



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2024 Spring Plenary Session Resolutions

For Debate

Saturday, April 20, 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 April 20, 2024.

Resolutions Committee

Erik Reese, ASCCC Area C Representative and ASCCC Resolutions Chair
Robert L. Stewart, Jr., ASCCC Treasurer and ASCCC Resolutions Second Chair
Davena Burns-Peters, San Bernardino Valley College, Area D
Mark Edward Osea, Mendocino College, Area B
Krystinne Mica, ASCCC Executive Director

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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 ASCCC 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 ASCCC 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 of the plenary session 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 ASCCC, 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.

Resolutions may be removed from the consent calendar at area meetings, making requests of the Resolutions Committee, and immediately before adopting the consent calendar on the last day of 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.

- *+101.01 S24 Update the 2019 Paper Work Based Learning in California Community Colleges
- *101.02 S24 Update the 2017 Paper The Course Outline of Record: A Curriculum Reference Guide Revisited
- *+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)
- *+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses
- *^105.03.01 S24 Amend Resolution 105.03
- *^107.01.01 S24 Amend Resolution 107.01
- *111.01 S24 Adopt *Part-time Faculty: Equity, Rights, and Roles in Governance* Paper
- *^111.01.01 S24 Amend Resolution 111.01
- *112.02 S24 Disciplines List — Nursing
- *112.03 S24 Disciplines List — Art
- *+113.06 S24 In Support of Documented Dreamers
- *^113.07.01 S24 Amend Resolution 113.07
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- *#114.03 S24 Disaggregating Asian and Pacific Islander Student Data
- *^114.05.01 S24 Amend Resolution 114.05
- *#114.06 S24 Update Transfer Level Gateway Completion Dashboard
- *^114.06.01 Amend Resolution 114.06

NEW CATEGORIES PILOT

New resolutions categories that more closely align with the purview of the ASCCC are being piloted for the 2024 Spring Plenary Session. Numbering of these new pilot categories will begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The new categories being piloted this spring 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 California Community Colleges Chancellor's Office

101 CURRICULUM

+101.01 S24 Update the 2019 Paper *Work Based Learning in California Community Colleges

Whereas, The Academic Senate for California Community Colleges adopted the paper *Work Based Learning in California Community Colleges*¹ in Spring 2019 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2019 paper *Work Based Learning in California Community Colleges* recommended updates to Title 5 and the inclusion of noncredit options for work experience education; and

Whereas, The Board of Governors of the California Community Colleges recently adopted long awaited and extensive changes to several California Code of Regulations Title 5 sections regarding work experience education that are summarized in a California Community Colleges Chancellor's Office document² around these updates;

Resolved, That the Academic Senate for California Community Colleges update the paper *Work Based Learning in California Community Colleges*³ to reflect the recent updates to the California Code of Regulations by the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, Area C

101.02 S24 Update the 2017 Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*⁴ in Spring 2017 and has not updated it since;

Whereas, The adoption of California Code of Regulations Title 5 sections 51200⁵ and 51201⁶ in 2020 established a commitment by the Board of Governors of the California Community Colleges to ground the educational mission of the California Community Colleges in the principles of diversity, equity, inclusion, and accessibility (DEIA) in order "to create a safe,

¹ https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf

² <https://www.cccco.edu/-/media/CCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperientetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C>

³ https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf

⁴ https://www.asccc.org/sites/default/files/COR_0.pdf

⁵ [https://govt.westlaw.com/calregs/Document/15F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/15F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁶ [https://govt.westlaw.com/calregs/Document/15F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/15F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community”;

Whereas, The Academic Senate for California Community Colleges has grounded itself in DEIA and antiracist work through the infusion of inclusion, diversity, equity, antiracism and accessibility in its mission statement, vision statement, goals, and strategic directions; and

Whereas, The Academic Senate for California Community Colleges adopted resolutions 09.01 Fall 2021⁷ and 09.01 Fall 2023⁸ in support of requiring the incorporation of DEIA principles and practices into course outlines of record;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*⁹ to reflect the shift to infuse diversity, equity, inclusion, accessibility, and antiracism in curricular matters and present it for adoption at the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, ASCCC Curriculum Committee

***+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)**

Whereas, California Education Code 66010.2¹⁰ states “The public elementary and secondary schools, the California Community Colleges, the California State University, the University of California, and independent institutions of higher education share goals designed to provide educational opportunity and success to the broadest possible range of our citizens, and shall provide the following:

1. Access to education, and the opportunity for educational success, for all qualified Californians. Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.
2. Quality teaching and programs of excellence for their students. This commitment to academic excellence shall provide all students the opportunity to address issues, including ethical issues, that are central to their full development as responsible citizens.
3. Educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of

⁷ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁸ <https://www.asccc.org/resolutions/support-revisions-title-5-include-deia-course-outline-record>

⁹ https://www.asccc.org/sites/default/files/COR_0.pdf

¹⁰ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.2&lawCode=EDC

race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.”;

Whereas, The Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹¹, 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation¹², 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism¹³, 03.01 F22 Advancing IDEAA in Guided Pathways¹⁴, 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200¹⁵, 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement¹⁶, 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook¹⁷, 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework¹⁸, 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work¹⁹, 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison²⁰;

Whereas, The California Community Colleges Chancellor's Office is directed by California Code of Regulations Title 5, §55000.5²¹ to produce a handbook for program and course approval, known as the Program and Course Approval Handbook (PCAH), currently in its 8th edition, and does not include guidance on integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into specific elements such as credit and noncredit course and program development criteria, and the course outline of record; and

Whereas, For California community college faculty, authority over the curriculum is codified in California Education Code section 70902(b)(7)²² stating that the governing board of each district shall establish procedures “to ensure faculty, staff, and students the opportunity to express their

¹¹ <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

¹² <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

¹³ <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

¹⁴ <https://asccc.org/resolutions/advancing-ideaa-guided-pathways>

¹⁵ <https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles>

¹⁶ <https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>

¹⁷ <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa>

¹⁸ <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

¹⁹ <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

²⁰ <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

²¹ Title 5 §55000.5:

[https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²² California Education Code §70902:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC

opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” and California Code of Regulations Title 5 §53200²³ states the faculty authority for curriculum where the academic senate and its purview are defined;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) develop an ASCCC-annotated version of the Program and Course Approval Handbook (PCAH) providing guidance for integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into courses, programs, and processes for curriculum review and approval, with specific annotations to occur in commonly referenced portions of the PCAH and including links and references to IDEAA resources such as the *DEI in Curriculum: Model Principles and Practices*²⁴ and the *DEI in Praxis: Models for Culturally Responsive Curriculum*²⁵ resources currently on the ASCCC website under “IDEAA Tools and Resources,” by Fall 2025 and disseminate widely.

Contact: Erik Woodbury, De Anza College, Area B

102 DEGREE AND CERTIFICATE REQUIREMENTS

*+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses

Whereas, The new California General Education Transfer Curriculum (Cal-GETC) Area 1C Oral Communication, with new standards, will become effective the beginning of Fall 2025;

Whereas, The “Cal-GETC Administrative Implementation Guidance” memo²⁶ dated February 14, 2024 provides catalog rights guidance (Appendix A) regarding when students will be expected to complete the California General Education Transfer Curriculum pattern;

Whereas, Appendix A of the “Cal-GETC Administrative Implementation Guidance” memo states that if a student has continuous enrollment prior to the fall of 2025, students will not require

²³ Title 5 §53200:

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

²⁴ https://asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

²⁵ <https://deanza.instructure.com/courses/34140>

²⁶ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/Cal-GETC-Administrative-Implementation-Guidance.pdf?la=en&hash=DF2FD3E05C058C35ACF2A7B950B2505C4C5E791D>

California General Education Transfer Curriculum (Cal-GETC) certification, but for those students who lose catalog rights, they will be held to Cal-GETC certification; and

Whereas, If a student with prior continuous enrollment who completes a course approved for the California State University General Education Breadth Area A1 Oral Communication or Intersegmental General Education Transfer Curriculum Area 1C Oral Communication prior to Fall 2025 and loses catalog rights may now be expected to complete another oral communication course approved for the California General Education Transfer Curriculum Area 1C;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to advocate for oral communication courses completed prior to Fall 2025 that meet the Intersegmental General Education Transfer Curriculum Area 1C being honored for the purposes of the California General Education Transfer Curriculum certification regardless of a student's catalog rights.

Contact: Mark Edward Osea, Mendocino College, Area B

#102.02 S24 Explore Opportunities and Challenges of a Modified Cal-GETC Subject Area 5

Whereas, The singular lower division general education pathway that determines academic eligibility and sufficient academic preparation for transfer to both the California State University (CSU) and the University of California (UC), the California General Education Transfer Curriculum (Cal-GETC)²⁷ requires a minimum of one course in physical sciences and one course in biological sciences, where at least one of the courses must include a lab, Subject Area 5: Physical and Biological Sciences, which can limit student course choices when fulfilling Subject Area 5 for all majors;

Whereas, The Academic Senate for California Community Colleges (ASCCC) Transfer Alignment Project (TAP)²⁸, working with intersegmental faculty to align Transfer Model Curricula (TMCs) and University of California Transfer Pathways (UCTPs), where feasible, so that students who earn Associate Degrees for Transfer are prepared for transfer to both the CSU and UC systems in response to ASCCC Resolution F17 15.01 Aligning Transfer Pathways for the CSU and UC Systems²⁹ and as required by AB 928 (Berman, 2021)³⁰ is focusing efforts on aligning high-unit science, technology, engineering, and mathematics (STEM) pathways;

Whereas, High-unit science, technology, engineering, and mathematics (STEM) majors often require multiple course sequences with labs in the physical sciences such as calculus-based

²⁷ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

²⁸ ASCCC TAP: <https://www.asccc.org/transfer-alignment-project>

²⁹ Resolution F17 15.01: <https://www.asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

³⁰ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

physics, general chemistry for science majors, and organic chemistry for science majors as part of the lower division major preparation; and

Whereas, Cal-GETC Subject Area 4: Social and Behavioral Sciences requires two courses from different academic disciplines instead of specifying one course from each area;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to explore the opportunities and challenges of a modified California General Education Transfer Curriculum (Cal-GETC)³¹ Subject Area 5: Physical and Biological Sciences that would require two courses from different academic disciplines where at least one course includes a lab instead of specifying one course from each area.

Contact: Ginni May, Sacramento City College

#102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors

Whereas, The singular lower division general education pathway that determines academic eligibility and sufficient academic preparation for transfer to both the California State University and the University of California, the California General Education Transfer Curriculum³², requires a minimum of 11 courses and 34 semester units and is a barrier to creating high-unit science, technology, engineering, and mathematics Transfer Model Curriculum due to the number of general education units required to be completed before transfer;

Whereas, The Academic Senate for California Community Colleges (ASCCC) Transfer Alignment Project (TAP)³³, working with intersegmental faculty to align Transfer Model Curricula and University of California Transfer Pathways, where feasible, so that students who earn Associate Degrees for Transfer are prepared for transfer to both the California State University and University of California systems in response to ASCCC Resolution F17 15.01 Aligning Transfer Pathways for the CSU and UC Systems³⁴, and as required by AB 928 (Berman, 2021)³⁵ is focusing efforts on aligning high-unit science, technology, engineering, and mathematics pathways;

Whereas, Students in high-unit science, technology, engineering, and mathematics majors that begin their education at 4-year institutions often take lower division general education courses during their junior and senior years in order to complete the lower division major preparation

³¹ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

³² Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

³³ ASCCC TAP: <https://www.asccc.org/transfer-alignment-project>

³⁴ Resolution F17 15.01: <https://www.asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

³⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

courses during their freshman and sophomore years and to balance the intense upper division major-specific course load with non-major-specific courses; and

Whereas, A partial California General Education Transfer Curriculum (Cal-GETC)³⁶ certification such as one where students could defer completion of one course from Cal-GETC Subject Area 3 and/or one course from Cal-GETC Subject Area 4 until after transfer is equitable to what has been permitted for some high-unit STEM associate degrees for transfer such as biology, chemistry, and environmental science³⁷ and what is current practice for some transfer admits to the University of California under the Intersegmental General Education Transfer Curriculum³⁸, would provide access to an equitable college experience for students, especially those in high-unit STEM majors, and would facilitate alignment of TMCs and UCTPs, especially in STEM pathways;

Resolved, That the Academic Senate for California Community Colleges support that students have access to an equitable college experience whether beginning their college education at a 4-year institution or beginning at a California community college and transferring to a 4-year institution;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate of the California State University, the California Community Colleges Chancellor's Office, the California State University Chancellor's Office, and the California Intersegmental Articulation Council to establish protocols for partial California General Education Transfer Curriculum³⁹ certification;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California State University Chancellor's Office to permit partial California General Education Transfer Curriculum⁴⁰ certification for high-unit science, technology, engineering, and mathematics associate degrees for transfer provided that the California State University has similar majors that could be completed in 60 units after transfer; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to permit colleges to award an associate degree for

³⁶ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

³⁷ C-ID TMC webpage prior to Cal-GETC implementation: <https://c-id.net/tmc> [The following AS-T degrees are approved for the use of a transferable general education pattern designed for STEM (i.e. IGETC or CSU GE Breadth for STEM): [Biology](#), [Chemistry](#), and [Environmental Science](#).]

³⁸ UC Partial Certification of IGETC: <https://admission.universityofcalifornia.edu/counselors/preparing-transfer-students/general-education-and-igetc.html#:~:text=Partial%20certification,-Students%20who%20do&text=After%20transfer%2C%20students%20submitting%20partial,as%20designated%20by%20their%20department.>

³⁹ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

⁴⁰ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

transfer to students that receive a partial California General Education Transfer Curriculum⁴¹ certification.

Contact: Ginni May, Sacramento City College

^102.03.01 S24 Amend Resolution 102.03

Strike the 1st Resolved

~~Resolved, That the Academic Senate for California Community Colleges support that students have access to an equitable college experience whether beginning their college education at a 4-year institution or beginning at a California Community College and transferring to a 4-year institution;~~

Contact: Joshua Scott, Solano Community College

#102.04 S24 Resolution on Streamlining Transfer for STEM Majors

Whereas Assembly Bill 928 (Berman, 2021)⁴², Section 2, establishes The Associate Degree for Transfer (ADT) to support students in high unit science, technology, engineering, and mathematics (STEM) majors; that meet admissions requirements to the California State University and the University of California (UC)⁴³, and the December 2023 *Final Report from The Associate Degree for Transfer Intersegmental Committee* specifically recommends an allowance for “general educational flexibility” in STEM ADT pathways⁴⁴;

Whereas, California community college students who hope to transfer in disciplines with an Associate Degree for Transfer and who major in high-unit, highly-impacted science, technology, engineering, and mathematics degrees are currently required to complete a transfer general education pattern, while students who start at the California State University can complete

⁴¹ Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

⁴²

https://www.google.com/url?q=https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id%3D202120220AB928&sa=D&source=docs&ust=1710706086109535&usg=AOvVaw1tdWsAod2dGswYWMQHZAYd

⁴³ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁴⁴ AB928 Associate Degree for Transfer Intersegmental Implementation Committee 2023 Final Report and Recommendations:

<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6583146d9c96e46d9d50bc01/1703089263187/ab-928-final-report-december-2023-with-cover-letter.pdf>

general education requirements during their junior and senior years so as to permit completion of lower-division major preparation courses⁴⁵ in their first two years;

Whereas, There are majors in which ADTs do not currently exist, and in one case, Mt. San Antonio College, Victor Valley College, and Citrus College established local memorandums of understanding with Cal Poly Pomona to offer transfer admissions bonuses for students that complete local, transfer-aligned certificates of achievement (which do not require general education course sequences) in high-unit, highly-impacted, science, technology, engineering, and mathematics disciplines in which ADTs do not exist, and for which there are no systemwide admission benefits (unlike the admissions considerations and coursework incentives granted to Associate Degree for Transfer completers)⁴⁶; and

Whereas, Students from low income and demographically minoritized communities in engineering education (women, Black, or African-American, American Indian/Alaska Native, Latino/a/x, Filipino/a/x and Pacific Islander students) are more likely to begin their higher education in community colleges^{47,48}; and science, technology, engineering, and mathematics (STEM) transfer students are often deterred by the lack of uniformity in lower-division course requirements for high-unit, highly-impacted university STEM degree programs (e.g. engineering and data science), often taking classes that are not transferable, and often incurring higher costs and requiring longer time commitment toward degree completion^{49, 50};

⁴⁵ Grote, D. M., Knight, D. B., Lee, W. C., & Watford, B. A. (2020). Exploring Influences of Policy Collisions on Transfer Student Access: Perspectives From Street-Level Bureaucrats. *Educational Evaluation and Policy Analysis*, 42(4), 576–602. <https://doi.org/10.3102/0162373720962509>

⁴⁶ for example, Engineering exists as one discipline in the CCC system without an AD-T, and there is no existing intersegmental model curriculum or local A.S. that would align with each transfer-receiving engineering degree programs in the CSUs or UCs; thereby discouraging community college students from taking engineering courses before transfer; a stacked certificate model could offer potential convergence systemwide, facilitate community college engineering faculty involvement, and offer more degree planning guidance without the inclusion of general education courses (unlike the design of ADTs), as most engineering programs design their coursework to include the majority of general education courses in the final two years of the program².

⁴⁷ Jain, D. (2009). Critical Race Theory and community colleges: Through the eyes of women student leaders of color. *Community College Journal of Research and Practice*, 34(1–2), 78–91. <https://doi.org/10.1080/10668920903385855>

⁴⁸ Ogilvie, A. (2014). A Review of the Literature on Transfer Student Pathways to Engineering Degrees. *2014 ASEE Annual Conference & Exposition Proceedings*, 24.101.1-24.101.14. <https://doi.org/10.18260/1-2--19993>

⁴⁹ Brawner, C. E., & Mobley, C. (2016). Advising matters: Engineering transfer students' transition experiences at five institutions. *International Journal of Engineering Education*, 32(6), 2446–2459.

⁵⁰ Dunmire, E., Enriquez, A., & Disney, K. (2011). The dismantling of the engineering education pipeline. *2011 ASEE Annual Conference & Exposition Proceedings*, 22.1443.1-22.1443.17. <https://doi.org/10.18260/1-2--18945>

Resolved, That the Academic Senate for California Community Colleges explore the value and implications of the creation of Model Certificates of Achievement⁵¹ that would increase access to admission priority for students in high-unit STEM majors as they prepare for transfer, and provide a report back at the 2025 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges provide professional learning resources that encourage local curriculum committees to explore and share innovative practices (e.g., stacked certificates for transfer, and reverse transfer) to address high-unit science, technology, engineering, and mathematics degrees.

Contact: Juan Arzola, College of the Sequoias

103 GRADING POLICIES

+103.01 S24 Expanding Grading Options for Dual Enrollment Courses

Whereas, The California State University⁵² and University of California⁵³ requires first-year students to complete the A-G subject requirements with grades of “C” or higher;

Whereas, High school students may use transferable college courses to supplement their A-G subject requirements through dual enrollment or concurrent enrollment; and

Whereas, California community college courses are accepted for credit at both the University of California (UC) and California State University with letter grades and pass/no-pass (P/NP) options, and that for transfer students to the UC, UCs will allow up to 14 semester (21 quarter) units to be completed with (P/NP) to meet the 60 units required for minimum eligibility;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), California State University Chancellor’s Office, and the University of California Office of the President to consider allowing college courses completed with pass/no-pass by dual enrollment students to satisfy the A-G subject requirements for the California State University and University of California.

Contact: Mark Edward Osea, Mendocino College, Area B

⁵¹ The 8th edition of the Program Course and Approval Handbook (2019) states, “Title 5, §55070 allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states, which award the baccalaureate degree” (p. 95).

⁵² CSU A-G Course Requirements:

https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx

⁵³ UC A-G Course Requirements: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

105 STUDENT PREPARATION AND SUCCESS

+105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements

Whereas, A basic transfer admission requirement of the University of California is the completion of at least seven courses (21 semester units minimum) of coursework approved by the University of California Office of the President (UCOP) for inclusion in the five University of California Transfer Eligibility (UCTEL) areas⁵⁴ (the so-called “seven-course pattern”)⁵⁵, for which the standards for inclusion of California community college courses in the five areas of the seven-course pattern are neither posted on the UCOP website nor included in the policies of the University of California Academic Senate;

Whereas, The process of reviewing and approving California community college courses for the University of California Transfer Eligibility (UCTEL) “seven-course pattern” areas is conducted by course reviewers under the auspices of the University of California Office of the President during its annual University of California Transferable Course Agreement (UCTCA) submission and review process⁵⁶, a process that is completely separate from the current Intersegmental General Education Transfer Curriculum (IGETC) submission and review process;

Whereas, The courses approved for current Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, do not automatically meet University of California transfer admission requirements unless they have been separately approved for University of California Transfer Eligibility (UCTEL) “seven-course pattern” areas through the annual University of California Transferable Course Agreement (UCTCA) submission and review process conducted by the University of California Office of the President; and

Whereas, Because coursework approved for the Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, may not necessarily be approved for University of California

⁵⁴ The UCTEL Areas are UC-E (English composition), UC-M (mathematical concepts and quantitative reasoning), UC-H (arts and humanities), UC-B (social and behavioral sciences), and UC-S (physical and biological sciences). To see what courses from your college are approved for UCTEL areas, please go to <https://assist.org/>

⁵⁵ For more information about the seven-course pattern requirement for transfer students, please see <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html>

⁵⁶ The UCTCA (“UC transferability”) submission period is every summer (June, July, or August, depending on the college). Articulation officers submit courses through ASSIST. While there is no formal way for articulation officers to request UCTEL consideration, they can informally request such consideration by including a note in the comments box when submitting a UCTCA proposal.

Transfer Eligibility (UCTEL) “seven-course pattern” areas, students may not realize until it is too late that they have completed IGETC/Cal-GETC approved courses that are not part of the “seven-course pattern” areas and subsequently may be denied admission to the University of California for not meeting the basic requirement of completing the seven-course pattern;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate and the University of California Office of the President to determine that California community college students who have completed coursework for either the Intersegmental General Education Transfer Curriculum (IGETC) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern have thus completed the corresponding University of California Transfer Eligibility (UCTEL) (“seven-course pattern”) coursework requirements for admission to the University of California, regardless of the UCTEL area approval status of the courses completed by the student;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate to recognize the California General Education Transfer Curriculum (Cal-GETC) standards as equivalent to the standards of approval of California community college courses for the corresponding University of California Transfer Eligibility (UCTEL) areas (the “seven-course pattern” areas); and

Resolved, That the Academic Senate for California Community Colleges work with the University of California Academic Senate and the Intersegmental Committee of Academic Senates (ICAS) as soon as possible to advocate for the integration of the course approval standards and course submission and review processes for the University of California Transfer Eligibility (UCTEL) areas (the “seven-course pattern” areas) into the course approval standards and course submission and review processes of the California General Education Transfer Curriculum (Cal-GETC) areas to guarantee that California community college students who complete the appropriate Cal-GETC-approved coursework automatically meet the University of California “seven-course pattern” transfer admission requirements.

Contact: John Freitas, Los Angeles City College, Area C

#105.02 S24 Consult with the ASCCC on Student Success Metrics and Curricular Paths

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) Memo ESLEI 24-15⁵⁷ from February 27, 2024 was not co-signed by the Academic Senate for California Community Colleges;

⁵⁷ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Program.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

Whereas, The California Community Colleges Chancellor’s Office created guidelines⁵⁸ that restrict the preparatory coursework students in the California community colleges may access in order to prepare for science, technology, engineering, and mathematics (STEM) majors such that students may have more options for preparatory coursework within the California State University or University of California systems;

Whereas, Community Colleges Chancellor’s Office Memo ESLEI 24-15 defines “highly unlikely to succeed” as a result of direct placement into STEM Calculus I regardless of a student’s prior math classes completed and time elapsed since their last math class as “less than 15% throughput,” and sets an operational definition of “highly unlikely to succeed” without a preparatory course or courses as less than 50% throughput in Calculus I within two years⁵⁹; and

Whereas, Developing and implementing standards or policies regarding student preparation and success is one of the academic and professional matters, or “10+1” in the California Code of Regulations Title 5 53200⁶⁰; and the Procedures and Standing Orders of the Board of Governors, December 2022 Edition, section 332⁶¹ states that “Consistent with the intent of 53206 of title 5 of the California Code of Regulations, the Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters” and “The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice and judgment, the Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.”;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) assert that methods, guidelines, and standards for determining student placement, access to course offerings, and measuring student success are academic and professional matters, and that the California Community Colleges Chancellor’s Office must rely primarily upon the advice and

⁵⁸ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

⁵⁹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

⁶⁰ [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁶¹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

judgment of the ASCCC on these policy development and implementation matters for standards or policies regarding student preparation and success; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor of the California Community Colleges Chancellor's Office to evaluate and reconsider the AB 1705 implementation mandates so that all students attending a California community college have access to the same preparatory science, technology, engineering, and mathematics (STEM) courses provided to students that start as freshmen at a California State University or University of California campus.

Contact: Eric Wada, ASCCC Executive Committee

#105.03 S24 Supporting Credit for Prior Learning (CPL) Through the California Mapping Articulated Pathways (MAP) Initiative

Whereas, The California Mapping Articulated Pathways (MAP) Initiative was initially developed in 2017 at Norco College to support credit for prior learning (CPL) for veterans, it has since expanded to include CPL for working adults as well, by allowing colleges to compare their courses to military courses, professional experience, and industry credentials to create equivalencies based on industry/faculty recommendations⁶²;

Whereas, Currently, 76 of the 116 California community colleges participate in the Mapping Articulated Pathways (MAP) cohort, a collection of institutions committed to awarding up to a full year of college credit in recognition of the mastery acquired through prior learning, training, and experience⁶³; and

Whereas, The Academic Senate for California Community Colleges has a long-standing position of supporting colleges in credit for prior learning including resolutions such as 15.04 F23 Allowing the Use of Prior Learning on CalGETC⁶⁴, 07.04 S23 Review of Credit for Prior Learning Regulations⁶⁵, 07.02 S16 Awarding Credit for Prior Learning Experience⁶⁶ and 18.04 S11 Academic Credit for Veterans and Military Service Members⁶⁷;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office (CCCCO) to expand collaboration and cooperation of colleges on credit for prior learning (CPL) through the California Mapping Articulated Pathways

⁶² <https://map.rccd.edu/about/>

⁶³ <https://www.asccc.org/rostrum-reader/2024/February>

⁶⁴ <https://asccc.org/resolutions/allowing-use-credit-prior-learning-cal-getc>

⁶⁵ <https://asccc.org/resolutions/review-credit-prior-learning-regulations>

⁶⁶ <https://asccc.org/resolutions/awarding-credit-prior-learning-experience>

⁶⁷ <https://asccc.org/resolutions/academic-credit-veterans-and-military-service-members>

(MAP) Initiative making MAP a central repository for all approved CPL articulations, exhibits, and student CPL outcomes;

Resolved, That the Academic Senate for California Community Colleges encourage subject matter expert faculty across colleges and disciplines to work together to provide reviews and recommendations on credit for prior learning for statewide consideration and adoption at local colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges currently awarding nontransferable large-unit course credit for training and academies leading to certification to also award transferrable course credit for prior learning when the knowledge and competencies demonstrated by the certification are aligned with transferable course objectives and learning outcomes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Mapping Articulated Pathways (MAP) Initiative to support local academic senates and faculty with professional development support to expand credit for prior learning (CPL) opportunities for their students on their campuses and statewide.

Contact: Sigrid Williams, Norco College

*^105.03.01 S24 Amend Resolution 105.03

Amend the 3rd Resolved

Resolved, That the Academic Senate for California Community Colleges encourage colleges currently awarding nontransferable large-unit course credit for training and academies leading to certification to explore and consider the potential benefits and adverse consequences to students ~~also award~~ of awarding transferrable course credit through credit for prior learning when the knowledge and competencies demonstrated by the certification are aligned with transferable course objectives and learning outcomes; and

Contact: John Freitas, Los Angeles Community College District

107 ACCREDITATION

#107.01 S24 Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards

Whereas, While the California Community Colleges system has transformed in the post-pandemic era with the rise of distance education becoming a significant modality of

instruction⁶⁸, for some colleges half or more of their courses are offered online, and as the system looks to the future answer to Chancellor’s call in *Vision 2030* to bring “instruction through flexible modalities, like short term and online classes, for all students,” this trend is likely to continue;

Whereas, “Distance education,” meaning instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology to instruct students with regular and substantive interaction either synchronously or asynchronously, is highly regulated by both federal⁶⁹ and state⁷⁰ entities, and the Accrediting Commission of Community and Junior Colleges follows federal guidelines;

Whereas, Given the Academic Senate for California Community Colleges’ academic and professional matters⁷¹ purview as established by Title 5 §53200⁷² (b), the matter of regular and substantive interaction is clearly an academic and professional matter that should be led by faculty expertise as it minimally falls directly within areas 1. Curriculum including establishing prerequisites and placing courses within disciplines, 5. Standards or policies regarding student preparation and success, and 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports; and

Whereas, The Academic Senate for California Community Colleges’ 2023 adopted paper “Effective and Equitable Online Education: A Faculty Perspective” states that “colleges and districts must have both a clear definition of regular and substantive interaction (RSI) that aligns with the federal, state, and ACCJC definitions as well as a rubric in place to assess how and where that contact is designed to take place in a course taught online”;

Resolved, That the Academic Senate for California Community Colleges create a regular and substantive interaction (RSI) taskforce to survey the field of faculty distance education experts and create a guide of exemplary RSI practices, peer to peer evaluation standards, and model self-assessment rubric to be shared by Spring 2025.

Contact: Kelly Rivera, Mt San Antonio College

***^107.01.01 S24 Amend Resolution 107.01**

Amend Resolved

⁶⁸ <https://www.insidehighered.com/news/institutions/community-colleges/2023/07/07/online-learning-still-high-demand-community>

⁶⁹ CFR 34 600, 602, and 608

⁷⁰ Title 5 Sections 53200, 55005, 55200, 55202, 55204, 55206, 55208, 55370

⁷¹ https://www.asccc.org/10_1

⁷²

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

Resolved, That the Academic Senate for California Community Colleges ~~create a regular and substantive interaction (RSI) taskforce to survey the field of faculty distance experts and create a guide of exemplary RSI practices, peer to peer evaluation standards, and model self-assessment rubric to be shared by Spring 2025.~~ work collaboratively with faculty distance education experts and groups such as the CVC-OEI (California Virtual Campus Online Education Initiative), the California Community College Accessibility Center, and California Community College Distance Education Coordinators' Organization (CCC DECO) to create a guide of exemplary Regular and Substantive Interaction (RSI) practices, peer to peer evaluation standards, and a model self-assessment rubric to be shared by Spring 2025.

Contact: Erik Woodbury, De Anza College

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 S24 Adopt the Paper *Part-time Faculty: Equity, Rights, and Roles in Governance

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity⁷³, which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

Whereas, Part-time faculty have contributed their lived experiences and expertise both through participation on the 2021-2022, 2022-2023, and 2023-2024 ASCCC Part-Time Faculty Committees and a statewide survey;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*⁷⁴ and disseminate the paper to local academic senates upon its adoption.

Contact: María-José Zeledón-Pérez, ASCCC Executive Committee, ASCCC Part-Time Faculty Committee

***^111.01.01 S24 Amend Resolution 111.01**

Amend the Resolved

⁷³ <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

⁷⁴ <https://asccc.org/sites/default/files/2024-03/Part-time%20Faculty%20Equity%2C%20Rights%2C%20and%20Roles%20in%20Governance%20ca.docx>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*, and disseminate the paper to local academic senates upon its adoption, and actively encourage local senates to work collaboratively with their college and other partners to support the needs of part-time faculty, as outlined in this paper.

Contact: Annette Owens, El Camino College

#111.02 S24 Affirm Commitment to the Protection of Academic Freedom in the Face of Censorship Around Current Conflict in Palestine and Israel

Whereas, The Academic Senate for California Community Colleges, as “the official voice of California community college faculty in academic and professional matters,”⁷⁵ released a report⁷⁶ on the issue of academic freedom, stating that the definition of academic freedom should be based on the American Association of University Professors’ (AAUP) definition, which advocates against ‘institutional censorship or discipline’ in their extramural speech.”⁷⁷;

Whereas, The International Sociological Association (ISA) published a statement in support of academic freedom in examining Palestinian and Israeli conflict stating, “The ISA cannot remain silent as spaces of public and academic debate are shrinking and increasingly policed. Today, more than ever, we require critical interventions by social scientists. Academic freedom needs to be protected and promoted. Well-informed and nuanced debate and a historicized and sociological understanding of the events that have led to the October 2023 atrocities are required to forestall further catastrophic loss of life. As stated by the Department of Historical and Cultural Studies at the University of Toronto, ‘it is not only permissible, but it is essential for scholars to situate the current war in its broad historical contexts, including those of settler colonialism.’ Our duty as sociologists is to maintain spaces of debate and foster discussion during such a critical moment”⁷⁸;

Whereas, The American Federation of Teachers (AFT) passed a resolution titled “Calling for a Bilateral Cease-Fire in Gaza and Promoting a Two-State Solution and an End to the Weaponization of Hate”⁷⁹ stating, “We will defend the rights of educators and their students to

⁷⁵ Academic Senate for California Community Colleges <https://www.asccc.org/>

⁷⁶ ASCCC Position Paper “Protecting the Future of Academic Freedom During a Time of Significant Change” https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

⁷⁷ ASCCC Position Paper, Page 1.

⁷⁸ ISA Statement on the Situation in Israel and Palestine <https://www.isa-sociology.org/en/about-isa/isa-human-rights-committee/statement-on-the-situation-in-israel-and-palestine>

⁷⁹ “Calling for a Bilateral Cease-Fire in Gaza and Promoting a Two-State Solution and an End to the Weaponization of Hate”

participate in intellectually honest discussions, to articulate and rally around their views, including the underlying conflict between Israel and Palestine, moreover, we will not tolerate the weaponization of academic discourse to be used in political attacks on American colleges and universities, and as a pretext for attacks on efforts to increase diversity, promote equity and advance inclusion, our campuses must be places of dialogue for the furtherance of understanding in a pluralistic society, teachers, and students must be free to express different views on the burning issues of the day, without fear of loss of position and retaliation, and without intimidation and threats of violence.”; and

Whereas, Lawmakers, college administrators and pressure groups from inside and outside our colleges have placed pressures and passed measures to silence faculty around the nation, which have discredited and punished⁸⁰ them for exercising academic freedom⁸¹ especially while discussing and teaching material related to Palestinian liberation in college classrooms;

Resolved, That the Academic Senate for California Community Colleges affirm its commitment to the protection of academic freedom on college campuses despite calls to censor texts, discussion, and activism around current conflict in Palestine and Israel.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S24 Disciplines List — Artificial Intelligence

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 artificial intelligence discipline:

Master's in artificial intelligence/machine learning, computer science, electrical engineering and computer science, data science, or cognitive science,

OR

the equivalent; and

<https://www.aft.org/resolution/calling-bilateral-cease-fire-gaza-and-promoting-two-state-solution-and-end-weaponization>

⁸⁰ <https://www.reuters.com/world/us/us-professors-suspended-probed-over-gaza-war-comments-2023-11-17/>

⁸¹ <https://www.aaup.org/news/academic-freedom-times-war>

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 artificial intelligence.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

***112.02 S24 Disciplines List — Nursing**

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

Master's in nursing

OR

Bachelor's in nursing AND Master's in health education or health science

OR

the equivalent

OR

the minimum qualifications as set by the Board of Registered Nursing; 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 revision to the Disciplines List for nursing.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

***112.03 S24 Disciplines List — Art**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community*

Colleges, also known as the Disciplines List, supported the following revision of the art discipline:

Master's in fine arts, art, or art history

OR

Bachelor's in any of the above AND Master's in humanities

OR

the equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); 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 revision to the Disciplines List for art.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

113 LEGISLATION AND ADVOCACY

113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program

Whereas, California's long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications⁸²;

⁸² Spetz J., Chu L., Blash L., 2022, Forecasts of the Registered Nurse Workforce in California: <https://www.rn.ca.gov/pdfs/forms/forecast2022.pdf>

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of RNs⁸³ and California's nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a Bachelor of Science in Nursing (BSN) program there were only 12,963 spaces available of which only 9,179 ultimately enrolled⁸⁴;

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges with prioritization of programs in allied health fields⁸⁵; and

Whereas, SB 895 (Roth, as of March 9, 2024)⁸⁶ would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.
2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:
 - a. There is equitable access between the northern, central, and southern parts of the state to the pilot program.
 - b. Priority is given to community college districts in underserved nursing areas.
 - c. The community college district has a nationally accredited nursing program.
3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district's associate degree in nursing class size.
4. Require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program;

Resolved, That the Academic Senate for California Community Colleges support SB 895⁸⁷ (Roth, as of March 9, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

Contact: Angela Echeverri, Los Angeles Community College District, ASCCC Legislative and Advocacy Committee

⁸³ American Association of Colleges of Nursing (AACN) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023:

<https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf>

⁸⁴ Spetz J., Chu L., Blash L., 2023, California Board of Registered Nursing 2021-2022 Annual School Report:

<https://www.rn.ca.gov/pdfs/education/prelicensure21-22.pdf>

⁸⁵ Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health:

<https://asccc.org/resolutions/expansion-baccalaureate-degree-programs-allied-health>

⁸⁶ SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

⁸⁷ SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

Whereas, Assembly Concurrent Resolution 147 (Alvarez as of February 16, 2024) calls for the California Legislature to designate November 8, 2024, as "California's First-Generation College Celebration Day" to recognize the significant role of first-generation college students in developing the state's future workforce and to celebrate their achievement; and

Whereas, According to the California Community Colleges Chancellor's Office, 35% of students enrolled in California's community colleges identify as first generation, highlighting the important role that community colleges play in their educational process;

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147⁸⁸ (Alvarez as of February 16, 2024) and the designation of November 8, 2024, as "California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

Resolved, That the Academic Senate for California Community Colleges work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, supporting their access to higher education and fostering their retention and completion rates.

Contact: Manuel Velez, ASCCC Executive Committee, ASCCC Legislation and Advocacy Committee

⁸⁸ ACR 147 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147

+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment

Whereas, The Academic Senate for California Community Colleges,⁸⁹ the Academic Senate of the California State University,⁹⁰ the University of California Academic Senate,⁹¹ and the Intersegmental Committee of the Academic Senates⁹² have advocated in support of undocumented students, particularly students with Deferred Action for Childhood Arrivals (DACA);

Whereas, On September 13, 2023, Deferred Action for Childhood Arrivals (DACA) was found unlawful, though, for the time being, current grants of DACA remain valid until they expire⁹³ and work authorization continues and can be renewed for existing DACA recipients;⁹⁴

Whereas, AB 2586 (Alvarez, as of February 14, 2024) will provide equal access to campus employment opportunities for all students, regardless of their immigration status, at the University of California, California State University, and California Community Colleges campuses by removing any of their current restrictions on the premise that federal prohibitions on hiring undocumented workers are inapplicable because those prohibitions do not state that they apply to state governments⁹⁵; and

Whereas, Support for AB 2586 (Alvarez, as of February 14, 2024) by the Academic Senate for California Community Colleges, out of concern for the ability of their undocumented students to succeed in the California community colleges and when they transfer to a four-year university,

⁸⁹ See Resolution 06.03 S16 Supporting Dream Resource Liaisons: <https://asccc.org/resolutions/supporting-dream-resource-liaisons>; Resolution 03.02 S17 Support for Marginalized Students: <https://asccc.org/resolutions/support-marginalized-students-0>; and Resolution 03.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status: <https://asccc.org/resolutions/support-students-deferred-action-childhood-arrivals-daca-status-0>

⁹⁰ ASCSU Resolution AS-3303-17/FGA In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program: <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2017-2018/3303.pdf>

⁹¹ University of California Academic Senate, Academic Council Statement in Support of Undocumented Students Enrolled at UC, January 31, 2018: https://senate.universityofcalifornia.edu/_files/reports/SW-JN-aspirational-statement-support-for-undocumented-students.pdf

⁹² ICAS DACA Support Request Letter, February 12, 2018: <https://asccc.org/sites/default/files/ICAS%20DACA%20Support%20from%20Chancellors%20Letter.pdf>

⁹³ US Citizenship and Immigration Services, DACA Litigation Information and Frequently Asked Questions, accessed March 21, 2024: <https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca/daca-litigation-information-and-frequently-asked-questions>

⁹⁴ Civil Rights Division, US Department of Justice, Reminders for DACA Recipients and Employers that Work Authorization Continues After the Latest Decision in the DACA Litigation, accessed March 21, 2024: <https://www.justice.gov/crt/reminders-daca-recipients-and-employers>

⁹⁵ AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

would be consistent with several previous resolutions that pertained to our students once they transferred⁹⁶;

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2586⁹⁷ (Alvarez, as of February 14, 2024) to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges, and finalize a position of support for the bill after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

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

^113.03.01 S24 Amend Resolution 113.03

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges ~~provisionally~~ support AB 2586¹ (Alvarez, as for February 14, 2024) to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges, ~~and finalize a position of support for the bill after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.~~

Contact: Jeffrey Hernandez, Los Angeles Community College District

⁹⁶ See Resolution 04.07 S95 Concurrent Enrollment with University of California:

<https://asccc.org/resolutions/concurrent-enrollment-university-california>; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): <https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999>; Resolution 06.01 S04 CSU Transfers: <https://asccc.org/resolutions/csu-transfers>; Resolution 15.02 S04 Protecting Transfer Students: <https://asccc.org/resolutions/protecting-transfer-students>; Resolution 15.04 S06 Information About Transferring Students: <https://asccc.org/resolutions/information-about-transferring-students>; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: <https://asccc.org/resolutions/re-evaluate-csu-service-areas>

⁹⁷ AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

+113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students

Whereas, The Academic Senate for California Community Colleges has long maintained a fundamental stance in opposition to mandatory student fees⁹⁸ and advocated for the lowest possible student fees to maximize student access⁹⁹;

Whereas, The California College Promise allows community colleges to waive enrollment fees for two academic years for full-time students who have submitted a Free Application for Federal Student Aid or a California Dream Act application¹⁰⁰;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 06.06 S21 in support of the permanent establishment of the baccalaureate degree programs in the California community colleges¹⁰¹, and therefore it is vital that enrollment fee waivers be extended to baccalaureate degree program students; and

Whereas, AB 2093 (Santiago, as of March 6, 2024) “would extend the term of eligibility of the California College Promise for an additional 2 academic years for first-time community college students and returning community college students who matriculate into upper division coursework of a community college baccalaureate degree program”¹⁰²;

Resolved, That the Academic Senate for California Community Colleges support AB 2093¹⁰³ (Santiago, as of March 6, 2024) to extend the California College Promise to students taking upper division courses in a baccalaureate degree program at a California community college.

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

⁹⁸ See ASCCC Paper, “What’s Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California,” adopted Fall 2004:

https://asccc.org/sites/default/files/publications/StudentFeesOpenAccess_0.pdf

⁹⁹ Resolution 06.01 S11 Community College Fees: <https://asccc.org/resolutions/community-college-fees>

¹⁰⁰ California Education Code §76396.3:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=76396.3

¹⁰¹ Resolution 06.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021: <https://asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021>; and AB 97 (Medina, 2021) chaptered October 6, 2021:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB927

¹⁰² AB 2093 (Santiago, 2024):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB2093

¹⁰³ AB 2093 (Santiago, 2024):

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2093

+113.05 S24 Provisionally Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints

Whereas, The recent cases of sexual harassment in the California State University (CSU) system and the California Community Colleges (CCC) have demonstrated the need for external oversight in the handling of Title IX complaints, have resulted in costly legal actions that divert precious resources away from serving students, and have led to legislation which requires annual reporting to the legislature by the CSUs, such as SB 808 (Dodd, 2023)^{104,105}, and external oversight is recommended of the CCC, CSU, and UC systems in A Call to Action Report 2024 by the Chair of the Assembly Higher Education Committee¹⁰⁶;

Whereas, Students are deprived of safe, equal, and free access to an education when they are subjected to sexual harassment or misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination based on gender and hate crimes based on gender, and the Vision 2030: A Roadmap for California Community Colleges¹⁰⁷ calls for a “Ninth-Grade Strategy” in which all California high school students enroll in community college and complete high school with at least 12 units of dual enrollment credit, including college and career access pathways courses, and will result in a large increase in the number of under-aged students in college classrooms and faculty often become the first point of contact for the students when sexual harassment or misconduct occurs;

Whereas, Assembly Bill 2407 (Hart as of February 12, 2024), aims to address sexual harassment complaints in public postsecondary educational institutions in the state and ensure timely, fair, and impartial investigations of such complaints, which aligns with the Academic Senate for California Community Colleges' Fall 2023 Resolution 13.01 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges Campuses¹⁰⁸ as well as its commitment to promoting equity, inclusion, and a safe educational environment for all

¹⁰⁴ <https://www.auditor.ca.gov/reports/2022-109/index.html>

¹⁰⁵ Truong, Debbie. “Six years, a trial, and a firing. But no end to a professor’s sexual harassment fight.” *Los Angeles Times*. 16 Oct. 2023:

[https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/\\$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20\(2\).pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20(2).pdf)

¹⁰⁶ A Call to Action: How Postsecondary Education Institutions Can Address Sex Discrimination and Provide Educational Justice on Campus, 2024, The California Assembly Committee on Higher Education, Chair Mike Fong: https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf

¹⁰⁷ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013>

¹⁰⁸ <https://asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community>

members of the community college system, including protection from retaliation for reporting alleged sexual misconduct; and

Whereas, A position of support for AB 2407 would be consistent with past positions of Academic Senate for California Community Colleges addressing concerns about our students who transfer to the CSUs and UCs¹⁰⁹, have other implications for the CSUs and UCs¹¹⁰, and have called for audits to ensure compliance on priority matters¹¹¹, and the ASCCC prioritized the prevention of Sexual Harassment and Discrimination at the California Community College Campuses at the Fall 2023 plenary¹¹²;

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2407¹¹³ (Hart as of February 12, 2024) as it pertains to requiring the California State Auditor to conduct audits of the California Community Colleges regarding their handling and investigation of sexual harassment complaints, and finalize and communicate a position of full support for the bill only after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

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

^113.05.01 S24 Amend Resolution 113.05

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges ~~provisionally~~ support AB 2407² (Hart as of February 12, 2024) as it pertains to requiring the California State Auditor to conduct audits of the California Community Colleges regarding their handling and investigation of sexual harassment complaints, ~~and finalize and communicate a position of full support for~~

¹⁰⁹ See Resolution 04.07 S95 Concurrent Enrollment with University of California:

<https://asccc.org/resolutions/concurrent-enrollment-university-california>; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): <https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999>; Resolution 06.01 S04 CSU Transfers: <https://asccc.org/resolutions/csu-transfers>; Resolution 15.02 S04 Protecting Transfer Students: <https://asccc.org/resolutions/protecting-transfer-students>; Resolution 15.04 S06 Information About Transferring Students: <https://asccc.org/resolutions/information-about-transferring-students>; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: <https://asccc.org/resolutions/re-evaluate-csu-service-areas>

¹¹⁰ See Resolution 06.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019):

<https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019>; and Legislative and Resolution 06.02 F20 Systemic Support for Academic Freedom: <https://asccc.org/resolutions/legislative-and-systemic-support-academic-freedom>

¹¹¹ See Resolution 02.12 F02 Conflict of Interest: <https://asccc.org/resolutions/conflict-interest>; Resolution 06.05 F00 50% Audit of All Districts: <https://asccc.org/resolutions/50-audit-all-districts>; and Resolution 17.03 S94 Audit Matriculation Funds: <https://asccc.org/resolutions/audit-matriculation-funds>

¹¹² Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses: <https://www.asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community>

¹¹³ AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407

~~the bill only after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.~~

Contact: Angela Echeverri, Los Angeles Community College District

***+113.06 S24 In Support of Documented Dreamers**

Whereas, Documented Dreamers, or dependents of long-term employment-based visa-holders, who reach the age of 21 “must obtain another status or leave behind their families—and the only country they have ever known—to return to their country of birth” and “lose their status and opportunity for legal residency or citizenship”¹¹⁴;

Whereas, These students then must return to our colleges as international students, paying international fees, while unable to legally work in the U.S. or obtain federal or state financial aid; and

Whereas, These documented Dreamers, whose families were invited to move their children to the United States, are lawful residents, and in many cases long-time California students, and are valued members of our colleges who enrich our communities through leadership and service to our campuses and the surrounding areas;

Resolved, That the Academic Senate of the California Community Colleges support federal legislation that provides a path to citizenship, such as HR 3442 America's Children Act of 2023¹¹⁵, and state legislation that provides financial relief and in-state tuition to the children of U.S. visa holders;

Resolved, That the Academic Senate of the California Community Colleges work with the California Community Colleges Chancellor’s Office and the Faculty Association for California Community Colleges to advocate for establishing and/or changing policy to support documented Dreamers’ access to in-state tuition and financial aid and to reduce barriers to community college degree and certificate attainment and transfer; and

Resolved, That the Academic Senate of the California Community Colleges work with the Student Senate of the California Community Colleges and system-wide partners to raise awareness in the California community colleges about the needs and challenges of documented Dreamers.

Contact: Rebecca LaCount, Solano Community College, Area B

¹¹⁴ https://americaschildrenact.com/static/media/America'sChildrenAct_One-Pager.d876041e00d2f2a1fa07.pdf

¹¹⁵ HR 3442: <https://www.congress.gov/bill/118th-congress/house-bill/3442/text?s=1&r=63>

#113.07 S24 Expanding Access to Minority Serving Institution Designation

Whereas, An increasing number of higher education institutions meet the requirements for two or more minority serving institution (MSI) designations, however, Title III precludes “colleges that already have an MSI-designated grant under Part A (or Title V in the case of HSIs) can’t apply for another MSI designation under Part A¹¹⁶, even if they meet the demographic criteria”¹¹⁷;

Whereas, 192 institutions in the U.S. are eligible to apply for Asian American and Native American Pacific Islander-Serving Institution (AANIPISI) funding but only 32 currently receive an AANAPISI grant; and

Whereas, Legislators from around the country have been trying to eliminate these artificial barriers and provide redress to this situation since 2015¹¹⁸;

Resolved, That the Academic Senate for California Community Colleges engage with California’s Federal Congressional Delegation to 1) make Title III and Title V less restrictive; and, 2) enable higher education institutions with multiple minoritized-student populations to be equally able to receive funding to support them; and

Resolved, That the Academic Senate for California Community College work with other state and national stakeholders focused on serving minority student populations to advocate for these changes at the federal level.

Contact: Pablo Martin, San Diego Miramar College

*^113.07.01 S24 Amend Resolution 113.07

Amend the 1st Resolved

Resolved, That the Academic Senate for California Community Colleges engage with California’s Federal Congressional Delegation to 1) make Title III and Title V less restrictive; and, 2) enable higher education institutions with multiple minoritized-student populations to be ~~equally~~ able to receive funding to support all of them; and

¹¹⁶ Title III does not allow a campus to receive two of the more robust (read greater value) Part A grants simultaneously. However, if they have the resources, they can apply for smaller, Part F grants or other Part A grants on a different cycle (“[The Struggle for Dual Identity: MSI Grant Restrictions](#),” May 13, 2022)

¹¹⁷ “[Federal Grant Proves Elusive for Certain Colleges: The money is set aside for institutions serving large numbers of Asian American, Native American and Pacific Islander students, but many eligible colleges don’t apply because of bureaucratic hurdles](#)” (October 6, 2023)

¹¹⁸ [Hirono, Cornyn, Chu, & Royce Push to Level Playing Field for Minority College Students](https://www.hirono.senate.gov/news/press-releases/hirono-cornyn-chu-and-royce-push-to-level-playing-field-for-minority-college-students) (2015): <https://www.hirono.senate.gov/news/press-releases/hirono-cornyn-chu-and-royce-push-to-level-playing-field-for-minority-college-students>

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community College work with other state and national ~~state~~ interest holders focused on serving minority student populations to advocate for these changes at the federal level.

Contact: Pablo Martin, San Diego Miramar College

#113.08 S24 Oppose Senate Bill 1287 (Glazer, as of April 3, 2024) Public Postsecondary Education: Equity in Higher Education Act: Prohibition on Harassment, Intimidation, and Discrimination

Whereas, Nationwide efforts have successfully silenced¹¹⁹ students and faculty on college campuses for speaking in support of the Palestinian people, in the name of antisemitism, despite that many scholars¹²⁰, credible publications¹²¹, and Jewish organizations such as Jewish Voices for Peace¹²², have argued that anti-Zionism is not antisemitic¹²³, and such efforts to silence pro-Palestinian voices are explicitly Anti-Palestinian, Anti-Arab and Islamophobic;

Whereas, SB 1287 (Glazer as of April 3, 2024)¹²⁴ seeks to follow this nationwide trend to limit free speech for safety and equity on college campuses by proposing to “(1) adopt policies within campus-based student codes of conduct that prohibit violence, harassment, intimidation, and discrimination that are intended to, and are reasonably understood by the victims or hearers to, interfere with rights established pursuant to the United States Constitution or the California Constitution or otherwise interfere with the free exchange of ideas, or call for or support genocide, (2) maintain and enforce reasonable time, place, and manner restrictions for public protests and demonstrations on campuses, as provided, and (3) develop mandatory training programs to educate students on how to exchange views in an atmosphere of mutual respect and civility,”;

¹¹⁹ “The Importance of Defending the Free Speech Rights of Pro-Palestinian Students in Florida”
[https://www.aclu.org/news/free-speech/defending-free-speech-students-justice-palestine-florida#:~:text=Recent%20actions%20by%20Florida%20officials,in%20Palestine%20\(SJP\)%20chapters.](https://www.aclu.org/news/free-speech/defending-free-speech-students-justice-palestine-florida#:~:text=Recent%20actions%20by%20Florida%20officials,in%20Palestine%20(SJP)%20chapters.)

¹²⁰ “A Dangerous Conflation: An open letter from Jewish writers”
<https://www.nplusonemag.com/online-only/online-only/a-dangerous-conflation/?affid=x>

¹²¹ “On Anti-Zionism and Antisemitism. A ‘non-Jewish’ Jewish perspective”
<https://www.thenation.com/article/world/antisemitism-palestine-israel-gaza/>

¹²² “On Antisemitism, Anti-Zionism and Dangerous Conflations”
<https://www.jewishvoiceforpeace.org/2023/11/09/antisemitism-dangerous/>

¹²³ “The Jerusalem Declaration On Antisemitism”
<https://jerusalemdeclaration.org/>

¹²⁴ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

Whereas, The American Civil Liberties Union explicitly addresses bills such as SB 1287 (Glazer as of April 3, 2024)¹²⁵ stating: “We strongly caution universities against conflating the suppression of speech with the façade of safety,”¹²⁶; and

Whereas, SB 1287 will require significant financial and human resources to implement, adding burdens on colleges, including on administrators, faculty, staff and especially students, as it will police student activists on our campuses, and commit already scarce resources to implementing these restrictive measures which will disproportionately impact students of color as Pomona College faculty and staff noted, ““over 80% of the protesters”” facing disciplinary action are “Black, Indigenous people of color.”¹²⁷;

Resolved, That the Academic Senate for California Community Colleges oppose SB 1287 (Glazer, as of April 3, 2024)¹²⁸ and any additional legislation that seeks to chill free speech and academic freedom on college campuses; and

Resolved, That the Academic Senate for California Community Colleges oppose similar efforts to restrict free speech in relation to the dangerous conflation of support for Palestine with anti-Semitism, and conflation of calls for Palestinian freedom with genocide.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

^113.08.01 S24 Amend Resolution 113.08

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges oppose similar efforts to restrict free speech in relation to the dangerous conflation of support for Palestine with anti-Semitism, and conflation of calls for Palestinian freedom with ~~genocide~~ threats to the safety of Israelis.

Contact: Jeffrey Hernandez, East Los Angeles College

¹²⁵ “ACLU Open Letter to Colleges and Universities: Reject Efforts to Restrict Constitutionally Protected Speech on Campuses” <https://www.aclu.org/press-releases/aclu-open-letter-to-colleges-and-universities-reject-efforts-to-restrict-constitutionally-protected-speech-on-campuses>

¹²⁶ “MLA Delegates Pass Motion Defending Pro-Palestinian Speech” <https://www.insidehighered.com/news/faculty-issues/academic-freedom/2024/01/08/mla-delegates-pass-motion-defending-pro-palestine#:~:text=The%20victorious%20statement%20asks%20the,who%20have%20%E2%80%9Ccondemned%20the%20Israeli>

¹²⁷ “Punishments Rise as Student Protests Escalate” <https://www.insidehighered.com/news/students/free-speech/2024/04/15/punishments-rise-student-protests-escalate>

¹²⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

***#113.09 S24 Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages**

Whereas, The Legislative Analyst’s Office 2024-2025 Budget: California Community Colleges report¹²⁹ “*Recommend Identifying Ongoing Solutions Outside of Colleges’ Core Programs*” proposed structural funding changes to noncredit instruction, “eliminating state support for athletics and classes that are primarily enrichment in nature” including older adult and other programs (p.5);

Whereas, The approved noncredit instruction programs that are being considered for restructuring to fee-based classes, which have historically given California’s community colleges the ability to address local areas of need, including but not limited to older adults who are returning to the workforce, older adults who need to increase or sustain their mental and physical agility;

Whereas, The restructuring of approved noncredit instruction programs would change the California Community Colleges’ commitment to educating the people of California as stated in California Education Code EDC §84757¹³⁰ section A.7: “The noncredit courses, noncredit classes, and support services eligible for funding include: Education programs for older adults”; and

Whereas, The Academic Senate for California Community Colleges have continually demonstrated support for noncredit instruction programs by supporting resolutions as far back as 1989¹³¹ that aim to improve the quality of noncredit education in the state and oppose the restructuring of non-Career Development and College Preparation noncredit classes to fee-based classes¹³²;

Resolved, That the Academic Senate for California Community Colleges affirm the necessity of California’s community colleges to provide equitable and affordable access to learning opportunities to students of all ages, in noncredit courses promoting tools for brain and physical health which enable seniors to live independent and quality lives, aligning with the California Governor’s Executive Order N-14-19¹³³ established in the *Master Plan for Aging: 2030*¹³⁴; and

Resolved, That the Academic Senate for California Community Colleges oppose the *Legislative Analyst’s Office 2024-2025 Budget: California Community Colleges*¹³⁵ report recommendations

¹²⁹ <https://lao.ca.gov/reports/2024/4853/CCC-022124.pdf>

¹³⁰ California Education Code §84757: <https://codes.findlaw.com/ca/education-code/edc-sect-84757/>

¹³¹ Examples of Resolutions from 1989 that show ASCCC support for noncredit programs include the following resolutions: 08.05: <https://www.asccc.org/resolutions/non-credit-faculty/>; 09.05: <https://www.asccc.org/resolutions/noncredit-instruction-and-shared-governance/>; and 12.04: <https://www.asccc.org/resolutions/minimum-qualifications-noncredit-instruction/>

¹³² In Fall 2011, ASCCC adopted resolution 13.02: Opposition to the Elimination of Non-CDCP Noncredit Classes: <https://www.asccc.org/resolutions/opposition-elimination-non-cdcp-noncredit-classes/>

¹³³ <https://www.gov.ca.gov/wp-content/uploads/2019/06/6.10.19-Master-Plan-for-Aging-EO.pdf>

¹³⁴ <https://mpa.aging.ca.gov/>

¹³⁵ <https://lao.ca.gov/reports/2024/4853/CCC-022124.pdf>

to restructure any of the noncredit approved instruction programs currently defined in California Education Code.

Contact: Richard Weinroth, San Diego College of Continuing Education

***^113.09.01 S24 Amend Resolution 113.09**

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges ~~oppose the Legislative Analyst's Office 2024-2025 Budget: California Community Colleges⁵ report recommendations to restructure any of the noncredit approved instruction programs currently defined in~~ work with the Legislature on any proposed changes to noncredit instruction as defined in California Education Code.

Contact: Richard Weinroth, San Diego College of Continuing Education

114 CONSULTATION WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

***+114.01 S24 A-G Requirements Website to Support Dual Enrollment**

Whereas, The California State University and the University of California systems require students to complete the A-G requirements for first year student admission¹³⁶;

Whereas, Transferable California Community College courses taken during high school may be used to satisfy the A-G requirements if the courses meet specific criteria¹³⁷;

¹³⁶ CSU A-G Requirements: https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx; UC A-G Requirements: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

¹³⁷ For example, to satisfy one of the "B" English requirements for admission to the University of California, a course must meet the following criteria: "For each year required through the 11th grade, a grade of C or better in a non-transferable college course of 3 or more semester (4 or more quarter) units in English composition, literature (American or English) or foreign literature in translation. Courses used to satisfy the fourth year and/or the entire requirement must be transferable." Reference: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

Whereas, The Vision 2030 calls for California high school students to “complete high school with at least 12 units of dual enrollment credit” so as to “increase their interest in and understanding of college”; and

Whereas, An online repository that makes visible which of a California community college’s courses will satisfy the A-G requirements may be of support to community college faculty and high school partners in the selection of courses to offer for dual enrollment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, California State University Chancellor’s Office, and the University of California Office of the President to develop an A-G requirements website that indicates, for dual enrollment students, A-G approval of community college courses.

Contact: Mark Edward Osea, Mendocino College, Area B

***+114.02 S24 Noncredit in the California Virtual Campus**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has charged the California Virtual Campus (CVC) with “ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses”¹³⁸;

Whereas, The California Virtual Campus lists in its Exchange noncredit courses only under somewhat restrictive circumstances and does not provide an adequate subject-based filter to select noncredit courses from its offerings; and

Whereas, The California Community Colleges Chancellor's Office emphasizes not only degree and certificate completion for all students, including career development and college preparation (CDCP) certificates in noncredit, but also providing access to students of diverse backgrounds;

Resolved, That the Academic Senate for California Community College work with the California Community Colleges Chancellor’s Office and other appropriate higher education system partners with the goal of having the California Virtual Campus include noncredit courses from both home and teaching colleges, regardless of how the noncredit courses are coded, and with an adequate subject-based filter so students can more easily search for noncredit offerings.

Contact: Sheri Miraglia, City College of San Francisco, Area B

¹³⁸ <https://cvc.edu/about-the-oei/>

***#114.03 S24 Disaggregating Asian and Pacific Islander Student Data**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 03.05 S22 Disaggregate Asian and Pacific Islander Student Data¹³⁹, which called for the disaggregation of Asian and Pacific Islander (API) student data;

Whereas, The California Community Colleges Chancellor's Office has data element SB38¹⁴⁰, which disaggregates Asian American, Native American, and Pacific Islander ethnicities; and

Whereas, The aggregation of student data in community colleges often conceals the diverse educational outcomes and needs of distinct groups within each categorization, the disaggregation of this data, in particular data revealing smaller subsets of students, is crucial for ensuring accurate visibility, representation, and the formulation of targeted educational and support strategies;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to release an annual report that illustrates the enrollment, success, retention, and persistence of Asian and Pacific Islander students across the system and then by region and district, specifically in districts with high Southeast Asian American, Pacific Islander/Native Hawaiians, and Filipino student enrollments;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity¹⁴¹ within the next academic year;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to utilize disaggregated data as part of their practices when collecting, examining, and reporting enrollment, success, retention, and persistence data for Asian and Pacific Islander students and other minoritized populations (specific to their college demographics); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office within the 2024-2025 academic year to create trainings and webinars on how to center equity in the implementation utilizing disaggregated Asian and Pacific Islander data.

Contact: Pablo Martin, San Diego Miramar College

¹³⁹ Resolution 03.05 S22 Disaggregate Asian and Pacific Islander Student Data:

<https://www.asccc.org/resolutions/disaggregate-asian-and-pacific-islander-student-data>

¹⁴⁰ <https://webdata.cccco.edu/ded/sb/sb38.pdf>

¹⁴¹ <https://www.federalregister.gov/documents/2024/03/29/2024-06469/revisions-to-ombs-statistical-policy-directive-no-15-standards-for-maintaining-collecting-and>

#114.04 S24 Inquiring into AB 1705 Legislative Intent

Whereas, Part (1) of the Legislative Counsel’s Digest for AB 1705 (Irwin, 2022)¹⁴² provides clear intent language that students are placed into transfer-level coursework that satisfies “mathematics coursework requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline”;

Whereas, Part (3) of the Legislative Counsel’s Digest only requires as of July 1, 2023 that certificate, degree, or transfer students are directly placed into transfer-level math, and not the required math course for their intended major; and

Whereas, Sections (c)(1), (c)(7)(b), (c)(8), (c)(9) of the AB 1705 (Irwin, 2022)¹⁴³ bill text requires placement and enrollment into math classes that fulfill a requirement for their intended major within a one-year timeframe; and sections (f)(1) and (f)(2) allows for the enrollment of STEM students into pre-calculus transfer level courses, so long as the college does not recommend or require enrollment in those courses and so long as students are notified that “it is optional and does not improve their chances of completing calculus for their STEM programs”;

Resolved, That the Academic Senate for California Community Colleges convey to the California Community Colleges Chancellor’s Office the position that, given the language in AB 1705, parts (1) and (3) of the Digest and sections (c)(1), (c)(7)(b), (c)(8), (c)(9), (f)(1), and (f)(2) of the bill text, STEM students are allowed to take transfer-level pre-calculus math courses within their first semester, so long as students are not placed into or required to take such courses.

Contact: Matthew Morgan, Moorpark College

#114.05 S24 Advocate for STEM Students to be Allowed to Take Non-validated "pre-calculus" Classes as Electives

Whereas, AB 1705 (Irwin, 2022)¹⁴⁴ section 3(i) does not prevent California Community Colleges science, technology, engineering, and mathematics students from taking algebra, trigonometry, or precalculus as an elective, simultaneous with, or subsequent to calculus, so long as the “pre-calculus” class is not taken before the student is placed and enrolled in calculus;

Whereas, AB 1705 section 3(f)(2) allows community colleges to offer "pre-calculus" math courses to STEM majors so long as the students are not recommended or required to enroll in the course, and so long as students are notified that the course is optional and does not

¹⁴² https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹⁴³ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹⁴⁴ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

improve their chances of completing calculus for their science, technology, engineering, and math (STEM) program;

Whereas, Some students may be interested in taking "pre-calculus" courses for their own sake, regardless of their calculus preparatory values; and

Whereas, The California Community Colleges Chancellor's Office prohibits colleges that are unable to validate, or get interim approval for, "pre-calculus" courses from offering those courses as electives to any STEM students that desire such an elective¹⁴⁵;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community College's Chancellor's Office to reconsider its implementation guidance of AB 1705 (Irwin, 2022)¹⁴⁶ as delineated in the February 27, 2024 Guidance Memo ESLIE 24-15¹⁴⁷ in such a way that it follows the language of section 3(f)(2) and section 3(i) and allows any STEM student to take trigonometry (C-ID 851), college algebra (C-ID 150 or 151), or pre-calculus and trigonometry (C-ID 955 or 155) at California Community Colleges that do not "validate" the course, so long as the course is not taken before the student is placed and enrolled in Calculus, it is offered as an elective, "the college [does] not recommend or require students to enroll in that course," and the college notifies "students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program."

Contact: Matthew Morgan, Moorpark College

***^114.05.01 S24 Amend Resolution 114.05**

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges encourage the California Community College's Chancellor's Office to reconsider its implementation guidance of AB 1705 (Irwin, 2022)³ as delineated in the February 27, 2024 Guidance Memo ESLEI 24-15⁴ in such a way that it follows the language of section 3(f)(2) and section 3(i) and allows any STEM student to take trigonometry (C-ID 851), college algebra (C-ID 150 or 151), or pre-calculus and trigonometry (C-ID 955 or 155) at California Community Colleges that do not "validate" the course;; so long as the course is not taken before the student is placed and enrolled in Calculus, it is offered as an elective, "the college [does] not recommend or require students to enroll in that course," and the college notifies "students who continue to enroll in the course that it is

¹⁴⁵ February 27, 2024 CCCCO Guidance Memo ESLIE 24-15: <https://www.cccco.edu/-/media/CCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

¹⁴⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹⁴⁷ <https://www.cccco.edu/-/media/CCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

optional and does not improve their chances of completing calculus for their STEM program,”
as required by AB 1705 (Irwin, 2022).

Contact: Matthew Morgan, Moorpark College

***#114.06 S24 Update Transfer Level Gateway Completion Dashboard**

Whereas, The California Community College Chancellor’s Office (CCCCO) issued a memo, “ESLEI 24-15 Required Action: AB 1705 Validation of Equitable Placement, Support and Completion Practices for STEM Programs,” dated February 27, 2024¹⁴⁸, instructing colleges to justify the need to keep pre-calculus courses, without which each college’s students will no longer have access to college algebra, trigonometry, or pre-calculus after July 1, 2025, but will be placed directly into Calculus I;

Whereas, System-wide application of the California Community Colleges Chancellor’s Office’s “AB 1705 Implementation Guide”¹⁴⁹ has resulted in the elimination of nearly all pre-transfer level math courses at the California Community Colleges, leaving our students few options to take these courses at California Community Colleges on or about July 1, 2023;

Whereas, There exist campuses of the University of California (UC) and the California State University (CSU) offer science, technology, engineering, and mathematics preparatory coursework and minimum entrance requirements include completion of a minimum of intermediate algebra, yet the California Community Colleges admit all high school graduates, even those that have not completed minimum entrance requirements for the UC and CSU systems; and

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) guidelines for implementation of AB 1705 has continuously been the strictest available and such guidelines for implementation have been justified by data collected and analyzed by The Research and Planning Group contracted by the CCCCCO;

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor’s Office Transfer Level Gateway Completion Dashboard include a data element on all student enrollment, including enrollment data prior to census date;

¹⁴⁸ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf>

¹⁴⁹ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf>

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on the number of STEM students before and after the implementation stages of AB 1705 (Irwin, 2022), the first stage which eliminated intermediate algebra, and the second stage that will eliminate pre-calculus courses;

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor's Office (CCCCO) compare the withdrawal pre-census data to the post-census student success data and include this comparison in the CCCCCO's Transfer Level Gateway Completion Dashboard; and

Resolved, That the Academic Senate of the California Community College request that the California Community Colleges Chancellor's Office utilize both student access and withdrawal data in math courses when implementing the *Vision 2030*.

Contact: June Yang, Grossmont College

***^114.06.01 Amend Resolution 114.06**

Amend the 3rd Whereas

Whereas, There exist campuses of the University of California (UC) and the California State University (CSU) that offer science, technology, engineering, and mathematics (STEM) preparatory coursework, and minimum entrance requirements for STEM students at these campuses include completion of a minimum of at least intermediate algebra, yet the California Community Colleges admit all high school graduates, even those that have not completed minimum entrance requirements for the UC and CSU systems; and

Contact: June Yang, Grossmont College

Spring 2024 Plenary Resolutions Debate Order

Resolution	Page Number	Voting Results
101.01 S24 Update the 2017 Paper The Course Outline of Record: A Curriculum Reference Guide Revisited	8	Consent
102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses	11	Consent
103.01 S24 Expanding Grading Options for Dual Enrollment Courses	17	
105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements	18	
107.01 S24 Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards	22	
107.01.01 S24 Amend Resolution 107.01	23	Consent
111.01 S24 Adopt the Paper Part-time Faculty: Equity, Rights, and Roles in Governance	24	Consent
111.01.01 S24 Amend Resolution 111.01	24	Consent
112.01 S24 Disciplines List — Artificial Intelligence	26	
113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program	28	
114.01 S24 A-G Requirements Website to Support Dual Enrollment	41	Consent
101.02 S24 Update the 2019 Paper Work Based Learning in California Community Colleges	8	Consent
102.02 S24 Explore Opportunities and Challenges of a Modified Cal-GETC Subject Area 5	12	

105.02 S24 Consult with the ASCCC on Student Success Metrics and Curricular Paths	19	
111.02 S24 Affirm Commitment to the Protection of Academic Freedom in the Face of Censorship Around Current Conflict in Palestine and Israel	25	Consent
112.02 S24 Disciplines List — Nursing	27	Consent
113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day	30	
114.02 S24 Noncredit in the California Virtual Campus	42	Consent
101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)	9	Consent
102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors	13	
102.03.01 S24 Amend Resolution 102.03	15	
105.03 S24 Supporting Credit for Prior Learning (CPL) Through the California Mapping Articulated Pathways (MAP) Initiative	21	
105.03.01 S24 Amend Resolution 105.03	22	Consent
112.03 S24 Disciplines List — Art	27	Consent
113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment	31	
113.03.01 S24 Amend Resolution 113.03	32	
114.03 S24 Disaggregating Asian and Pacific Islander Student Data	43	Consent
102.04 S24 Resolution on Streamlining Transfer for STEM Majors	15	
113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students	33	
114.04 S24 Inquiring into AB 1705 Legislative Intent	44	

113.05 S24 Provisionally Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints	34	
113.05.01 S24 Amend Resolution 113.05	35	
114.05 S24 Advocate for STEM Students to be Allowed to Take Non-validated "pre-calculus" Classes as Electives	44	
114.05.01 S24 Amend Resolution 114.05	45	
113.06 S24 In Support of Documented Dreamers	36	Consent
114.06 S24 Update Transfer Level Gateway Completion Dashboard	46	Consent
114.06.01 Amend Resolution 114.06	47	Consent
113.07 S24 Expanding Access to Minority Serving Institution Designation	37	
113.07.01 S24 Amend Resolution 113.07	37	Consent
113.08 S24 Oppose Senate Bill 1287 (Glazer, as of April 3, 2024) Public postsecondary education: Equity in Higher Education Act: prohibition on harassment, intimidation, and discrimination.	38	
113.08.01 S24 Amend Resolution 113.08	39	
113.09 S24 Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages	40	Consent
113.09.01 S24 Amend Resolution 113.09	41	Consent