



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

*Celebrating 50 years*

## **53<sup>rd</sup> SPRING SESSION RESOLUTIONS**

*Adopted April 13, 2019*

Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Sam Foster, ASCCC Area D Representative

Darcie McClelland, El Camino College, Area C

Eric Narveson, Evergreen Valley College, Area B

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## **ADOPTED RESOLUTIONS**

### **1.0 ACADEMIC SENATE**

#### **1.01 S19 Senator Emeritus Status for Marie Boyd**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Marie Boyd has satisfied those requirements as a faculty member of the California Community Colleges system who has completed the required five years of significant service to the Academic Senate;

Whereas, Marie Boyd has been a dedicated and distinguished member of the Chaffey College faculty for twenty years, exemplifying the highest professional standards as a professor and as a colleague, during which time she has faithfully and effectively served Chaffey College as a reference librarian, faculty senator, SLO outcomes and assessment co-coordinator, and curriculum chair, providing a level of integrity, institutional memory, perspective, and continuity of service that has been an invaluable asset to the college;

Whereas, Marie Boyd has served the Academic Senate for California Community Colleges on the System Advisory Committee on Curriculum (SACC), the Curriculum Committee, the CTE Leadership Committee, and the Small or Rural College Caucus, as a noncredit and CTE liaison, and as a presenter and facilitator at ASCCC Fall and Spring Plenary Sessions and Curriculum Institutes; and

Whereas, Marie Boyd's passion for the California Community Colleges and her extensive work related to student learning outcomes, institutional core competencies, and full integration of SLOs into program review propelled Chaffey College into proficiency and resulted in Chaffey College becoming a model at numerous conferences statewide;

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

Resolved, That the Academic Senate for California Community Colleges convey to Marie Boyd its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of life after curriculum with her family in the years to come.

Contact: Area D

Acclamation

### **3.0 DIVERSITY AND EQUITY**

### 3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)<sup>1</sup> prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities<sup>2</sup>;

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

*(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, **the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students.** The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);<sup>3</sup>*

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<sup>1</sup> ADA.gov United States Department of Justice, Civil Rights Division [https://www.ada.gov/2010\\_regs.htm](https://www.ada.gov/2010_regs.htm)

<sup>2</sup> U.S. Equal Employment Opportunity Commission [https://www.eeoc.gov/eeoc/newsroom/wysk/hiv\\_aids\\_discrimination.cfm](https://www.eeoc.gov/eeoc/newsroom/wysk/hiv_aids_discrimination.cfm)

<sup>3</sup>[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=87408](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87408).

Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH)<sup>4</sup> is quite extensive and includes diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases (STDs), and others; and

Whereas, The act of requiring a medical certificate showing that the applicant is free from any communicable disease such as HIV/AIDS constitutes a violation of workplace rights and civil rights under the Americans with Disabilities Act, and requiring the same for STDs constitutes a grave violation of privacy, and such violations expose districts to litigation;

Resolved, That the Academic Senate for California Community Colleges work with system stakeholders to remove all language from Education Code §87408 that is discriminatory towards individuals who may be afflicted with communicable diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases, and others.

Contact: Leigh Anne Shaw, Skyline College, Equity and Diversity Action Committee

Acclamation

## **5.0 BUDGET AND FINANCE**

### **5.01 S19 Funding for Guided Pathways Transformation**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) released the *Vision for Success* in 2017 with aspirational goals for system-wide improvement in key metrics, such as increasing by at least 20% the number of California Community Colleges students annually who complete, increasing by 35% the number of students who transfer annually to a California State University/University of California over the next five years, and closing all equity gaps within ten years;

Whereas, The *Vision for Success* states, “the Chancellor’s Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success” and student equity, and all 114 community colleges are currently participating in the California Guided Pathways Award Program and receiving a portion of the \$150 million dollars in funding allocated for 2017-2022;

Whereas, The allocation formula and implementation timeline for the California Guided Pathways Award Program place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years, meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

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<sup>4</sup> California Department of Public Health. Communicative Disease Control.  
<https://www.cdph.ca.gov/Programs/PSB/Pages/CommunicableDiseaseControl.aspx>

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the “California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary” that “full scale adoption is not expected for every college on every element within the five-year time frame”<sup>5</sup>;

Resolved, That the Academic Senate for California Community Colleges engage with stakeholders and the California Community Colleges Chancellor’s Office in a dialogue regarding sustainable funding to support inquiry, design, and implementation of guided pathways frameworks across California’s community colleges to ensure colleges make progress toward achieving the goals of the *Vision for Success*.

Contact: Gretchen Ehlers, West Valley College, Guided Pathways Task Force

MSU

## **5.02 S19 Guided Pathways Budget Development**

Whereas, In recognizing that academic senates and faculty leadership and involvement are critical if any guided pathways effort is to succeed, California Education Code §88922 requires that colleges participating in the California Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model”;

Whereas, California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent:

*(g) Participating community colleges may use grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to, any, or any combination, including all, of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and support services[,] (2) Professional development in areas related to guided pathways[,] (3) Administrative time to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs[,] (4) Upgrades to computer and student information systems to improve tracking of student progress and feedback to students;*

Whereas, Title 5 §53200, which delineates academic senates’ responsibilities in academic and professional matters, includes “(10) processes for institutional planning and budget development,” which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

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<sup>5</sup> <https://cccgp.cccco.edu/Portals/0/GPWorkPlanInstructions.pdf>

Whereas, The California Community Colleges Chancellor's Office will distribute Guided Pathways Grant Program funds for year two, yet data are limited regarding how the funds for year one were spent, whether or not the funds were sufficient to support local design and implementation, and whether collegial consultation with academic senates was used in developing local guided pathways budget processes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts;

Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to make available information regarding how statewide resources have been invested in the design and implementation of guided pathways.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

MSU

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **6.01 Oppose AB 130 (Low, as of April 10, 2019) Unless Amended**

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, AB 130 (Low, as of April 10, 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, "review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce coordination" and "act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies," thus potentially providing support for California higher education that has been needed since the defunding of CPEC;



Whereas, The Office of Higher Education Performance and Accountability created by AB 130 (Low, as of April 10, 2019) would be overseen by an executive director and would include an advisory board consisting of “six public members with experience in postsecondary education,” and while the language has been amended to include a meeting once a year with stakeholders, with the “chairperson of the Intersegmental Committee of the Academic Senates, or the chairperson’s designee” as a member of the stakeholders group, the bill does not allow for Academic Senate appointments to the advisory board; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges oppose AB 130 (Low, as of April 10, 2019) to create the Office of Higher Education Performance and Accountability unless the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

MSU

#### **6.02 S19 Provisionally Support SB 3 (Allen, as of February 25, 2019)**

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, SB 3 (Allen, as of February 25, 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “periodically provide independent oversight on the public postsecondary segments’ and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education,” thus potentially providing support for California higher education that has been needed since the defunding of CPEC; and

Whereas, The Office of Higher Education Performance and Accountability would be required by law to, “In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and by region” and “In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region,” and therefore the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of February 25, 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.

Contact: Executive Committee

MSU

### **6.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019)**

Whereas, As of 2017, approximately 46 percent of California Community Colleges students receive need-based financial aid, compared to about two-thirds of resident undergraduate students enrolled in the University of California and the California State University systems<sup>6</sup>;

Whereas, Many state and federal student aid programs are structured to help full-time students and therefore do not benefit community college students who attend college part time, and student aid in the California Community Colleges is conventionally overseen by the Student Aid Commission;

Whereas, Research conducted by the Institute for College Access and Success (TICAS) has determined that, after factoring in financial aid, the net cost of college is actually more expensive for California Community Colleges students than for their counterparts at the University of California or California State University in seven of the nine regions studied and that in none of the nine regions was the community college found to be the least expensive option<sup>7</sup>; and

Whereas, Senate Bill 291 (Leyva, as of March 1, 2019), “would establish the California Community College Student Financial Aid Program, to provide need-based grant awards

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<sup>6</sup> The 2016-2017 Budget: Higher Education Analysis. California Legislative Analyst’s Office. <https://lao.ca.gov/Publications/Report/3372>

<sup>7</sup> *On the Verge: Costs and Tradeoffs Facing Community College Students*. The Institute for College Access and Success, 2016. [https://ticas.org/sites/default/files/pub\\_files/on\\_the\\_verge.pdf](https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf)

to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges”;

Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of March 1, 2019) if the bill is amended so that financial oversight of the new financial aid in the bill is provided by the Student Aid Commission and communicate that support to the legislature and other constituents as appropriate.

Contact: Executive Committee

MSC

#### **6.04 S19 Support AB 302 (Berman, as of March 25, 2019) and Identify Housing Assistance Representatives**

Whereas, A recent study<sup>8</sup> showed that California community college students are increasingly housing insecure, with 1 in 5 students, or roughly 400,000 students in the system, currently being homeless, and that 60 percent of community college students in California have experienced recent housing insecurity and 50 percent have struggled with food insecurity in the last year;

Whereas, The Academic Senate for California Community Colleges’ mission and values are firmly grounded in equity and reflect support for all students in reaching their goals, regardless of their backgrounds, and housing and food insecurity negatively impact the mental and physical health and wellbeing of community college students, especially for “...some vulnerable or disadvantaged groups. Thirty-one percent of black students reported being without permanent shelter, while 34% of transgender students and 27% of gay and lesbian students lacked stable homes”<sup>9</sup> thereby reducing their opportunities for success;

Whereas, Research of all 114 California community colleges’ websites found that 23 colleges allow overnight parking for at least some permitted situations; and

Whereas, AB 302 (Berman, as of March 25, 2019) “would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student’s vehicle overnight,” and

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<sup>8</sup> Goldrick-Rab, S, et al. (March 2019). California Community Colleges #RealCollege Survey. Hope Center. Retrieved from <https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf>

<sup>9</sup> Chabria, A. (2019, March 7). Community Colleges Can Cost More than Universities, Leaving Neediest Students Homeless. *Los Angeles Times*. Retrieved from <https://www.latimes.com/local/education/higher-ed/la-pol-ca-community-college-homeless-students-20190307-story.html>

“would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified”<sup>10</sup>;

Resolved, That the Academic Senate for California Community Colleges support AB 302 (Berman, as of March 25, 2019) and communicate that support to the legislature and other constituents as appropriate; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their colleges and districts to identify a housing assistance representative as part of student support programs and services, whose focus would be to help students locate emergency shelter and affordable student housing.

Contact: Karen Chow, De Anza College, Area B

MSC

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **7.01 S19 Improve Quality and Integrity of California Community Colleges System Data**

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has historically provided a system-wide, collegially developed center for data collection and analysis, DataMart, which has been identified nationwide as one of the richest and largest higher education databases;

Whereas, Legislation such as AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and the Student Centered Funding Formula increases the need to have accurate and meaningful data, such as time to completion, student data shared among multiple California community colleges, and connection to private and out-of-state transfer data, driving reliance on system-wide data and complex data analyses;

Whereas, The CCCCCO Management Information System (MIS) and research areas are currently understaffed, forcing reliance upon external consultants who are unfamiliar with data context, data implications, curriculum, and unintended consequences that affect the allocation of funds and the data-image of the community college system; and

Whereas, Correcting MIS data elements through collaboration among system partners and expanding the CCCCCO data submission and retrieval of information on nationwide transfer through the existing Clearinghouse subscription would provide more accurate and currently missing information regarding the completion data on the students in the California Community Colleges System;

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<sup>10</sup>AB 302: Parking, Homeless Students. (Berman, as of March 25, 2019). Retrieved from [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB302](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB302)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to evaluate needs and encourage the CCCCCO to fund and staff adequate system-wide research within the Digital Innovations and Infrastructures (DII) Division; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to correct Management Information System (MIS) data elements based upon the work of the ASCCC and RP Group and include nationwide transfer data by updating the Clearinghouse subscription to provide individual colleges with nationwide transfer data.

Contact: Kathleen Bruce, San Joaquin Delta College, Area A

MSU

## **7.02 S19 Support for Student Parents' Success through Campus Early Learning/Child Development Lab Schools**

Whereas, Governor Gavin Newsom has proposed investment in early learning and in early childhood education programs in the 2019-20 budget by adopting a framework that

*promotes a healthy start in three ways: (1) early access for children to educational and healthcare services, including services for those with adverse childhood experiences, (2) a two-generation approach that invests in parents so they can invest more in their children, and (3) easing financial pressures on parents so they can escape the cycle of poverty and focus on healthy development of their kids in those critical first five years of a child's life<sup>11</sup>,*

and the 2019-2020 California budget proposes a Cal Grant Access Award for student parents;

Whereas, Many college students utilizing services are students who are immigrants, single parents, and returning parents and are disproportionately affected by the lack of critical services such as quality and affordable early care and education while working on achieving their educational goals and creating paths out of poverty;

Whereas, Access to affordable and high-quality child care services for community college students with children is critical to student success and completion<sup>12</sup> and serves as

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<sup>11</sup> California Governor's Budget Summary 2019-20. Retrieved February 15, 2019 from <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

<sup>12</sup> The ACCT 2016 Invitational Symposium: Getting in the Fast Lane. Retrieved February 12, 2019 from [www.acct.org](http://www.acct.org)  
[https://www.acct.org/files/Publications/2017/ACCT\\_Paper2\\_WebReady02%203-8-17%20final.pdf](https://www.acct.org/files/Publications/2017/ACCT_Paper2_WebReady02%203-8-17%20final.pdf)

Colleges Need More Child Care to Help Student Parents Graduate — IWPR. (2011, March 22). Retrieved February 3, 2019, from <http://www.iwpr.org/press-room/press-releases/colleges-need-more-child-care-to-help-student-parents-graduate>

a resource of student equity that can improve overall academic outcomes, retention, and completion rates; and

Whereas, The Student Senate for California Community Colleges (SSCCC) adopted a resolution in Spring of 2017 calling for the establishment of on-campus childcare centers that are accessible and affordable to low income students who are parents;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for prioritizing the reinstitution and expansion of ongoing support for campus early childhood education and care lab schools to support a greater number of student parents and provide academic preparation for teachers and related child development professions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in the state's 2019-20 budget proposal funding to support the availability of equitable high-quality early childhood services for student parents.

Contact: Mayra Cruz, De Anza College, Area B

MSU

### **7.03 S19 Request the Board of Governors Undergo Collegiality in Action Training**

Whereas, The Academic Senate for California Community Colleges (ASCCC) passed Resolution 07.03 F18 "Improving Participatory Governance with the Chancellor of the California Community Colleges" during the ASCCC 2018 Fall Plenary Session, which directed action to improve collegial consultation;

Whereas, The Chancellor's Office has taken concrete steps to improve its relations with ASCCC in several areas, including scheduling a Collegiality in Action training for the Chancellor's Office staff during summer 2019;

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Institute for Women's Policy Research. (2010) Child Care Support for Student Parents in Community College Is Crucial for Success, but Supply and Funding Are Inadequate. IWPR #C375.

Institute for Women's Policy Research. (2015) Prepping Colleges for Parents: Strategies for Supporting Student Parent in Postsecondary Education. Retrieved January 15, 2019, from [https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/Support%20for%20Student%20Parents%20Paper\\_MAIN\\_6%2017%2015%20clean.pdf](https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/Support%20for%20Student%20Parents%20Paper_MAIN_6%2017%2015%20clean.pdf)

Shearer, E. (2013, May 16). Community Colleges Are Helping Mothers Go Back to School. Retrieved February 3, 2019, from <http://www.aauw.org/2013/05/16/mothers-going-back-to-school/>

Whereas, The Board of Governors (BOG) plays a crucial role in the development of policy and is a consultation partner with both the California Community Colleges Chancellor's Office and ASCCC; and

Whereas, Numerous members of the BOG are new to their positions, may have limited experience in the California Community Colleges System, and could benefit from ongoing professional development regarding collegial consultation as appropriate to their roles, including Collegiality in Action training;

Resolved, That the Academic Senate for California Community Colleges strongly encourage members of the Board of Governors to engage in regular professional development such as Collegiality in Action training to ensure effective collegial consultation.

Contact, Peggy Campo, Norco College, Area D

MSU

#### **7.04 S19 Systemwide Technology to Support College Ownership of Curriculum**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) opted to terminate the work of the Common Assessment Initiative after the investment of approximately \$20 million without identifying a mechanism to preserve elements of the substantial investment that may still be of benefit to the system's colleges and students;

Whereas, ES 19-08<sup>13</sup>, a memo distributed by e-mail on March 18, 2019, regarding the Chancellor's Office Curriculum Inventory (COCI) stated that "the current COCI product is nearing the end of its shelf-life," yet the development of the current COCI product was initiated approximately three years ago and, despite some early challenges, COCI has responded to the need for modifications to allow the streamlining of curriculum approval and is scheduled for additional necessary enhancements in the near future;

Whereas, Evidence of the existence of an off-the-shelf vendor product that could serve the system's needs has not been provided, and any replacement for COCI would, first and foremost, need to integrate with the curriculum management systems in place at the 114 California community colleges, and referencing a product for college use in the context of a process for procurement of a COCI replacement suggests a fundamental lack of understanding of the California community colleges and the importance of local control; and

Whereas, It is critical that any decisions made by the CCCCCO that would have a lasting effect on all of the California community colleges are decisions that are not merely informed by the colleges but are principally guided by the needs of the colleges,

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<sup>13</sup> <https://asccc.org/sites/default/files/ES%2019-08%20Chancellor's%20Office%20Curriculum%20Inventory%20%28COCI%29%20Update%20.pdf>

including the need for the CCCCCO's role in the elements of the curriculum that it does review to be unimpeded;

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Chancellor's Office (CCCCO) that the curriculum in the system is the curriculum of the colleges, approved by the colleges and submitted to the CCCCCO for additional review in specified circumstances and for the receipt of control numbers;

Resolved, That the Academic Senate for California Community Colleges support a robust Request for Proposal (RFP) process that would explicitly acknowledge the potential of maintaining COCI and place its development and control in a managing entity that recognizes its role as a system support structure that strives to effectively meet the needs of the CCCCCO and the colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage the CCCCCO to involve faculty and all appropriate constituents in the development of any Request for Proposals (RFP) that involves procurement of technology that the colleges will be required to interact with.

Contact: Michelle Pilati, Rio Hondo College

MSU

#### **7.05 S19 Explore Allowing Refunds Beyond Regulatory Deadline**

Whereas, Title 5 §58508 indicates:

*(a) A community college district governing board shall refund upon request any enrollment fee paid by a student pursuant to section 58501 for program changes made during the first two weeks of instruction for a primary term-length course, or by the 10 percent point of the length of the course for a short-term course. (b) A student shall be allowed at least two weeks from the final qualifying date of the program change specified in subdivision (a) to request an enrollment fee refund. (c) A community college district shall not refund any enrollment fee paid by a student for program changes made after the first two weeks of instruction for a primary term-length course, or after the 10 percent point of the length of the course for a short-term course, unless the program change is a result of action by the district to cancel or reschedule a class or to drop a student pursuant to subdivision (l) of section 55003 where the student fails to meet a prerequisite;*

Whereas, Title 5 §58507 defines program changes as any adding or dropping of classes during the term pursuant to district policy and states that the enrollment fee shall be adjusted to reflect added or dropped courses as allowed by district policy; and



Whereas, Students frequently change sections early in the term because of financial pressures or work schedules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to provide guidance to the field on the current statutory and regulatory requirements for refunding student fees; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to explore the feasibility of allowing student fee refunds after the first two weeks of class or the 10% period.

Contact: Wendell Stephenson, Fresno City College

MSU

#### **7.06 S19 Accelerate Review of ADT Modifications**

Whereas, Associate Degrees for Transfer (ADTs) require review by the California Community Colleges Chancellor's Office to ensure compliance with the designed Transfer Model Curriculum (TMC) for each degree; and

Whereas, Colleges should be able to make minor modifications to an ADT that do not deviate from the relevant TMC and do not significantly alter the degree, such as the addition of courses, the removal of courses, and other course-related modifications, without undue scrutiny by the Chancellor's Office;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to establish a process for fast-tracking the approval of Associate Degrees for Transfer that have been minimally modified in a manner that is clearly consistent with the Transfer Model Curriculum upon which they are based.

Michelle Pilati, Rio Hondo College

MSU

### **9.0 CURRICULUM**

#### **9.01 S19 Course Basic (CB) 21 Rubrics for Coding Course Outcomes**

Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the Course Basic (CB) 21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal educational functioning levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the RP Group worked on the AB 705 Data Revision Project to create Management Information System (MIS) data elements to more accurately code transfer-level English, mathematics, and quantitative reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts such as the Student Centered Funding Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes roles;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics<sup>14</sup> and endorse their use for coding course levels based on outcomes for local college credit, noncredit, and adult education courses in English, mathematics, and other related or appropriate disciplines.

Contact: Ginni May, Executive Committee

MSU

### **9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge***

Whereas, Resolution 13.02 F15 directed the Academic Senate for California Community Colleges to “update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Noncredit Instruction: Opportunity and Challenge*<sup>15</sup> and disseminate the paper to local senates and curriculum committees upon its adoption.

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<sup>14</sup>English: [https://asccc.org/sites/default/files/CB%2021%20Rubric%20EnglishReading%203-21-2019\\_0.docx](https://asccc.org/sites/default/files/CB%2021%20Rubric%20EnglishReading%203-21-2019_0.docx)

Quantitative Reasoning:

<https://asccc.org/sites/default/files/CB%2021%20Rubric%20MathQuantitative%20Reasoning%20%203-21-2019.docx>

<sup>15</sup> <https://asccc.org/sites/default/files/Noncredit%20Instruction%20-%20Area%20Meeting.pdf>

Contact: Craig Rutan, Noncredit Committee

MSU

### **9.03 S19 Documenting Open Educational Resources Options in Course Outline of Record**

Whereas, In the California Community Colleges, the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancellor's Office and University of California Office of the President are on record establishing that the use of open educational resources (OER) that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for how to indicate the option of using open educational resources (OER) on course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record.

Contact: Michelle Pilati, OER Initiative

MSU

### **9.04 S19 Ensure the Accessibility of Educational Materials**

Whereas, All California community colleges are mandated to adhere to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 sections 504 and 508, which require all educational printed and digital materials to be accessible;

Whereas, The California Community Colleges have Information Computer Technology Accessibility Standards including both the U.S. section 508 standards and the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) that provide criteria for making information and communication technology more accessible;

Whereas, Resolution 09.10 F15<sup>16</sup> directed the Academic Senate for California Community Colleges (ASCCC) to “provide professional guidance on effective practices

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<sup>16</sup> <https://asccc.org/resolutions/professional-guidelines-and-effective-practices-using-publisher-generated-course>

for the use of publisher generated materials by faculty in all modalities of courses and report to the body by Spring 2017” yet did not explicitly seek guidance with respect to ensuring that all educational materials are accessible as required by law; and

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective*<sup>17</sup> recommends the following:

*Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include the development of recommendations and securing approval from appropriate faculty groups regarding instructional design standards for online courses and participation in the development of recommendations on policies regarding the distance education program, including policies for the ongoing professional development of distance education instructors, policies regarding training in the use of the course management system, and policies for ensuring that all courses and materials are accessible to all people with disabilities;*

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in alignment with the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines (WCAG); and

Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible educational content by spring 2021.

Contact: Amar Abbott, Taft College, Area A

MSU

#### **9.05 S19 Support the Development of Open Educational Resources (OER)**

Whereas, Resolution 13.03 F15 asserted that “incentivizing faculty to adopt any specific instructional materials over others could potentially compromise quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound” and opposed the provision of direct compensation to faculty for the adoption of open educational resources in the context of the implementation of AB 798 (Bonilla, 2015);

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<sup>17</sup> <https://www.asccc.org/papers/ensuring-effective-online-program-faculty-perspective>

Whereas, Resolution 12.02 S17 encouraged “...local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources”;

Whereas, Resolution 16.01 S15 encouraged faculty “to review and consider the adoption of appropriate open educational resources textbooks while adhering to the highest professional standards and ensuring appropriate levels of academic rigor for their courses”; and

Whereas, Adopting open educational resources (OER) may be more complicated and time-consuming than the adoption of a commercial textbook due to factors such as the lack of an existing OER text-equivalent, the need to modify or update an OER text-equivalent, the need to curate resources to create a text-equivalent, or the lack of ancillaries;

Resolved, That the Academic Senate for California Community Colleges recommend that faculty should consider open educational resources (OER) adoption, including customizable teaching materials, as a measure towards achieving equity and facilitating student success;

Resolved, That the Academic Senate for California Community Colleges recognize that adoption of OER may require substantial work that exceeds what is needed to adopt a commercial text and will therefore benefit from the provision of reassigned time, stipends, and the support of classified professionals for further modification and the development of ancillary materials;

Resolved, That the Academic Senate for California Community Colleges develop sample structures for support for colleges to consider that recognize the time involved in not only developing OER and associated ancillaries, but in researching the availability of OER, conducting a comprehensive review of OER, and updating existing OER; and

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

Contact Michelle Pilati, Rio Hondo College

MSC

### **9.06 S19 Support New Distance Education Definitions**

Whereas, Cross-college online enrollments have increased due to California Virtual Campus-Online Education Initiative (CVC-OEI) efforts, and the terminology colleges use for online courses, hybrid courses, and courses with required proctoring on examinations

differs significantly, causing confusion and frustration for students navigating multiple colleges;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has worked with stakeholder representatives to update the Distance Education Guidelines, 2008 Omnibus Version, and the revision will be reviewed by California Community Colleges Curriculum Committee (5C) on April 24, 2019, and later by Consultation Council; and

Whereas, The following definitions are proposed by DEETAC as part of the update to the Distance Education Guidelines:

*FULLY ONLINE (FO)(also known as “100% online”):*

*Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.*

*PARTIALLY ONLINE (PO)(also known as “hybrid”):*

*Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.*

*ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)*

*Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.*

Resolved, That the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with in-person proctored assessments (OPA); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions and provide support for colleges as they update policies and practices.

Contact: Cheryl Aschenbach, Lassen College

MSC

## **10.0 DISCIPLINES LIST**

### **10.01 S19 Disciplines List – Homeland Security**

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 Homeland Security discipline:

*Master's degree in Homeland Security, Emergency Management, Emergency Preparedness, Crisis Management, Disaster Management, or Cybersecurity; 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 Homeland Security<sup>18</sup>.

Contact: Rebecca Eikey, Standards & Practices Committee

MSC

## **11.0 TECHNOLOGY**

### **11.01 S19 CCCApply Technical Limitations**

Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program;

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<https://asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary%202018-%28Rev-1%29-4.pdf>

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers, which will have a significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges' design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose academic majors that best fit their interests and abilities; and

Whereas, CCCApply's technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to comprehensively evaluate CCCApply for equitable and accessible support of the student admissions process, beginning with the point of initial contact and inquiry, inclusive of the impact on applicants completing the standard application as well as potential separate program applications, and the steps through matriculation to class registration to ensure the ability of individual colleges to serve their unique demographics effectively and efficiently without barriers; and

Resolved, That the Academic Senate for California Community Colleges engage the California Community College Chancellor's Office in a dialogue regarding modification of the CCCApply application, or a possible replacement tool, in ways that will reduce technical limitations and allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

MSU

### **11.02 S19 Ensure Appropriate Processes for System Technology Procurement**

Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an



effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact in the future local technology decisions but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any procurement of technology that colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.<sup>19</sup>

Contact: Executive Committee

MSU

## **13.0 GENERAL CONCERNS**

### **13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

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<sup>19</sup> Procedures and Standing Orders of the Board of Governors, November 2108:  
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures\\_and\\_Standing\\_Orders/November-2018-Procedures-and-Standing-Orders.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standing_Orders/November-2018-Procedures-and-Standing-Orders.pdf)

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

MSU

### **13.02 S19 Support for Faculty Open Educational Resources Coordinators**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Whereas, The Academic Senate for California Community Colleges' Open Educational Resources (OER) Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California Open Educational Resources Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the Academic Senate for California Community Colleges develop a collection of resources documenting the value of supporting local faculty open educational resources coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a faculty open educational resources coordinator.

Contact: Michelle Pilati, OER Initiative

MSU

### 13.03 S19 In Support of All-Gender Restrooms on California Community College Campuses

Whereas, The Academic Senate for California Community Colleges (ASCCC) embrace equity principles for all in its Values Statement<sup>20</sup>, which states that the ASCCC “works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms” and support this same principle as applied to all students and staff;

Whereas, AB 1732 (Ting, 2016)<sup>21</sup> requires “all single-user toilet facilities in any business establishment, place of public accommodation, or government agency to be identified as all-gender toilet facilities” thus expanding existing protections under California’s Fair Employment and Housing Act (FEHA) to protect people who identify as transgender and providing protections on the basis of both gender identity and gender expression — regardless of the person’s assigned sex at birth;

Whereas, In the *Journal of College and University Law* (2014) it is observed that “the most common daily difficulty for a transgender student on campus is restroom usage. These students frequently face discomfort and sometimes harassment no matter which restroom they choose – the one matching their birth sex or the one corresponding to their gender identity. Many trans students choose to avoid sex-specified restrooms, *including foregoing using any restroom* [emphasis added], to avoid these difficulties”<sup>22</sup>; and

Whereas, The California School Board Association has declared, “a safe, nondiscriminatory environment – where students are not distracted by fear nor disengaged from learning because of non-acceptance by their peers or staff – is essential to student achievement,” and “districts are encouraged to develop strategies to minimize social stigmatization for such students and maximize opportunities for social integration so that all students have an equal opportunity to attend school, be engaged and achieve academic success”<sup>23</sup>,

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to take immediate steps to provide all-gender restroom facilities that are accessible at all hours during which instruction occurs and in high occupancy areas of campuses;

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<sup>20</sup> <https://www.asccc.org/about/values-statement>

<sup>21</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB1732](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1732)

<sup>22</sup> Perdue, Troy J. (2014). Trans\* Issues for Colleges and Universities: Records, Housing, Restrooms, Locker Rooms, and Athletics. *Journal of College and University Law*, 41(1), 45-70. [https://cdn.atixa.org/website-media/o\\_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdf](https://cdn.atixa.org/website-media/o_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdf) [http://www.nacua.org/securedocuments/nonsearched/jcul/41\\_jcul\\_45.pdf](http://www.nacua.org/securedocuments/nonsearched/jcul/41_jcul_45.pdf)

<sup>23</sup> [4] California School Board Association (2014, February). Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students. Policy Brief, 1-6. <https://www.csba.org/~media/E68E16A652D34EADA2BFDCD9668B1C8F.ashx>

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to create and make accessible maps of all-gender restrooms;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to include all-gender restroom facilities in all new construction plans; and

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to designate a multiple-stall bathroom for gender inclusivity if single-user toilet facilities do not exist in high occupancy areas and/or new construction is not planned for those areas.

Contact: Kelly Rivera, Mt. San Antonio College

MSU

## **15.0 INTERSEGMENTAL ISSUES**

### **15.01 S19 Response to California State University Admission Restrictions Due to Impaction**

Whereas, Student demand has outpaced resources in the California State University (CSU) system such that six CSU campuses and 46 out of 47 programs on one or more CSU campuses have been declared impacted, resulting in limits on admissions, including transfer admissions<sup>24</sup>;

Whereas, Limits on California State University transfer admissions run counter to the California Community Colleges Board of Governors' intent that community colleges undergo institutional changes to achieve a 35% increase in system-wide transfers to CSU and the University of California by 2022 and counter to the rationale for this goal, based on the need to increase the achievement of disproportionately impacted students;<sup>25</sup> and

Whereas, Limits on California State University transfer admissions run counter to the expectations of the Student Centered Funding Formula, whereby part of a community college's funding is based on completions, including associate degrees for transfer;<sup>26</sup>

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional

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<sup>24</sup> CSU: The California State University. Impacted Undergraduate Majors and Campuses, 2019-20  
<https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx>

2019-2020 CSU Undergraduate Impacted Programs Matrix

<sup>25</sup> Vision for Success: Strengthening The California Community Colleges to Meet California's Needs  
<http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>

<sup>26</sup> AB 1809 (Ting, 2018)

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB1809](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809)

transfer admission options for students not admitted as a result of recent changes in admission criteria due to impaction, including the possibility of admission to other CSU campuses that same application year.

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

MSC

**15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement**

Whereas, The colleges in the California Community Colleges (CCC) system are committed to providing CCC students with a robust civic education by offering courses in history, political science, ethnic studies, and women’s studies that equip CCC students with an understanding of the United States Constitution and American history;

Whereas, As an aspect of fulfilling their graduation requirements, California State University (CSU) students are required to take six semester units in United States History, Constitution and American Ideals, including one course in United States history and one course that fulfills both U.S. Constitution and California state and local government,<sup>27</sup> which provides students with a comprehensive study of United States history and government, including the historical development of American institutions and ideals;

Whereas, Although the United States History, Constitution and American Ideals Requirement is not a requirement of the CCC system, many students choose to fulfill the requirement through coursework at a community college before transferring to the CSU, and thus this CSU requirement has been the backbone of U.S. history and civic education in both the CSU and CCC systems; and

Whereas, In the current political climate of the United States, the need for students to be educated in and knowledgeable about the U.S. Constitution and American history is more acute than ever;

Resolved, That the Academic Senate for California Community Colleges communicate to the California State University Academic Senate its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement; and

Resolved, That the Academic Senate for California Community Colleges explore possibilities for adding a requirement similar to the California State University’s United States History, Constitution and American Ideals Requirement to the associate’s degree requirements for the California Community Colleges.

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<sup>27</sup> CSU Executive Order 1100 Revised August 23, 2017

<https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html>

Contact: Manuel Vélez, San Diego Mesa College

MSC

**15.03 S19 Encourage Accelerating Timeline for General Education Articulation**

Whereas, The University of California reviews California community college course outlines of record for University of California transferability each summer;

Whereas, The University of California and the California State University review California community college course outlines of record for general education applicability beginning in spring term each year; and

Whereas, The two-step process required by the University of California lengthens the time required for a course to obtain full articulation and does not incorporate an opportunity for colleges to appeal determinations;

Resolved, That the Academic Senate for California Community Colleges encourage its transfer partners to explore shortening the timeline to obtain articulation by incorporating a review of courses for general education applicability concurrent with consideration for University of California transferability.

Michelle Pilati, Rio Hondo College

MSU

**16.0 LIBRARY AND LEARNING RESOURCES**

**16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College***

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to “explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Role of the Library Faculty in the California Community College*<sup>28</sup> and disseminate the paper to local senates and curriculum committees upon its adoption.

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[https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-area%20edits\\_3-23-19.pdf](https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-area%20edits_3-23-19.pdf)

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

**16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring***

Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to “research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*<sup>29</sup> and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

**21.0 CAREER TECHNICAL EDUCATION**

**21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges***

Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to “develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Work-Based Learning in California Community Colleges*<sup>30</sup> and upon its adoption disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

MSU

**FAILED RESOLUTIONS**

**6.04.01 S19 Amend Resolution 6.04**

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[https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring\\_for%20Area%20Meetings.pdf](https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring_for%20Area%20Meetings.pdf)

<sup>30</sup> <https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf>

Amend the title:

~~Support AB 302 (Berman, as of 25 March 2019) and Identify Housing Assistance Representatives~~

Strike the fourth Whereas:

~~Whereas, AB 302 (Berman, as of 25 March 2019) “would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student’s vehicle overnight,” and “would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified~~

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges support AB 302 (Berman, as of 25 March 2019) and communicate that support to the legislature and other constituents as appropriate; and~~

Contact: Andrea Neptune, Sierra College

MSF

### **9.06.01      S19 Amend Resolution 9.06**

Strike the first Resolved:

~~Resolved, that the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with proctored assessments (OPA); and~~

Add new first Resolved:

Resolved, that the Academic Senate for California Community Colleges solicit input from the field regarding the distance education definitions proposed by DEETAC;

Add new second Resolved:

Resolved, that the Academic Senate for California Community Colleges provisionally endorse the distance education definitions below pending input from the field, provided that the last sentence of the Online with In-Person Proctored Assessment (OPA) is removed as follows;



FULLY ONLINE (FO)(also known as “100% online”):  
Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as “hybrid”):  
Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

Online with In-Person Proctored Assessment: (OPA)  
Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

and;

Amend final Resolved:

Resolved, that the Academic Senate work with the Chancellor’s Office and partner organizations to disseminate the definitions once approved by the Board of Governors as part of the Distance Education Guidelines and provide support for colleges local senates as they update policies and practices.

Contact: Manuel Vélez San Diego Mesa College

MSF

**15.01.02      S19 Amend Resolution 15.01**

Amendment the Resolved:

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional guaranteed transfer admissions options, such as a CSU transfer admission guarantee to a specific major and campus, similar to the UC Transfer admission guarantee ~~for eligible applicants not admitted due to changed admission criteria instituted in response to~~ ~~impaction~~.

Contact: Tiffany Tran, Irvine Valley College

MSF

**DELEGATES - FORTHCOMING**