review. Modules will be announced to all by end of October and will continue to be developed based on feedback and need.

9. Task Force to implement AB 89: Modern Policing degree is being formed. Yet to meet. Info: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/modern-policing-degree-task-force>
10. Task Force for ZTC/OER is being formed – will be called Burden-Free Instructional Materials Task Force
11. Baccalaureate Degree Programs are underway:
  - a. 10 apps were submitted January 15: 3 fully approved, 3 pending ACCJC approval, 1 pending intersegmental agreement, 2 pending ACCJC and intersegmental agreement, 1 to be resubmitted in the next cycle
  - b. Due to lots of issues, the next cycle will be due January 15.
  - c. AB 927: 2 cycles a year, max of 15 selected each cycle. A college cannot have more baccalaureate degrees than 25% of its associate degree programs.
12. Board of Governors included in the System Budget Request for 23-24 the ASCCC request for funding an Intersegmental Transfer Success Collaborative – pull intersegmental discipline faculty together to align transfer pathways where feasible and explain value and benefits of those pathways that do not align. Chancellor's Office Budget News website, includes 2023-2024 System Budget Request: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News>
13. Update on the Transfer Alignment Project: [https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO\\_Report\\_Program\\_Course\\_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16)
14. Legislative Update:
  - a. Signed by the governor: AB 1705, AB 1187, AB 2449
    - i. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705)
    - ii. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1187](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1187)
    - iii. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449)
  - b. A third of the legislators will be new, so get to know them. Make local connections! ASCCC hosting meet & greet for new legislators and staff on January 11.
  - c. Legislative Priorities for ASCCC:
    - i. Academic Freedom
    - ii. OERI-ongoing funding. Key for supporting ZTC efforts.
    - iii. Supporting students impacted by COVID-19 global pandemic and changes in course offerings
15. CCCC Chancellor
  - a. First Chancellor Search meeting was Monday, September 12, 2022  
<https://www.cccco.edu/About-Us/Board-of-Governors/chancellorsearch>

- b. Interim Chancellor Gonzales and some of the executive vice chancellors were invited to join the Executive Committee for their September 16 breakfast.
- c. Chancellor listening to and elevating support for faculty, recognizing their service to students
- d. Interim Chancellor to speak at the 2022 Fall Plenary Session

16. Local academic senate visits, Collegiality in Action requests to date:

- a. Local academic senates: more than 12
- b. Collegiality in Action: 6

17. ASCCC is beginning the process for creating the next strategic plan. In the last year of current strategic plan.

18. Recommendations from the 2020-21 Periodic Review have been assigned to be addressed. Many of the recommendations have been addressed already.

19. President's Update went out in late August: <http://createsend.com/t/y-D6790827D8CAC7C92540EF23F30FEDED>