



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

58th SESSION RESOLUTIONS

Spring Plenary

ADOPTED RESOLUTIONS

Resolutions Committee 2021-2022

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ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges

Whereas, In fall 2021 the Academic Senate for California Community Colleges (ASCCC) adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to do the following:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopt the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

MSC

1.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, Since that time, the ASCCC has focused on the prioritization and inclusion of anti-racism in its DEI efforts through various resolutions and position papers;

Whereas, The ASCCC recognizes that effective progress at anti-racism requires life-long approaches and commitments; and

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Whereas, The ASCCC Executive Committee, at its March 5, 2022 meeting, voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the ASCCC is doing;

Resolved, That the Academic Senate for California Community Colleges update its vision, mission, and values statements to include anti-racism for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

MSC

3.0 DIVERSITY AND EQUITY

3.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office (CCCCO) Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the CCCCCO inclusion of accessibility³;

Whereas, In June of 2020, the president of the Academic Senate for California Community Colleges (ASCCC), in the Call for Action, challenged system faculty to support infusing anti-racism/no hate education in community colleges and “to put these words into practice”;

Whereas, The ASCCC passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#), recommending that local academic senates establish a local inclusion, diversity, equity, and anti-racism (IDEA) liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, Currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the ASCCC website, creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develop and publish an IDEAA Liaison Handbook by spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, the acronym used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

MSC

3.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of academic senate 10+1 academic and professional matters purview per [Title 5 §53200](#), and the ASCCC has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statement, and its role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled *DEI in Curriculum Model Principles and Practices* that was developed collaboratively with representatives from the ASCCC, the Student Senate for California Community Colleges (SSCCC), the California Community College Chancellor's Office, and representatives from administrative and classified constituencies; and

Whereas, The SSCCC, in its Anti-Racism Plan of Action⁵, calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopt the *DEI In Curriculum Model Principles and Practices*⁶ and encourage local academic senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

MSC

3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states 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 to reduce the overall cost of education for students and

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

⁶ [DEI in Curriculum Model Principles and Practices](#)

decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- 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.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed a commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁷ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁷ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

MSC

3.04 S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705

Whereas, The California Community Colleges Chancellor's Office (CCCCO) required that all California community colleges submit an Equitable Placement Validation Report on their AB 705 implementation strategies for the lowest GPA band of entering students using a template that asked colleges to report enrollments as placements and de-coupled pre-transfer level coursework from college-level courses (with or without a corequisite) so colleges could not separate enrollments from placement, and colleges might have reported intermediate algebra as a college-level course;

Whereas, Most California community colleges' pre-college level mathematics courses are two or more levels below transfer, and the Equitable Placement Validation Report template allowed for a local comparison of throughput rates of pre-transfer level courses and pre-college level courses resulting in an outcome that over 90% of California community colleges were not maximizing throughput;

Whereas, Previous CCCCCO memos related to AB 705 were co-signed by the Academic Senate for California Community Colleges (ASCCC), but the CCCCCO memo ESS 21-300-015 (November 18, 2021) was not co-signed by the ASCCC, and ESS 21-300-015 strongly guides colleges to place students in transfer-level courses based on the outcomes from the Equitable Placement Validation Report, and colleges should ensure that placements are equitable and do not disproportionately impact students regardless of GPA; and

Whereas, The charge of the ASCCC's Data and Research Task Force is "to assist local academic senates in using data effectively to improve teaching and learning," "to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters," and to include "data examination and exploration to improve educational programs and services to students;"

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to develop more robust and thorough methodologies that provide student-centered guidance to colleges that account for the differences among pre-college level, college level, and transfer level when reporting on AB 705 implementation efforts for disproportionate impacts;

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to examine throughput rates for students who begin one level below transfer and throughput rates for students who begin in transfer level and receive a substandard grade; and

Resolved, That the Academic Senate for California Community Colleges and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to reinvestigate the outcomes of the 2021 Equitable Placement Validation Report in light of the clearer definitions of course levels, course enrollment, and course placement and include disaggregated student outcomes for all GPA bands and course-taking patterns.

Contact: [Eric Wada](#), Folsom Lake College, Area A

MSC

3.05 S22 Disaggregate Asian and Pacific Islander Student Data

Whereas, The Asian and Pacific Islander (API) population is more heterogeneous than any other racial group in the US, with more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration histories, cultures, and religions, and “Asian American” is a political term originally intended to unite Asian sub-groups in a unified fight for justice and equity, and the California Community Colleges Chancellor's Office (CCCCO) only publicly disaggregates API students into three ethnic groups—Asian, Filipino, and Pacific Islander⁸—and therefore misrepresents the needs of underserved API populations;

Whereas, The Academic Senate for California Community Colleges' (ASCCC) [Inclusivity Statement](#) specifies a “goal of ensuring the equal educational opportunity of all students,” and a “commitment to diversity requires that we strive to eliminate those barriers to equity,” and a lack of access to disaggregated API student data is a barrier to informed, targeted resource allocation and equitable educational opportunities;

Whereas, Only 27% of South East Asian Americans (SEAA) hold a higher-education degree compared to 49% of Asian Americans, and therefore access to higher education disproportionately affects the 910,000 SEAA living in California, including Hmong, Vietnamese, Cambodian, and Laotian communities, when compared to Asian Americans as a whole community⁹; and

Whereas, The CCCCCO's current grouping of API students does not allow for the identification of disproportionately impacted API student groups and therefore places SEAA and other unidentified disproportionately impacted API students at a disadvantage for resource allocation and decision-making purposes relating to initiatives such as AB 705 (Irwin, 2017), student equity, and guided pathways;

⁸ https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

⁹ https://www.searac.org/wp-content/uploads/2020/02/SEARAC_NationalSnapshot_PrinterFriendly.pdf

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to refine data disaggregation processes to increase transparency of and access to CCCCO data so colleges can better serve misrepresented student populations such as South East Asian Americans and other unidentified disproportionately impacted Asian and Pacific Islander groups;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to apply fully disaggregated data to allocate resources relating to equity initiatives and provide guidelines to make equitable decisions relating to students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidelines for regularly reviewing and revising data practices to ensure students are correctly represented; and

Resolved, That Academic Senate for California Community Colleges work with local academic senates to implement best practices regarding regularly reviewing data to ensure that disproportionately impacted Asian and Pacific Islander students are identified.

Contact: [Michael Takeda](#), Fresno City College, Area A

ACCLAMATION

3.06 S22 Noncredit Spanish Language Course Outlines of Record and Regional Support

Whereas, The state of California has seen a significant increase in Spanish-speaking residents over the last 10 years, an increase that is reflected in student enrollment trends; and

Whereas, Several colleges, including Cerritos College and Los Angeles Trade Tech College, have already successfully implemented processes by which Spanish-language versions of their courses can be offered; and

Whereas, Demand for noncredit courses in Spanish has significantly increased, especially in noncredit and vocational education/career technical education program areas such as automotive technology, culinary arts, sewing, computer literacy, electrical, and entrepreneurship; and

Whereas, The current lack of processes at local community colleges that could encourage and include Spanish-language courses could also result in a lack of regional collaborations that may benefit Spanish-speaking students in expanding their academic opportunities;

Resolved, That the Academic Senate for California Community Colleges work with California Community Colleges Chancellor's Office to review and provide a current or updated [Legal Opinion: 06-10- Provision of Instruction in Languages Other than in English](#);

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and vocational

education/career technical education courses that will allow for the courses to be taught in Spanish;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their curriculum committees through their curricular processes to develop or amend Spanish language indicators to be added to titles and course descriptions of noncredit, basic skills, and vocational education/career technical education courses; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their curriculum committees to develop or amend course outlines of record that are intended to be taught in Spanish.

Contact: [Luciano Morales](#), Cerritos College, Area C

MSC

5.0 BUDGET AND FINANCE

5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning*, which calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The ASCCC adopted Resolution [S16 06.04](#) *Mental Health Services*, which urges “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students”;

Resolved, That the Academic Senate for California Community Colleges include a request for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges support AB1987¹⁰ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122¹¹ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

¹⁰ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

¹¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

MSC

6.0 LEGISLATIVE ISSUES

6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution S16 06.01¹² *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016), at the 2016 Spring Plenary Session;

Whereas, The ASCCC has prioritized support on expansion of Cal Grants¹³;

Whereas, The ASCCC continues to advocate for increases to Cal Grant awards¹⁴; and

Whereas, AB 1746¹⁵ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges support AB 1746¹⁶ (Medina, 2022, as of March 5, 2022) Student Financial Aid: Cal Grant Reform Act; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

ACCLAMATION

6.02 S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022

Whereas, The Academic Senate for California Community Colleges (ASCCC) acknowledges the importance of academic freedom, most recently through the fall 2020 adoption of the paper *Protecting the Future of Academic Freedom in a Time of Great Change* and the adoption of

¹² Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹³ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹⁴ Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹⁵ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Resolution 06.02 F20 *Legislative and System Support for Academic Freedom*, which called for the ASCCC “to work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom”; and

Whereas, Current polarizing racial, cultural, and political events and increasing efforts to silence opposing viewpoints necessitate public reaffirmation of core principles of academic freedom, including that “academic freedom allows for students to be introduced to a diverse range of ideas that often contrast and even compete with each other within an academic framework and invites them to participate in a rigorous analysis and comparison of these ideas as a means of developing their own interpretations” (Vélez & Curry, *Academic Freedom and Equity, ASCCC Rostrum*, November 2020);

Whereas, While Title 5 §51023 requires governing boards of community college districts to adopt a policy statement on academic freedom, California Education Code does not include specific provisions protecting academic freedom, resulting in a wide variety of academic freedom policies across districts and colleges and a lack of “the uniformity necessary to uphold and ensure the principles of academic freedom across all of California’s community colleges” (SR45, Min as of March 17, 2022); and

Whereas, SR45 (Min, 2021) acknowledges that “Freedom of thought and expression are necessary for every higher education institution “ and “Academic freedom is foundational for the free flow of knowledge, ideas, and governance on college campuses” while also declaring “that academic freedom is an essential requisite for teaching and learning in California Community Colleges,” a position that the ASCCC Executive Committee expressed in its letter of support following action at its February 4-5, 2022 Executive Committee meeting: “[SR 45] is thus both timely and important, and the ASCCC appreciates and endorses its accurate explanation of the significance of and issues surrounding academic freedom as well as its strong statement of support for the concept”;

Resolved, That the Academic Senate for California Community Colleges support SR 45 (Min, as of March 17, 2022); and

Resolved, That the Academic Senate for California Community Colleges advocate for the explicit inclusion of academic freedom in California Education Code.

Contact: [Sharyn Eveland](#), Taft College, Area A

ACCLAMATION

6.03 S22 Upholding the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended

Whereas, California Education Code 66010.4. (a) (1) defines the primary mission for the California community colleges as to “offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school”;

Whereas, California Education Code 66010.4. (2) requires the California community colleges to offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions;

Whereas, California Education Code 66010.4. (3) expands the primary mission of the California community colleges "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement"; and

Whereas, The language of AB 1705 (Irwin, 2022) as of April 9, 2022 defines pre-transfer courses to include "basic skills," "remedial," and "college-level" including noncredit courses, and mandates that most students be placed and enrolled directly in transfer-level written communication and quantitative reasoning courses for programs that require any math or English courses;

Resolved, That the Academic Senate for California Community Colleges oppose AB1705 (Irwin, 2022) as of April 9, 2022 unless the following amendments are enacted to protect the mission and serve the students of the California community colleges:

Placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pre-transfer level English or mathematics course when a *student determines* a course fulfills their academic needs based on the desire to do any of the following:

1. Complete a certificate or Career Technical Education program.
2. Make up for learning loss from the COVID-19 global pandemic or break in education.
3. Build skills or re-skill.
4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.

It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs.

It is the intent of the legislature neither to create additional English or mathematics requirements in program pathways nor to increase the level of the English or mathematics requirements in program pathways.

It is the intent of the legislature to add support and resources for faculty to implement equitable placement, such as a lower ratio of instructor to students not exceeding 1:10, professional development, embedded faculty tutors in the classrooms, and update the classroom environment to accommodate small groups.

It is the intent of the legislature to exclude noncredit from the definition of pre-transfer in this bill.

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

MSC

6.04 S22 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Whereas, The right of students to enroll in a transfer level English or mathematics course resulting from AB 705 should not require that students forfeit their right to take a pre-transfer level English or mathematics course for the purpose of academic preparation, meeting non-transfer degree/certificate requirements¹⁷, re-skilling, or life-long education¹⁸;

Whereas, AB 705 requires colleges to maximize the probability that students will complete transfer-level English and mathematics within a one-year timeframe but does not explicitly prohibit colleges from offering pre-transfer level English and mathematics courses as an option for students;

Whereas, Concluding that pre-transfer level English and mathematics courses should no longer be offered runs counter to the intent of AB 705 given data suggesting otherwise¹⁹ or widening of equity gaps²⁰ that require further exploration; and

Whereas, That the Academic Senate for California Community Colleges has urged stakeholders to address COVID-19 related learning disruption by providing students with access to a

¹⁷ Intermediate Algebra satisfies mathematics competence for the Associate Degree per [CCR, Title 5, § 55063](#).

¹⁸ “There is a broad consensus among economists and higher education experts that re-skilling and life-long learning are central to the future of work.” Page 26, The Master Plan for Higher Education in California and State Workforce Needs (2018), https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf

¹⁹ Data from the Los Angeles Community College District’s Office of Institutional Effectiveness [https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/\\$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%202001-31-2022%20v1.pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%202001-31-2022%20v1.pdf) found that students who recently completed intermediate algebra had a higher rate of success in transfer level mathematics in Fall 2019, Fall 2020, and Fall 2021.

²⁰ PPIC, A New Era of Student Access at California’s Community Colleges Technical Appendices, 2022, <https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf>, found that while throughput grew for all student groups, there has been a widening of the equity gap in throughput for Black and LatinX students.

community college education by offering adequate English and mathematics courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic²¹;

Resolved, That the Academic Senate for California Community Colleges support the right of any student to choose to take pre-transfer level English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and mathematics courses for students interested in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

Contact: [Jeffrey Hernandez](#), East Los Angeles College, Area C

MSC

6.05 S22 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)

Whereas, AB 1705 (Irwin, 2022, as of March 16, 2022)²² would require that California community colleges create a Transfer Level Gateway Completion Dashboard by July 2023 that shall be updated annually and shall contain data on a statewide basis disaggregated by regional, district, and college levels, including drop out prior to census date counts in mathematics, English, and ESL English;

Whereas, The California Community Colleges Chancellor's Office is assessing and evaluating AB 705 (Irwin, 2017)²³ or California Education Code section 78213²⁴ compliance by using student enrollment data in transfer-level coursework but does not include all enrollment data in the evaluation and assessment; and

²¹ ASCCC Fall 2021 Plenary Resolution 20.01, Improve Mathematics and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, <https://asccc.org/resolutions/improve-mathematics-and-english-outcomes-expanding-access-and-addressing-covid-19-related>

²² AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²³ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²⁴ CA EDC:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC

Whereas, AB 1705 (Irwin, 2022, as of March 16, 2022)²⁵ would require that colleges not only place but also enroll students in transfer-level courses with limited exceptions;

Resolved, That the Academic Senate for California Community Colleges work with system practitioners, partners, and stakeholders as well as the legislature to include the requirement in AB 1705 (Irwin, 2022)²⁶ that the California Community Colleges Chancellor’s Office Transfer Level Gateway Completion Dashboard include a data element on student enrollment from the first day of each course through the census date for each college; and

Resolved, That the Academic Senate for California Community Colleges advocate for additional funding for colleges and districts to support expanding reporting requirements and development of appropriate data elements associated with a Transfer Level Gateway Completion Dashboard as described in AB1705 (Irwin, 2022).

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

ACCLAMATION

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

7.01 S22 Public Access for Vision Resource Center Materials

Whereas, The California Community Colleges system has taken a national lead on transforming educational systems through inclusion, equity, diversity, anti-racism and accessibility, creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor’s Office has collected documents, powerpoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional learning; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address, which restricts access of materials for retired faculty, part-time faculty, industry partners, some students, and the general public;

²⁵ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²⁶ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office to establish an option for public access to the materials in the Vision Resource Center.

Contact: ASCCC Executive Committee

MSC

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The ASCCC has requested that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local zero-textbook-cost implementation challenges; and

Whereas, The ASCCC has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges 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 ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

MSC

9.0 CURRICULUM

9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The course outline of record is at the center of local curricular process, its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#), and the application of those requirements is detailed in the [Program and Course Approval Handbook](#); and

Whereas, There is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the *Program and Course Approval Handbook* to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

MSC

9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and the academic senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer-level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

MSC

9.03 S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs

Whereas, AB 927 (Medina, 2021) expands baccalaureate degree programs in the California Community Colleges;

Whereas, Applicants to California community college baccalaureate degree programs currently must complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum, both of which may soon be obsolete given the [AB 928](#) (Berman, 2021) mandate to “establish a singular lower division general education pathway that meets the academic requirements necessary for admission to the California State University and the University of California” for implementation by fall 2025 and that the pathway “be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments”; and

Whereas, The scope and purpose of baccalaureate degrees differ between the California Community Colleges, the California State University, and the University of California, and specifics for lower division general education preparation differs based on those scopes and purposes;

Resolved, That the Academic Senate for California Community Colleges 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 for approval by Spring 2023 and system-wide implementation by fall 2024.

Contact: [Erica Menchaca](#), Bakersfield College, Area A

MSC

9.04 S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies

Whereas, C-ID constructed a template in “Social Justice Studies” as a general “Area of Emphasis” for students wishing to transfer into Ethnic Studies programs or Women and Gender Studies programs;

Whereas, The fields of Ethnic Studies and Women and Gender Studies have long been recognized in higher education as distinct and legitimate disciplines and exist as separate programs and degrees at transfer institutions including California State University and University of California;

Whereas, Assembling a transfer pattern for students wishing to pursue degrees in Ethnic Studies or Women and Gender Studies under the designator, “Social Justice Studies,” does not align with California State University and University of California disciplinary majors and denies students a disciplinary identity and home at the community college level and a clear transfer pathway; and

Whereas, The forthcoming departure of Ethnic Studies from the Social Justice Studies designator offers an opportunity to create a new transfer model curriculum (TMC) for Women and Gender Studies and reassess the effectiveness of the Social Justice Studies TMC;

Resolved, That the Academic Senate for California Community Colleges works with the Intersegmental Curriculum Workgroup, C-ID Advisory Committee, and the California State University Chancellor's Office to consider creating a transfer model curriculum for Women and Gender Studies by December 2022.

Contact: [Carl Sjovold](#), Sacramento City College, Area A

MSC

9.06 S22 Professional Learning Support for Increased Faculty Understanding and Further Discussion on the Impact of AB928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021 on Local Colleges

Whereas, [AB928](#) (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, within the California Community Colleges system;

Whereas, The mental and physical well-being of all California community college and university students continues to be of serious concern, with [Area E](#)²⁷ of the CSU transfer curriculum designed “to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings,” and therefore the retention of Area E is vital to any unified transfer curriculum;

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

Whereas, The possible exclusion of lifelong learning and self-development courses due to streamlining the general education pattern will impact various disciplines, such as, kinesiology, social sciences, humanities, communications, nutrition, counseling, and health education and

²⁷ “Area E requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein and other content such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning.”

through the potential elimination of Area E could further perpetuate existing health disparities and may contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate for California Community Colleges work with the Associate Degree for Transfer Intersegmental Implementation Committee to communicate the importance of critical holistic needs of students in order to retain the lifelong learning category in the general education transfer curriculum;

Resolved, The Academic Senate for California Community Colleges urge local academic senates to engage their faculty in a discussion on the impact of AB928 on their students' holistic collegial experience; and

Resolved, That the Academic Senate for California Community Colleges provide professional learning opportunities for faculty in order to increase dialog and understanding about both the impact of AB928 on local colleges and recommendations made by the subcommittee on AB928 to the Intersegmental Committee of Academic Senates.

Contact: [Kathleen O'Connor](#), Santa Barbara City College

MSC

10.0 DISCIPLINES LIST

10.01 S22 Disciplines List – Asian American Studies

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

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

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

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

Contact: ASCCC Standards & Practices Committee

ACCLAMATION

10.02 S22 Disciplines List – Native American/American Indian Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian studies discipline:

Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

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

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

Contact: ASCCC Standards & Practices Committee

ACCLAMATION

10.03 S22 Disciplines List – Nanotechnology

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

Master of science degree in a STEM-related field, such as chemistry, physics, biochemistry, or engineering, and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

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

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

Contact: ASCCC Standards & Practices Committee

MSC

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Whereas, The California Community Colleges Chancellor’s Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future zero-textbook-cost (ZTC) funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The Academic Senate for California Community Colleges (ASCCC) “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” ([Resolution 3.05 F21](#));

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the ASCCC “encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources” ([Resolution 9.05 S19](#)); and

Whereas, [California Education Code §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways ([Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020](#));

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to require that all recipient colleges and districts of zero-textbook-cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to support the development of a repository for the sharing of open educational resources used to establish zero-textbook-cost certificates and

degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions, including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office Information and Communication Technology and Instructional Material Accessibility Standard ²⁸(2020) says that “ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”; and

Whereas, Accessibility is an academic and professional matter per [Title 5 §53200](#), and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for making accessibility a campus-wide priority because it relates to faculty agency over equitable student access in all teaching and learning environments;

Resolved, That the Academic Senate for California Community Colleges update its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2023 to include clarification of the differences between accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and accessibility (as referenced in Section 508 of the Rehabilitation Act), as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional learning, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

²⁸ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

ACCLAMATION

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time, California community colleges serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions, and expect that number to reach over 20,000 students and 1,000 FTE within 3 years;

Whereas, 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 (CCCCO) and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the CCCCCO, local colleges, the Academic Senate for California Community Colleges (ASCCC), the Student Senate for California Community Colleges, and the CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as the ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional learning for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establish a Rising Scholars Faculty Advisory Committee to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charge the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local senate structures, dedicated to the ASCCC's 10+1 academic and professional matters purview per [Title 5 §53200](#), with furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building among prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the California Community College Chancellor's Office, the CCCCCO's Rising Scholars Advisory Committee, and the CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, That the Academic Senate for California Community Colleges expect the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and memorandums of understanding produced by the ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and the California Department of Corrections and Rehabilitation to their local networks of faculty teaching in incarcerated environments and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the CCCCCO, and the CDCR; and

Resolved, That the Academic Senate for California Community Colleges requests of the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Corrections and Rehabilitation (CDCR) that the ASCCC and the ASCCC Rising Scholars Faculty Advisory Committee be consulted for Memorandums of Understanding (MOUs) concerning prison education, particularly the ASCCC's 10+1 academic and professional matters purview per [Title 5 §53200](#) between the CDCR and the CCCCCO and, for local MOUs between the CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

ACCLAMATION

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including the California Department of Corrections and Rehabilitation (CDCR), the California Community Colleges Chancellor's Office, the Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level memorandums of understanding, standard procedure, and best practices have been imposed on California community college faculty without knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' (ASCCC) 10+1 academic and professional matters purview per [Title 5 §53200](#) has been ignored; and

Whereas, The ASCCC and faculty engaged in incarcerated education, whether through face-to-face college, correspondence, or other distance education college instruction, could benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member teaching or engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities, or who has been formerly incarcerated, to act as a

local Rising Scholars liaison to facilitate communication among Rising Scholars faculty, the local senate, and the ASCCC;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with these liaisons to ensure communication and opportunities for input on the ASCCC's 10+1 academic and professional matters purview per [Title 5 §53200](#) are provided by the California Department of Corrections and Rehabilitation, the California Community Colleges Chancellor's Office, the CCCCCO's Rising Scholars Advisory Committee, and the ASCCC before implementation of those policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

MSC

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)²⁹ charges the California Community Colleges Chancellor's Office (CCCCO) with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students; and

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional learning specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges request of the California Community Colleges Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional learning and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional learning at the local level for part-time and full-time faculty delivering incarcerated instruction.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

ACCLAMATION

²⁹ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule”;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the information may in some cases be inaccurate, misleading, or missing despite the best efforts of faculty to submit clear and accurate information in a timely manner;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administration to ensure the online class schedule contains the clear and accurate textbook and class resource information submitted by the instructor, that their sections are properly noted with the zero-cost or low-cost icon if appropriate, and that accountability processes are established.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

MSC

13.07 S22 Advocate for the Protection of Online Learning Integrity

Whereas, During the last decade, there has been significant support from the California Legislature for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased dramatically, and enrollment trends indicate a continued increased interest in online learning;

Whereas, Faculty have engaged in professional learning including strategies, pedagogies, and course design for online learning, all while meeting federal and state regulations to provide sustainable and flexible access to college in order to meet the increasing demand for high quality remote learning;

Whereas, The sharp increase in online learning has also created an economic market for educational fraud where companies sell their services to take courses on behalf of students for a fee or companies masquerade as study sites but in practice are fraud libraries providing paying users answers to assignments or access to essays for sale as documented in reporting from *The Los Angeles Times*³⁰, *The Atlantic*³¹, and *The Hechinger Report*³² and thus violate the integrity of degrees and security of college enterprise systems; and

Whereas, It is evident that online education is here to stay and the solution to the nefarious mischiefs caused by this growing cottage industry of fraud is to innovate and protect the integrity of online courses and enterprise systems, not to backtrack from this inclusive learning modality;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud; and

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for continued and expanded support of professional learning to gain additional pedagogical skills to help prevent and identify educational fraud of this nature.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

MSC

13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the Academic Senate for California Community Colleges (ASCCC) in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) "to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges" and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC

³⁰ <https://www.latimes.com/opinion/story/2021-10-24/online-cheating-apps-remote-learning>

³¹ <https://www.theatlantic.com/education/archive/2015/11/cheating-through-online-courses/413770/>

³² <https://hechingerreport.org/another-problem-with-shifting-education-online-cheating/>

OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—asccc-ori.org—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable, and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and
- Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated \$115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state’s community colleges, and in Resolution 3.05 F21, “the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” 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,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor’s Office and system partners for allocating a portion of the \$115 million for ZTC degrees in the 2021-2022 Budget Act to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

Contact: [Josh Franco](#), Cuyamaca College, Area D

MSC

13.09 S22 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings³³

Whereas, The COVID-19 pandemic has increased the desire for greater distance education course offerings using online and hybrid modalities of instruction, including the “HyFlex” modality that attempts to create a classroom environment that includes fully online and traditional face-to-face options for students within the same section;

Whereas, Universal access to education cannot be addressed by technology alone but requires the commitment of pedagogical adaptation, human facilitation of access, changes to the built environment, and affordability;

Whereas, Numerous concerns over the impact of HyFlex modalities in the classroom have been expressed by faculty and students, including concerns over accessibility, quality of education, surveillance, confidentiality, workload, academic freedom, and student rights; and

Whereas, Concerns have also been expressed by faculty that the technical requirements of HyFlex modalities may encourage the participation of for-profit companies and other non-academic entities whose primary purposes are not student-focused and who may negatively impact the learning environment;

³³ Note: The Resolutions Committee has made edits to this resolution, in consultation with the contact, to increase clarity and to include supporting Title 5 language without changing the original intent.

Resolved, That the Academic Senate for California Community College conduct expedited research in order to determine the role and prevalence of for-profit technology companies and other non-academic entities in HyFlex course offerings in California’s community colleges and the impact of HyFlex technology on instruction and student learning and present their findings no later than the spring of 2023; and

Resolved, That the Academic Senate for California Community Colleges reaffirm that the processes and approval of distance education courses as an academic and professional matter requiring separate approval, per [Title 5 §55206](#), and any local decisions regarding adding additional distance education modalities must include collegial consultation between the college administration and the local academic senate and curriculum committee.

Contact: [Paul Alexander](#), San Diego City College, Area D

ACCLAMATION

13.10 S22 Student-Facing Zero-Textbook-Cost Information

Whereas, The California Community Colleges Chancellor’s Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report ([Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020](#)), has recommended that future zero-textbook-cost (ZTC) funding should focus on investment priorities, including efforts to share and adopt existing quality ZTC programs and course materials, and [California Education Code §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges established ZTC certificates and degrees;

Whereas, In October 2021, the ASCCC Open Educational Resources Initiative completed an [analysis of public-facing ZTC degree information](#) provided by California community colleges and found no information regarding when ZTC sections would be offered, minimal information regarding the ZTC courses that were available and would meet specific general education requirements, and no information regarding how ZTC status was achieved for specific courses;

Whereas, The Academic Senate for California Community Colleges passed Resolution 20.02 in fall 2020, encouraging local academic senates to “advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore” and providing this same clear messaging and information regarding the planned availability of ZTC sections that would enable students to plan to truly complete a ZTC degree; and

Whereas, Clear messaging for planning purposes is an integral part of guided pathways implementation to better serve students, and integrating information regarding ZTC sections would further advance the equity and achievement goals of the California Community Colleges by clearly mapping ZTC degree pathways.

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to require all colleges and districts that receive zero-textbook-cost (ZTC) funds to provide public-facing information and student messaging that delineates the planned scheduling of ZTC sections; and

Resolved, That the Academic Senate for California Community Colleges advocate for the California Community Colleges Chancellor's Office to require that all colleges and districts receiving zero-textbook-cost (ZTC) funds delineate in a designated public-facing location how ZTC status was achieved for all courses in a given pathway, demonstrate that sufficient ZTC sections are available to enable student completion of ZTC degree pathway, and ensure that openly-licensed resources are shared as required by law.

Contact: [Dave Dillon](#), Grossmont College

MSC

17.0 LOCAL SENATES

17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

Whereas, The COVID-19 pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 [Stay At Home Order](#), of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, Most of this online teaching and learning necessitated faculty and students quickly learning how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, The California Community Colleges Chancellor's Office responded by November 2, 2020³⁴ to the sudden systemwide shift to online teaching and learning by providing all California community colleges with funding support until June 30, 2021 for an array of online learning tools including Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, and NetTutor online tutoring service as well as special pricing for California community colleges to access or purchase SmarterServices online readiness assessment, Urkund and Turnitin online plagiarism and student integrity services, Proctorio online proctoring service, Pronto online student engagement service, Esri geographic information system, Grackledocs accessibility for Google G-Suite, Adobe digital and electronic signature platform, TimelyMD Telehealth services, OptimumHQ contact tracing software, Cranium Café online student services platform, and Uber Eats food aid distribution platform; and

Whereas, The impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30,

³⁴ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, That the Academic Senate for California Community Colleges survey local academic senates about online education tools used at their campuses, online education support their campuses provide, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, That the Academic Senate for California Community Colleges urge all local colleges and districts to work collaboratively with their local academic senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students and ensure that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID-19 pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

MSC

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus³⁵ and are vital to the success and retention of students throughout the California Community Colleges system, and the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges (ASCCC) and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the ASCCC continues to encourage local academic senates to include part-time faculty participation in governance, professional learning, committee service, and other leadership opportunities in response to Resolutions [F20 1.02](#) and [S21 19.01](#), and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

³⁵ AB 1269, as amended, Cristina Garcia. Community colleges: part-time faculty. AB-1269 Community colleges: part-time faculty. This bill would instead require the California Community Colleges Chancellor's Office to conduct a comprehensive study of part-time faculty as specified, to be completed by July 1, 2023. [Section 1, paragraph C](#): Part-time faculty comprise approximately 70 percent (2022) of the faculty at the California Community Colleges and teach approximately 50 percent of the classes.

Whereas, The ASCCC appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning that impacts the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to serve as a conduit and increase communication among part-time faculty, the local academic senate, and the Academic Senate for California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

MSC

17.03 S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses

Whereas, Previous Academic Senate for California Community Colleges presentations have recognized that course enrollment maximums are maximum student enrollment limits specified for each course, and course enrollment maximum determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, Even though California community colleges are functioning under a new funding formula that also binds student attainment to funding, most colleges still rely too heavily on an enrollment strategy that chases full-time equivalent students by foregrounding perceived notions of efficiency and productivity;

Whereas, Pedagogical practices that foreground inclusion, diversity, equity, antiracism, and accessibility (IDEAA) thrive in an environment that humanizes the student/teacher relationship and allows the space for the building of trust, community, and unity, conditions that require both time and space to achieve and are antithetical to the “full classrooms” strategy of enrollment; and

Whereas, Faculty members who practice IDEAA pedagogies work hard to cultivate relationships of trust and learning with their students and community and should be able to have a hand in deciding what constitutes a full class for the sake of true learning and educational connection;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to engage in collaboration with their bargaining agents to determine

appropriate course enrollment maximums in consideration of pedagogical, health, and safety factors, including but not limited to the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the course outline of record and in alignment with inclusion, diversity, equity, anti-racism, and accessibility values; and

Resolved, That the Academic Senate for California Community Colleges update the 2012 paper³⁶ *Setting Course Enrollment Maximums: Process, Roles, and Principles* with guidelines to assist faculty in the determination of course enrollment maximums based on promising practices and culturally responsive pedagogy, teaching, and learning that are framed by IDEAA principles, academic freedom, and the exigencies occasioned by the COVID-19 pandemic and bring the revised paper for approval at the Fall 2023 Plenary Session.

Contact: [Matthew Goldstein](#), College of Alameda, Area B

MSC

17.04 SP22 Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges

Whereas, The Academic Senate for California Community Colleges (ASCCC) has established the creation of formal liaison positions, including [Resolution 03.02 SP21 Inclusion Diversity Equity and Anti-racism Liaison](#), [Resolution 17.02 FA18 Open Educational Resources Liaison](#), [Resolution 17.02 SP15 CTE Liaison](#), [Resolution 17.03 SP15 Legislative Liaison](#), and [Resolution 17.05 SP15 Noncredit Liaison](#), and continues to consider other relevant liaisons to local academic senates;

Whereas, Through previous *Rostrum* articles and resolutions, the ASCCC recognizes that local academic senates play a crucial role in informing faculty and advancing initiatives that ultimately support student success; and

Whereas, The ASCCC liaison positions have corresponding position duties and expectations;

Resolved, That the Academic Senate for California Community Colleges strongly advocate for local academic senates to identify faculty for each of the ASCCC liaison positions;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates on effective practices for incorporation of liaison positions; and

Resolved, That the Academic Senate for California Community Colleges develop and implement an annual orientation training for all liaison positions.

Contact: [Anastasia Zavodny](#), Palomar College

³⁶ *Setting Course Enrollment Maximums: Process, Roles, and Principles*:
https://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf

MSC

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work

Whereas, [Resolution 3.01 SP14 *Infusing Cultural Competence*](#) directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution 3.01 SP14 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that one’s understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility work that the Academic Senate for California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognize that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool³⁷ and respective resources as a model for local academic senates to develop their own cultural humility action plan that will guide and enhance the inclusion, diversity, equity, anti-racism, and accessibility efforts engaged in by local academic senates and the ASCCC.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

MSC

REFERRED RESOLUTIONS

9.05 S22 Defining Competencies for Associate Degree Requirements

³⁷ [Cultural Humility Tool](#)

Whereas, California Code of Regulations Title 5 §55063 establishes requirements for students to earn an associate degree, including demonstrated competence in reading, written expression, and mathematics;

Whereas, Current regulations define the standards to meet these requirements by associating those requirements with specific courses or disciplines and outlining methods for establishing equivalencies to courses in those specific disciplines rather than defining reading, written expression, and mathematics competency statements; and

Whereas, The discipline-specific language in the regulation stifles colleges from allowing courses from a variety of disciplines to meet the requirements and severely impedes students from taking courses more relevant to their academic program and career goals that would also meet reading, written expression, and mathematics competency statements;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Curriculum Committee and the California Community Colleges Chancellor’s Office to revise the requirements in section Title 5 §55063 to include competency statements for reading, written expression, and mathematics rather than associating student demonstration of competence with any specific courses or disciplines.

Contact: [Randy Beach](#), Southwestern College, Area D

MSR

FAILED RESOLUTIONS

9.05 S22 Defining Competencies for Associate Degree Requirements

Resolved, That the Academic Senate for California Community Colleges bring faculty discipline groups together to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements.

Contact: [Randy Beach](#), Southwestern College, Area D

MSF

DELEGATES

COLLEGE	FIRST NAME	LAST NAME
Alameda, College of	Matthew	Goldstein
Allan Hancock College	Trevor	Passage
American River College	Alisa	Shubb
Antelope Valley College	Van	Rider
Bakersfield College	Lisa	Harding

Barstow College	Rodolfo	Duque Jr
Berkeley City College	Joseph J	Bielanski Jr.
Butte College	Robert	White
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Clovis College	Cynthia	Elliott
College of Marin	Alicia (Meg)	Pasqual
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa CCD	Lisa	Smiley-Ratchford
Contra Costa College	Gabriela	Segade
Copper Mountain College	LeeAnn	Christensen
Cosumnes River College	Scott	Crosier
Crafton Hills College	Brandi	Bailes
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
De Anza College	Cheryl Jaeger	Balm
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Folsom Lake College	Eric	Wada
Foothill College	Kathryn	Maurer
Foothill DeAnza CCD	Mary	Pape
Fresno City College	Tom	Boroujeni
Fullerton College	Jennifer	Combs
Gavilan College	Cherise	Mantia
Glendale College	Roger	Dickes
Golden West College	Pete	Bouzar
Grossmont College	Pearl	Lopez
Hartnell College	Cheryl	O'Donnell
Imperial Valley College	Ric	Epps
Irvine Valley College	Daniel	de Roulet
Laney College	Eleni	Economides Gastis
Lassen College	Adam	Runyan
Long Beach City College	Suman	Mudunuri
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Mickey	Hong

Los Angeles Harbor College	William	Hernandez
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Chauncey	Maddren
Los Medanos College	Mark	Lewis
Los Rios CCD	Julie	Oliver
Madera College	Brad	Millar
Mendocino College	Catherine	Indermill
Merced College	Lee Anne	Hobbs
Merritt College	Thomas	Renbarger
MiraCosta College	Luke	Lara
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Moorpark College	Erik	Reese
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Raul	Madrid
Napa Valley College	Eileen	Tejada
Orange Coast College	Lee	Gordon
Oxnard College	Amy	Fara Edwards
Palo Verde College	Sarah	Frid
Palomar College	Rocco	Versaci
Peralta CCD	Donald	Saotome Moore
Rancho Santiago CCD	Mike	Taylor
Reedley College	Richell	Swallow
Rio Hondo College	Juan	Mora
Riverside City College	Mary	Legner
Riverside CCD	Mark	Sellick
Sacramento City College	Lori	Petite
Saddleback College	Margot	Lovett
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Continuing Ed	John	Bromma

San Diego Mesa College	John	Crocitti
San Diego Miramar College	Laura	Murphy
San Francisco, City College of	Edward Simon	Hanson
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell
San Jose-Evergreen CCD	Alejandro	Lopez
San Mateo, College of	Teresa	Morris
San Mateo CCD	Kathryn	Williams Browne
Santa Ana College	Jim	Isbell
Santa Barbara City College	Tara	Carter
Santa Monica College	Jamar	London
Santa Rosa Junior College	Julie	Thompson
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Landon	Spencer
Shasta College	James	Crooks
Sierra College	Soni	Verma
Siskiyou, College of the	Ron	Slabbinck
Skyline College	Lindsey	Ayotte
Solano College	Lanae	Jaimez
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Ventura College	Dan	Clark
West Hills Coalinga	Matt	Magnusun
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Deanna	Pierro
Yuba College	Christopher	Noffsinger

EXECUTIVE COMMITTEE	FIRST NAME	LAST NAME
President	Dolores	Davison
Vice President	Virginia "Ginni"	May
Treasurer	Michelle	Bean
Secretary	Cheryl	Aschenbach
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Robert L.	Stewart Jr.
Area D	LaTonya	Parker
North Rep	Christopher	Howerton
North Rep	Karla	Kirk

South Rep	Amber	Gillis
South Rep	Manuel	Velez
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson