



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Fall Plenary Session Resolutions

For Discussion at AREA MEETINGS

October 27, 2023

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 Fall Plenary Session held on November 18, 2023.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair

Robert L. Stewart, Jr, ASCCC Resolutions Second Chair

Davena Burns-Peters, San Bernardino Valley College, Area D

Sonja Downing, Merced College, Area A

Mark Edward Osea, Mendocino College, Area B

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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 before the posted deadlines each day by email using resolutions@asccc.org.
- 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 and amendments 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](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

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 through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

- *03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes
- *04.01 F23 Communicate Requirements of Articulation of High School Courses
- *06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9
- *06.02 F23 Support Vision 2030 Goals and Strategic Directions
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- *08.01 F23 Noncredit Counseling Professional Learning and Support for Students
- *09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record
- *15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of September 8, 2023

- *15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023
- *17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts
- *17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways

3 DIVERSITY AND EQUITY

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

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹; 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation²; 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism³; 03.01 F22 Advancing IDEAA in Guided Pathways⁴; 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200⁵; 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement⁶; 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook⁷; 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework⁸; 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work⁹; 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison¹⁰;

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations¹¹ directed the Academic Senate for California Community Colleges to "encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes" and "work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes,"¹² and,

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

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

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

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

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

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

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

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

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

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

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

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

as an outcome of that collaboration, updates to title 5, §53602¹³ were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices¹⁴ directed the Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602¹⁶;

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

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

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

¹³ Title 5 §53602:

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

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

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

¹⁶ Title 5 §53602:

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

4 ARTICULATION AND TRANSFER

***04.01 F23 Communicate Requirements of Articulation of High School Courses**

Whereas, AB 1705 (Irwin, 2022)¹⁷, signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school¹⁸; and

Whereas, California Code of Regulations title 5 §55051¹⁹ has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations title 5 §55051²⁰ Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

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

Whereas, AB 607 (Kalra, 2023)²¹ modifies California Education Code §66406.9²² to expand the cost information required in course schedules, requiring that colleges:

Prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly

¹⁷ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

¹⁸ California Education Code §78213(i)(3):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.

¹⁹ Title 5 §55051:

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

²⁰ Title 5 §55051:

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

²¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²² California Education Code §66406.9:

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

related to those materials, for no less than 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

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

Whereas, California Code of Regulations, title 5, §59402²³ 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,” (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources²⁴) establishing the definition of “instructional materials” to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9²⁵ as modified by AB 607 (Kalra, 2023)²⁶ be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402²⁷.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***06.02 F23 Support Vision 2030 Goals and Strategic Directions**

Whereas, The Vision 2030²⁸ merges elements of the Vision for Success and the Governor’s Roadmap for California Community Colleges into three goals of Equity in Access, Equity in

²³ Title 5, §59402:

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

²⁴ <https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources>

²⁵ California Education Code §66406.9:

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

²⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²⁷ Title 5, §59402:

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

²⁸ Chancellor’s Office Vision 2030 Webpage: <https://www.cccco.edu/About-Us/Vision-2030>

Support, and Equity in Success and three strategic directions of Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and The Future of Learning, which were adopted by the Board of Governors on September 26, 2023; and

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

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

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form²⁹.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

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

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

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or

²⁹ Chancellor's Office Vision 2030 Feedback Form: <https://www.cccco.edu/vision-2030-feedback-form>

other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251³⁰);

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

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

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

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

Whereas, Procedures and Standards of the Board of Governors (December, 2022)³¹ requires that "any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY)," allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052³² establishes that "it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses," and \$115 million dollars have been appropriated to the California Community Colleges Chancellor's Office to disperse to the colleges to establish zero-textbook-cost pathways that "prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content";

³⁰ California Education Code §66251:

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

³¹ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³² California Education Code §78052:

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

Whereas, The requirement to use the CC BY license as established in Procedures and Standards of the Board of Governors (December, 2022)³³ can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

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

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

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)³⁴ to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

8 COUNSELING

***08.01 F23 Noncredit Counseling Professional Learning and Support for Students**

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)³⁵ and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer³⁶, 4.00 S92 Counselors³⁷ and 8.02 F94 Role of Counseling Faculty in Noncredit Programs³⁸;

³³ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³⁴ <https://creativecommons.org/licenses/by-nc/2.0/>

³⁵ <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

³⁶ <https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer>

³⁷ <https://www.asccc.org/resolutions/counselors>

³⁸ <https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs>

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the Fall/Spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; Student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023³⁹;

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

Whereas, Noncredit students have individualized needs on student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that need specialized counseling support; currently, there is not consistent noncredit counseling support across the California Community College System;

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

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

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

9 CURRICULUM

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

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴⁰ called for the Academic Senate for California Community Colleges to work with the Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 titled 'Standards and

³⁹ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

⁴⁰ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

Criteria for Courses' to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled"; and

Whereas, In response to ASCCC Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴¹, the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of Regulations Title 5 §55002⁴² and related sections during the 2022-2023 academic year, resulting in draft regulations⁴³ available for consideration at the ASCCC Fall 2023 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations title 5 §55001, §55001.5, §55002, and §55100⁴⁴, in recognition that minor subsequent revisions may be made by the Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206⁴⁵.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

15 INTERSEGMENTAL ISSUES

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

Whereas, AB 928 (Berman, 2021)⁴⁶ was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation

⁴¹ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁴² Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴³

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

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<https://www.asccc.org/sites/default/files/Agendas/Proposed%20Amendments%20to%20DEI%20in%20the%20COR%20Regulations%20%28FINAL%20v2.pdf>

⁴⁵ Procedures and Standing Orders of the Board of Governors, December 2022 Edition: <https://www.cccco.edu/-/media/CCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

⁴⁶ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

Committee⁴⁷ consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas⁴⁸:

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

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments⁴⁹ and the Committee; and

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

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023⁵⁰.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁴⁷ AB 928 Associate Degree for Transfer Intersegmental Implementation Committee:
<https://www.ab928committee.org/committee-membership>

⁴⁸ AB 928 (Berman, 2021) §§(g)(1-3):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁴⁹ September 18, 2023 Meeting:
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf>

⁵⁰ AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023):
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfba3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf>

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

Whereas, AB 1111 (Berman, 2021)⁵¹ was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

Whereas, The AB 1111: Common Course Numbering Task Force⁵² consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities carefully created the Recommended Implementation Plan as of October 2, 2023⁵³ through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

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

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

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023⁵⁴.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁵¹ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁵² AB 1111: Common Course Numbering Task Force Membership: <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91>

⁵³ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

⁵⁴ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

17 LOCAL SENATES

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

Whereas, California Education Code §78052⁵⁵ requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and the Academic Senate for California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁵⁶);

Whereas, The Burden-Free Instructional Materials Task Force was convened to “provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term,” and Resolution Number 2023-18 of the California Community Colleges’ Board of Governors⁵⁷ established that “the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs”;

Whereas, The 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 13.01 S21 Institutionalizing Open Educational Resources⁵⁸); and

Whereas, Although the Academic Senate for California Community Colleges has urged “local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program” and encouraged “local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college’s open educational resources and Zero Textbook Cost Program efforts”(Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty

⁵⁵ California Education Code §78052:

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

⁵⁶ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁵⁷ [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/\\$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf)

⁵⁸ <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>

Coordinator⁵⁹), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

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

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

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

***17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways**

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty through committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee⁶⁰ adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁶¹);

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

Whereas, As of Fall 2022, there are 36,305 (67.2%) part time faculty (labeled as “academic, temporary” in the Dashboard) compared to 17,727 (32.8%) full time faculty in the California

⁵⁹ <https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs>

⁶⁰ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁶¹ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

Community Colleges⁶² indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

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

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

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

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

⁶² California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx.