



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Fall Plenary Session 2024 Resolutions

For Discussion – Thursday, November 7, 2024

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 7, 2024.

ASCCC 2024-2025 Resolutions Committee

Robert L. Stewart, Jr, ASCCC Resolutions Chair, Area C
Dr. Karen Chow, ASCCC At-Large Representative, Area B
Davena Burns-Peters, San Bernardino Valley College, Area D
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PLENARY RESOLUTIONS PROCESS

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

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

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

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

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

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

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

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

CONSENT CALENDAR

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

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

- *+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course
- *+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments
- *+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses
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- *+114.02 F24 Work Experience Education Course Repeatability

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

101 CURRICULUM

101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3)¹ requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards² refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards³ also refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

*+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, but the study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry;

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX 10) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR 132) meets CSULB's local GE Category B - Science, Technology and Mathematics/Quantitative Reasoning; and

Whereas, Cal-GETC Standards Version 1.0 (May 2023)⁴ states Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological

¹ Title 5 §55002:

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

² ACCJC 2024 Standards with Review Criteria and Suggested Evidence: <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

³ WSCUC Standards of Accreditation: <https://www.wscuc.org/handbook2023/#standards-of-accreditation>

⁴ https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

Sciences, and though Cal-GETC Standards Version 1.2 (May 2024)⁵ no longer contains the exclusion language, Nutrition course proposals continue to be denied with the reason cited being that the proposal is too narrow in focus;

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Solange Bushra Wasef, Palomar College, Area C

***+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments**

Whereas, Cambridge International, known as a global educational program taught in English in 160 countries, is rapidly expanding across the US, the National Student Clearinghouse reports hundreds of Cambridge International students in the US enrolled in California postsecondary institutions, and thousands of international Cambridge students annually matriculate to California colleges and universities;

Whereas, AS ⁶Levels Exams are administered at the end of a one-year course of study comparable to an Advanced Placement Exam, A Level exams correspond to two years of in-depth study in a subject, and Cambridge International AS and A level exams allow students to validate college level learning outcomes comparable to formal educational settings, aligned with subject exams corresponding to General Education transfer pathways, therefore deserving recognition and unit credit in academic contexts;

Whereas, The California General Education Transfer Curriculum⁷ (Cal-GETC) has not yet included Cambridge International AS and A level exams⁸ to meet transfer general education areas, and credit for prior learning is rigorously reviewed by external evaluators, with the ACE National Guide⁹ (American Council on Education) recommending credit for passing Cambridge International A and AS Level exams; and

Whereas, While the University of California campuses recognize Singapore-Cambridge A levels, UCs still deny credit for Cambridge AS levels, exam grade thresholds vary, and without a current executive order for Cambridge credit from the California State University System, the CSU Office of the Chancellor as noted in the CSU Policy Guide¹⁰ has recommended use of the ACE National Guide for awarding college credit based on prior learning assessment, thereby students encounter inequitable credit opportunities, and international students are increasingly aware that they can maximize the California Community Colleges' recognized pathways to successfully transfer to universities;

⁵ https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf

⁶ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/qualification/>

⁷ Cal-GETC Standards p. 18 https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf. Although the Cal-GETC Standards mentions Credit by Exam, it does not address other options for Cambridge International AS and A level exams.

⁸ Cambridge AS and A level exams, <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

⁹ American Council on Education National Guide, <https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc>

¹⁰ See Article 4 of the California State University's Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>

Resolved, That the Academic Senates for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to include the use of passing Cambridge International AS and A level exam grades to meet requirements for the California General Education Transfer Curriculum.

Contact: Dave DeGroot, Allan Hancock College, Area C

***+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Since fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies established effective fall 2021, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, It appears that California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for transfer general education ethnic studies requirement than “comparable” California State University (CSU) ethnic studies courses that are approved for CSU campus-specific general education ethnic studies requirements;

Whereas, It has been reported that CCC course-to-course articulation requests for ethnic studies courses with CSU Area F approved courses have been denied by some CSU campuses if the CCC “comparable” course is not already approved for California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies (which is aligned with Cal-GETC Area 6 Ethnic Studies effective fall 2025); and

Whereas, Requiring courses to have a prior intersegmental general education approval as a condition for a course to receive course-to-course articulation contradicts best practice of granting course-to-course articulation based primarily upon course content, course objectives and other course outline of record elements in a manner “comparable” to the CSU or UC course, not whether the course is approved for a transfer general education area;

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to strongly encourage California State University and University of California faculty to base course-to-course articulation agreements on course comparability, not transfer general education approval; and

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2025, that for any California Community College (CCC) ethnic studies course that is articulated to any California State University (CSU) course approved for any CSU campus ethnic studies general education requirement (Area F or Area 6), and any California Community College (CCC) ethnic studies course that is articulated to any University of California (UC) course approved for any UC campus ethnic studies general education and/or graduation requirements, be “automatically” approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

105 STUDENT PREPARATION AND SUCCESS

***105.01 F24 Investigate Academic Renewal Policies**

Whereas, Academic renewal policies and procedures can alleviate some substandard grades for clear educational purposes¹¹, such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;

Whereas, Title 5 §55046¹² requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded;

Whereas, District policies and procedures on academic renewal vary among California Community Colleges (CCCs), and therefore create differences in access to and the educational standards of the CCCs; and

Whereas, Academic renewal policies and procedures are an academic and professional matter, specifically Title 5 §53200(c)(3) grading policies¹³;

Resolved, That the Academic Senate for California Community Colleges survey district academic renewal policies with a focus on the maximum number of units that can be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded, and report on the results by Fall 2025; and

Resolved, That the Academic Senate for California Community Colleges encourages local and district academic senates to evaluate their academic renewal policies and procedures' criteria for renewal, and determine whether they are grounded in educational purposes, as defined locally.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

¹¹ [https://govt.westlaw.com/calregs/Document/I628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=I](https://govt.westlaw.com/calregs/Document/I628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=I)

¹² *ibid*

¹³ [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

***+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Whereas, Title 5 §59404¹⁴ of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions¹⁵ to achieve Zero Textbook Cost (ZTC) status¹⁶ while preserving faculty's right to select appropriate instructional materials (F23 17.01¹⁷, S22 03.03¹⁸);

Whereas, The ASCCC recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTC status (F21 03.05¹⁹); and

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals, which may be the only barrier to achieving ZTC status for certain courses;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrative colleagues to allocate funds to cover the printing costs of lab manuals when such costs are the only barrier to a course achieving Zero Textbook Cost (ZTC) status, thereby supporting students' access to affordable instructional materials and facilitating the broader adoption of ZTC courses.

Contact: Michelle Pilati, Rio Hondo College, Area C

¹⁴ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59404-district-policies-and-regulations-for-instructional-materials>

¹⁵ <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>

¹⁶ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052

¹⁷ <https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts>

¹⁸ <https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost>

¹⁹ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

***+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access**

Whereas, Publishers and bookstore vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as “inclusive”, “equitable”, or “first day” access although the costs of the program may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22 17.02²⁰), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students’ long-term interest (F19 09.06²¹);

Whereas, California community colleges are required by law to mark their sections which have no textbook costs (California Education Code 66406.9²²) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and

Whereas, College-wide automatic billing programs that require students to “opt-out” establish a system that requires students to act in order for a course section to be no-cost.

Resolved, The Academic Senate for California Community Colleges encourages faculty and colleges to use the term “automatic billing” in lieu of euphemisms such as “inclusive”, “equitable”, or “first day” access; and

Resolved, The Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office require that course sections that have no textbook cost be excluded from automatic billing programs.

Contact: Michelle Pilati, Rio Hondo College, Area C

²⁰ <https://www.asccc.org/resolutions/textbook-automatic-billing-concerns>

²¹ <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

²² <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-6-academic-materials/section-664069-operative-7|2024-highlighting-course-materials-available-free-of-charge#:~:text=2024%20Legislative%20Session.-,Section%2066406.9%20%2D%20%5BOperative%207%2F1%2F2024%5D%20Highlighting,Clearly%20highlight%2C%20by%20means%20that>

***+105.04 F24 Support the Establishment of Guidance for Course Syllabi**

Whereas, The freedom to create and teach courses is a professional right of each faculty member²³;

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR)²⁴, sections 66000 - 101149.5 of the California Education Code²⁵, sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5²⁶, the 2024 ACCJC Accreditation Standards²⁷, or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors²⁸ to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines; and

Resolved, That the Academic Senate for California Community Colleges shall make the syllabus guidance available by Spring 2026.

Contact: Preston Pipal, San José City College, Area B

***+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success**

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (*California Education Code §69640*²⁹);

Whereas, Extended Opportunity Programs and Services is a categorical program whose funds are intended to support students who are underserved, are educationally and economically disadvantaged, and often are first-

²³ <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#3>

²⁴ <https://www.ecfr.gov/current/title-34>

²⁵ https://leginfo.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3

²⁶ [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

²⁷ <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

²⁸ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

²⁹ <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-42-student-financial-aid-program/chapter-2-student-financial-aid-programs/article-8-community-college-extended-opportunity-programs-and-services/section-69640-legislative-intent>

generation college students, and whose monies have been restricted to protect funding to serve these students (*California Code of Regulations Title 5 §56200-56298*³⁰); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any large-scale student support program, and Extended Opportunity Programs and Services is present at 116 California Community Colleges, with EOPS having served more than 86,843 statewide in the latest academic year in which complete data is available (*Data Mart*³¹ – *California Community Colleges Chancellor’s Office*);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 55 years of serving students;

Resolved, That the Academic Senate for California Community Colleges support the integrity of Extended Opportunity Programs and Services by affirming that their categorical funds should be used exclusively to serve EOPS students according to Title 5; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of Extended Opportunity Programs and Services at their colleges in order to promote student success.

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

109 PROGRAM REVIEW

***+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper “Program Review: Setting a Standard” to reflect ACCJC 2023 Standards**

Whereas, Processes for Program Review is established as an academic and professional matter in Title 5 §53200³² indicating the role and involvement of faculty self-study and improvement process;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) adopted updated standards in June 2023³³ resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards³⁴;

Whereas, Local academic senates and faculty members may require support to maintain the need for faculty involvement in the processes for Program Review due to the less explicit language in the Accrediting Commission for Community and Junior Colleges 2023 standards; and

Whereas, The last paper on Program Review by the ASCCC, titled *Program Review: Setting a Standard*³⁵, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2023;

³⁰ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-7-special-programs/subchapter-25-extended-opportunity-programs-and-services>

³¹ <https://datamart.cccco.edu/datamart.aspx>

³² [Title 5 §53200](#)

³³ [Accrediting Commission for Community and Junior Colleges adopted updated standards in June 2023](#)

³⁴ [ACCJC 2014 standards](#)

³⁵ [Program Review: Setting a Standard](#)

Resolved, That the Academic Senate for California Community Colleges update its *Program Review: Setting a Standard* (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2023 standard to reinforce the role of faculty in program review processes; and

Resolved, That the Academic Senate for California Community Colleges provide updated resources reflecting updated Accrediting Commission for Community and Junior Colleges 2023 standards to support local academic senates and faculty to assert their role and effectively engage in the program review process, by Spring 2026.

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

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to both serve students in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care³⁶;

Whereas, The California Legislature has enacted AB 705 (2017, Irwin)³⁷ and AB 1705 (2021, Irwin)³⁸ which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language;

Whereas, The California Community Colleges have adopted the guided pathways framework³⁹ and the California Community College Chancellor’s Office has developed and adopted Vision 2030⁴⁰ to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Whereas, The Academic Senate for California Community College’s paper *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges*⁴¹ has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges* to include equitable practices in counseling on course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student’s basic needs, to be completed by Spring 2026.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

³⁶ <https://www.cccstudentmentalhealth.org/>

³⁷ <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

³⁸ <https://legiscan.com/CA/text/AB1705/id/2609099>

³⁹ <https://www.cccco.edu/College-Professionals/Guided-Pathways>

⁴⁰ <https://www.cccco.edu/About-Us/Vision-2030>

⁴¹ https://www.asccc.org/sites/default/files/CounselingS12_0.pdf

111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, term limits for the Executive Committee, responsibilities of Executive Committee officers, the relationship between the Academic Senate Foundation and the Executive Committee, and the process for forming, amending, and deleting ASCCC standing committees, task forces, workgroups, and *ad hoc* groups;

Whereas, The Standards and Practices Committee reviewed and revised the ASCCC Rules to ensure that they were consistent with all applicable laws, Academic Senate for California Community Colleges (ASCCC) policies and procedures, and prior adopted ASCCC resolutions; and

Whereas, The proposed revisions to the ASCCC Rules were approved by the ASCCC Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Rules⁴² and that the revised ASCCC Rules take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

⁴² <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Rules%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarri%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930847197%7CUnknown%7CTWFpbGZsb3d8eyJWljoImC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lkIhaWwiLCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=3gAhUf0Y0AvcODiqcbI6cKltkyswwW6Te%2F2pAylsVQ%3D&reserved=0>

111.03 F24 Academic Senate for California Community Colleges Bylaws Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC Bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the ASCCC Bylaws in 2022, in consultation with legal counsel, to ensure that they were consistent with previously adopted resolutions, incorporated practices enacted since the COVID pandemic, clarified language throughout to distinguish local academic senates from the ASCCC, clarified the language pertaining to the relationship of the ASCCC Executive Director to the ASCCC Board of Directors, moved duties and responsibilities of Board officers to the ASCCC Rules document, and specify the threshold necessary for the ASCCC Rules to be changed by resolution at an ASCCC Plenary Session; and

Whereas, The proposed revisions to the ASCCC Bylaws were approved by the Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the ASCCC Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Bylaws⁴³ and that the revised ASCCC Bylaws take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

113 LEGISLATION AND ADVOCACY

*+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

Whereas, California Education Code Section 78213,⁴⁴ as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), prevents community colleges from offering prohibited courses to students who are not succeeding in the one-year throughput metric despite whether (a) such students would like the option of taking said courses, (b) community colleges had other success data metrics to support the value of said courses, or (c) CSU and UC faculty from the affected disciplines expect the additional preparation students receive from said courses;

⁴³ <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Bylaws%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarrl%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930825393%7CUnknown%7CTWFpbGZsb3d8eyJWljoIjAwMDAilCjQljoIjV2luMzliLCJBTil6lkIhaWwiLCJXVCl6Mn0%3D%7C0%7C%7C%7C&sdata=YrFCuo%2BUjHKB%2BNkfib8metKORUg86V%2BSjrSMX034k3k%3D&reserved=0>

⁴⁴ See California Education Code Section 78213, particularly sub-sections (d) through (j)
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213.

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), does not account for students who may feel so excluded by being forced to take transfer-level English or mathematics, or, for STEM majors, Calculus 1 courses, that they are opting to drop before census or to not enroll altogether, which contradicts the shared goals of all public educational institutions in California “to provide educational opportunity and success to the broadest possible range of our citizens” specified in California Education Code Section 66010.2;⁴⁵ and

Whereas, The Academic Senate for California Community Colleges has long expressed concerns that the ability of community colleges to serve all students were threatened by the implementation of AB 705 and AB 1705⁴⁶;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code 78213 to allow community college districts to offer pretransfer-level English and mathematics courses and, for STEM majors, mathematics courses below Calculus so students will have the choice of taking said courses when (1) requested by students, (2) local college data supports the value of said courses irrespective of one-year throughput, or (3) CSU and UC faculty from the affected disciplines recommend the additional preparation students receive from said courses.

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

114 CONSULTATION WITH THE CHANCELLORS OFFICE

***+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance**

Whereas, The California legislature passed AB 1111 (Berman) in 2021⁴⁷ directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation,” a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations;

Whereas, Phase I of implementation began in Spring of 2024 with course templates being made available in September 2024 with a due date for submission identified as December 1st, 2024, and an effective date of Fall 2025, demonstrating a lack of consideration for 1) established curriculum timelines and processes at California Community Colleges and 2) the ramifications these updates may have on ASSIST and Cal-GETC updates in addition to the additional stress this puts on a system already burdened by required updates from AB 928 (Berman), AB 705 (Irwin), AB 1705 (Irwin), and introducing Ethnic Studies requirements;

⁴⁵ See California Education Code Section 66010.2

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

⁴⁶ See the following ASCCC resolutions:

[F23 07.04 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

[F22 07.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population](#)

[S22 06.03 Upholding the California Community College Mission – Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

[S22 06.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

[S22 06.05 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 \(Irwin, 2022\)](#)

[F19 09.09 Ensuring Access and Opportunity for Success for All Students Through AB 705 \(Irwin, 2017\) Implementation](#)

⁴⁷ California State Legislature. 2021. Assembly Bill No. 1111, Postsecondary Education: Common Course Numbering System. https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Whereas, Practical considerations including technological challenges with curriculum, catalog, and scheduling systems, questions with respect to maintaining articulation agreements, and other local concerns at individual colleges, including but not limited to local numbering practices, quarter vs. semester system course topic distribution, multi-college districts that may require layers of vetting, and numerous questions about academic freedom have arisen, vastly complicating an already complex implementation plan; and

Whereas, Funding⁴⁸ has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in “aligning existing course curricula to the CCN system” as one of the items fund may be allocated for;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and the Legislature as necessary to provide for additional time to review, reflect on and implement course templates for common course numbering to ensure that systemwide articulation with CSU and UC will be able to be implemented within the anticipated/expected timeframe of AB 1111;

Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to advocate for additional funding for implementation and continued efforts to make required updates.

Contact: Mary Pape, De Anza College, Area B

⁴⁸ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-55-ccn-implementation-allocation-ally.pdf?la=en&hash=B22CCD432C315F1B2BA70FF0B89DB1E92A395DE8>

*+114.02 F24 Work Experience Education Course Repeatability

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office stated in Memorandum ESS 23-49⁴⁹ that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161⁵⁰, subdivision (f)(4)) ...[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: "(4) Work Experience Education courses, as defined in section 55252."⁵¹

Contact: Ashley Young, Las Positas College, Area B

Academic Senate for California Community Colleges

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⁴⁹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/ESS-23-49-Work-Experience-Education-Regulations-Clarification-Regarding-Repeatability.pdf>

⁵⁰ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment>

⁵¹ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-4-course-repetition-and-academic-renewal/section-55041-repeatable-courses>