



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2024 Spring Plenary Session

Adopted Resolutions

Resolutions Committee

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RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the [Resolutions Handbook](#) (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded, Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

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

ADOPTED RESOLUTIONS

101 CURRICULUM

101.01 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*¹ in Spring 2017 and has not updated it since;

Whereas, The adoption of California Code of Regulations Title 5 sections 51200² and 51201³ 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, 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 2021⁴ and 09.01 Fall 2023⁵ 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*⁶ to reflect the shift to infuse

¹ https://www.asccc.org/sites/default/files/COR_0.pdf

² Title 5 §51200:

[https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

³ Title 5 §51201:

[https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

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

⁶ https://www.asccc.org/sites/default/files/COR_0.pdf

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
MSU

101.02 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*⁷ 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 document⁸ around these updates;

Resolved, That the Academic Senate for California Community Colleges update the paper *Work Based Learning in California Community Colleges*⁹ 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
MSU

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

⁷ https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf

⁸ <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperientetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C>

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

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

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 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' 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

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>

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, 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 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

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.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC

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>

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102 DEGREE AND CERTIFICATE REQUIREMENTS

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

Whereas, The new California General Education Transfer Curriculum 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 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 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

MSU

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

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 and the University of California, the California General Education Transfer Curriculum²⁷ 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 Project²⁸, 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 (CSU) and University of California (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 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 physics, general chemistry for science majors, and organic chemistry for science majors as part of the lower division major preparation; and

Whereas, California General Education Transfer Curriculum 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 Curriculum³¹ 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

MSC

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

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

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 Project³³, 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 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

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

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,->

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

Contact: Ginni May, Sacramento City College

MSC

102.04 S24 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*

[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

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

⁴² AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁴³ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

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 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

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>

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 program.

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>

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};

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

MSU

103 GRADING POLICIES

103.01 S24 Expanding Grading Options for Dual Enrollment Courses

Whereas, The California State University⁵² and University of California⁵³ require 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)

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>

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/>

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, 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

MSC

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 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 "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 submission and review process⁵⁶, a process that is completely separate from the current Intersegmental General Education Transfer Curriculum submission and review process;

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

Whereas, The courses approved for current Intersegmental General Education Transfer Curriculum areas, and also presumably the California General Education Transfer Curriculum areas, do not automatically meet University of California transfer admission requirements unless they have been separately approved for University of California Transfer Eligibility “seven-course pattern” areas through the annual University of California Transferable Course Agreement 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 Transfer Eligibility “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 pattern or the California General Education Transfer Curriculum 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 standards as equivalent to the standards of approval of California community college courses for the corresponding University of California Transfer Eligibility 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 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 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

to request UCTEL consideration, they can informally request such consideration by including a note in the comments box when submitting a UCTCA proposal.

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

MSC

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

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

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 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

⁵⁷ <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>

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 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))

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

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 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

Acclamation

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

Whereas, The California Mapping Articulated Pathways 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 cohort, a collection of institutions committed to awarding up to a full year

⁶² <https://map.rccd.edu/about/>

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 Cal-GETC⁶⁴, 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 to expand collaboration and cooperation of colleges on credit for prior learning (CPL) through the California Mapping Articulated Pathways (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 explore and consider the potential benefits and adverse consequences to students 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

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

Contact: Sigrid Williams, Norco College

MSC

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>

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 to answer the 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 §53200(b)⁷², the matter of regular and substantive interaction is clearly an academic and professional matter that should be led by

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

⁶⁹ Code of Federal Regulations 34 600: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600>; 602: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-602>; and 608: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-608>

⁷⁰ Title 5 Sections 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)); 55005:

[https://govt.westlaw.com/calregs/Document/ID916E8E056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID916E8E056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)); 55200:

[https://govt.westlaw.com/calregs/Document/IE381D74056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IE381D74056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)); 55202:

[https://govt.westlaw.com/calregs/Document/I639922634C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I639922634C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)); 55204:

[https://govt.westlaw.com/calregs/Document/I252271C0698311ED9432FA58BC52C333?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I252271C0698311ED9432FA58BC52C333?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)); 55206:

[https://govt.westlaw.com/calregs/Document/IE27A796056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IE27A796056B511ED9336FE00FB183132?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)); and 55208:

[https://govt.westlaw.com/calregs/Document/IE6ECC7A056B511ED8118D68F0A50B737?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IE6ECC7A056B511ED8118D68F0A50B737?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁷¹ https://www.asccc.org/10_1

⁷² 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))

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 work collaboratively with faculty distance education experts and groups such as the California Virtual Campus Online Education Initiative, the California Community College Accessibility Center, and California Community College Distance Education Coordinators' Organization to create a guide of exemplary regular and substantive interaction practices, peer to peer evaluation standards, and a model self-assessment rubric to be shared by Spring 2025.

Contact: Kelly Rivera, Mt San Antonio College

MSU

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

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%20%20ca.docx>

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

MSU

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’ 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 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 participate in

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: https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

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”

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

MSC

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

<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>

the equivalent; and

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

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

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

MSC

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

MSU

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
MSU

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;

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of Registered Nurses⁸³ 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 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;

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>

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

Resolved, That the Academic Senate for California Community Colleges support SB 895 (Roth, as of March 9, 2024)⁸⁷ to establish the Baccalaureate Degree in Nursing Pilot Program.

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

MSC

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)⁸⁸ 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 147 (Alvarez, as of February 16, 2024)⁸⁹ 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

Acclamation

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

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

⁸⁹ ACR 147 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147

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

Whereas, The Academic Senate for California Community Colleges⁹⁰, the Academic Senate of the California State University⁹¹, the University of California Academic Senate⁹², and the Intersegmental Committee of the Academic Senates⁹³ 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 expire⁹⁴ and work authorization continues and can be renewed for existing DACA recipients⁹⁵;

Whereas, AB 2586 (Alvarez, as of February 14, 2024)⁹⁶ 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 governments⁹⁷; 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

⁹⁰ 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>

⁹¹ 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>

⁹² 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>

⁹³ ICAS DACA Support Request Letter, February 12, 2018: <https://asccc.org/sites/default/files/ICAS%20DACA%20Support%20from%20Chancellors%20Letter.pdf>

⁹⁴ 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>

⁹⁵ 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>

⁹⁶ AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

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

university, would be consistent with several previous resolutions that pertained to our students once they transferred⁹⁸;

Resolved, That the Academic Senate for California Community Colleges support AB 2586 (Alvarez, as of February 14, 2024)⁹⁹ to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges.

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

Acclamation

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 fees¹⁰⁰ and advocated for the lowest possible student fees to maximize student access¹⁰¹;

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 application¹⁰²;

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

⁹⁸ 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>

⁹⁹ AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

¹⁰⁰ 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

¹⁰¹ Resolution 06.01 S11 Community College Fees: <https://asccc.org/resolutions/community-college-fees>

¹⁰² California Education Code §76396.3:

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

California community colleges¹⁰³, 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”¹⁰⁴;

Resolved, That the Academic Senate for California Community Colleges support AB 2093 (Santiago, as of March 6, 2024)¹⁰⁵ 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

MSU

113.05 S24 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 (CCCs) 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)^{106,107}, 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 Committee¹⁰⁸;

¹⁰³ 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

¹⁰⁴ AB 2093 (Santiago, 2024): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB2093

¹⁰⁵ AB 2093 (Santiago, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2093

¹⁰⁶ <https://www.auditor.ca.gov/reports/2022-109/index.html>

¹⁰⁷ 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)

¹⁰⁸ 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

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 Colleges*¹⁰⁹ 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)¹¹⁰, 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 Campuses¹¹¹ as well as its commitment to promoting equity, inclusion, and a safe educational environment for all 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 UCs¹¹², have other implications for the CSUs and UCs¹¹³, and have called for audits to ensure compliance on priority matters¹¹⁴, and the ASCCC prioritized the

¹⁰⁹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013>

¹¹⁰ AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407

¹¹¹ <https://asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community>

¹¹² 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>

¹¹³ 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>

¹¹⁴ 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>

prevention of Sexual Harassment and Discrimination at the California Community College Campuses at the Fall 2023 plenary¹¹⁵;

Resolved, That the Academic Senate for California Community Colleges support AB 2407 (Hart, as of February 12, 2024)¹¹⁶ 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.

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

MSC

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”¹¹⁷;

Whereas, Documented Dreamers 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, 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 2023¹¹⁸, 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

¹¹⁵ 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>

¹¹⁶ AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407

¹¹⁷ https://americaschildrenact.com/static/media/America'sChildrenAct_One-Pager.d876041e00d2f2a1fa07.pdf

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

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

MSU

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) cannot apply for another MSI designation under Part A¹¹⁹, even if they meet the demographic criteria”¹²⁰;

Whereas, Currently 192 institutions in the U.S. are eligible to apply for Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) 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 2015¹²¹;

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 able to receive funding to support all of them; and

Resolved, That the Academic Senate for California Community College work with other state and national interest holders focused on serving minority student populations to advocate for

¹¹⁹ 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)

¹²⁰ “[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)

¹²¹ Hirono, Cornyn, Chu, & 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>

changes at the federal level that enable higher education institutions to receive funding to support multiple minoritized-student populations.

Contact: Pablo Martin, San Diego Miramar College

Acclamation

113.08 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 report¹²² *“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 recommended 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, and 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 §84757¹²³ 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 1989¹²⁴ 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 classes¹²⁵;

¹²² <https://lao.ca.gov/reports/2024/4853/CCC-022124.pdf>

¹²³ California Education Code §84757:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84757&lawCode=EDC

¹²⁴ 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>

¹²⁵ 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>

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-14-19¹²⁶ established in the *Master Plan for Aging: 2030*¹²⁷; and

Resolved, That the Academic Senate for California Community Colleges 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

MSU

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 admission¹²⁸;

Whereas, Transferable California Community College courses taken during high school may be used to satisfy the A-G requirements if the courses meet specific criteria¹²⁹;

¹²⁶ <https://www.gov.ca.gov/wp-content/uploads/2019/06/6.10.19-Master-Plan-for-Aging-EO.pdf>

¹²⁷ <https://mpa.aging.ca.gov/>

¹²⁸ 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/>

¹²⁹ 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”¹³⁰ 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

MSU

114.02 S24 Noncredit in the California Virtual Campus

Whereas, The California Community Colleges Chancellor's Office has charged the California Virtual Campus 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”¹³¹;

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 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

¹³⁰ *Vision 2030: A Roadmap for California Community Colleges*: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013>

¹³¹ <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 Data¹³², which called for the disaggregation of Asian and Pacific Islander student data;

Whereas, The California Community Colleges Chancellor's Office has data element SB38¹³³, 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 Ethnicity¹³⁴ 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

¹³² Resolution 03.05 S22 Disaggregate Asian and Pacific Islander Student Data:

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

¹³³ <https://webdata.cccco.edu/ded/sb/sb38.pdf>

¹³⁴ <https://www.federalregister.gov/documents/2024/03/29/2024-06469/revisions-to-ombs-statistical-policy-directive-no-15-standards-for-maintaining-collecting-and>

and webinars on how to center equity in the implementation utilizing disaggregated Asian and Pacific Islander data.

Contact: Pablo Martin, San Diego Miramar College

MSU

114.04 S24 Aligning with AB 1705 Legislative Intent

Whereas, Part (1) of the Legislative Counsel’s Digest for AB 1705 (Irwin, 2022)¹³⁵ 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)¹³⁶ 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 science, technology, engineering, and math (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, science, technology, engineering, and math 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

MSC

¹³⁵ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹³⁶ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

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

Whereas, AB 1705 (Irwin, 2022)¹³⁷ 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 science, technology, engineering, and math (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 improve their chances of completing calculus for their 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 science, technology, engineering, and math students that desire such an elective¹³⁸;

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)¹³⁹ as delineated in the February 27, 2024 Guidance Memo ESLIE 24-15¹⁴⁰ in such a way that it follows the language of section 3(f)(2) and section 3(i) and allows any science, technology, engineering, and math (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.", as required by AB 1705 (Irwin, 2022).

¹³⁷ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹³⁸ 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>

¹³⁹ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹⁴⁰ <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>

Contact: Matthew Morgan, Moorpark College

MSC

114.06 S24 Update Transfer Level Gateway Completion Dashboard

Whereas, The California Community College Chancellor's Office issued a memo, "ESLEI 24-15 Required Action: AB 1705 Validation of Equitable Placement, Support and Completion Practices for STEM Programs," dated February 27, 2024¹⁴¹, 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"¹⁴² 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) that offer science, technology, engineering, and mathematics (STEM) preparatory coursework, and minimum entrance requirements for STEM students at these campuses include completion 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

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;

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 science, technology, engineering, and

¹⁴¹ <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>

¹⁴² <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf>

math students before and after the implementation stages of AB 1705 (Irwin, 2022)¹⁴³, 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

MSU

FAILED RESOLUTIONS AND AMENDMENTS

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

MSF

113.09 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 silenced¹⁴⁴ students and faculty on college campuses for speaking in support of the Palestinian people, in the name of antisemitism,

¹⁴³ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

¹⁴⁴ "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.)

despite that many scholars¹⁴⁵, credible publications¹⁴⁶, and Jewish organizations such as Jewish Voices for Peace¹⁴⁷, have argued that anti-Zionism is not antisemitic¹⁴⁸, 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)¹⁴⁹ 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,”;

Whereas, The American Civil Liberties Union explicitly addresses bills such as SB 1287 (Glazer as of April 3, 2024)¹⁵⁰ stating: “We strongly caution universities against conflating the suppression of speech with the façade of safety,”¹⁵¹; 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.”¹⁵²;

¹⁴⁵ “A Dangerous Conflation: An open letter from Jewish writers”

<https://www.nplusonemag.com/online-only/online-only/a-dangerous-conflation/?affid=x>

¹⁴⁶ “On Anti-Zionism and Antisemitism. A ‘non-Jewish’ Jewish perspective”

<https://www.thenation.com/article/world/antisemitism-palestine-israel-gaza/>

¹⁴⁷ “On Antisemitism, Anti-Zionism and Dangerous Conflations”

<https://www.jewishvoiceforpeace.org/2023/11/09/antisemitism-dangerous/>

¹⁴⁸ “The Jerusalem Declaration On Antisemitism”

<https://jerusalemdeclaration.org/>

¹⁴⁹ SB 1287 (Glazer, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

¹⁵⁰ “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>

¹⁵¹ “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%20he%20Israeli>

¹⁵² “Punishments Rise as Student Protests Escalate” <https://www.insidehighered.com/news/students/free-speech/2024/04/15/punishments-rise-student-protests-escalate>

Resolved, That the Academic Senate for California Community Colleges oppose SB 1287 (Glazer, as of April 3, 2024)¹⁵³ 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 threats to the safety of Israelis.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

MSF

DELEGATES

College	First Name	Last Name
Alameda, College of	Jennifer	Fowler
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Gabriel	Martinez
Butte College	Jess	Vickery
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	Lisa	Hooper
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills

¹⁵³ SB 1287 (Glazer, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

College	First Name	Last Name
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Teresa	Mendes
Coalinga College	Matt	Magnuson
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean	Moore
Cosumnes River College	Jacob	Velasquez
Contra Costa CCD	Chao	Liu
Contra Costa College	Gabriela	Segade
Copper Mountain College	Jennifer	Anderson
Crafton Hills College	Natalie	Lopez
Cuesta College	Alexandra	Kahane
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Kathleen	McAlister
De Anza College	Erik	Woodbury
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Evergreen Valley College	Henry	Estrada
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Patricia	Guitron
Fresno City College	Jackie	Williams

College	First Name	Last Name
Fullerton College	Jeanette	Rodriguez
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Golden West College	Damien	Jordan
Grossmont College	Sharon	Sampson
Hartnell College	Kelly	Locke
Imperial Valley College	Ric	Epps
Irvine Valley College	Rebecca	Beck
Laney College	Leslie	Blackie
Las Positas College	Ashley	Young
Lassen College	Adam	Runyan
Lemoore College	Jacqui	Shehorn
Long Beach City College	Christine	Charles-Bohannon
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Adrianna	Simone
Los Rios CCD	Alisa	Shubb
Madera College	Erin	Heasley
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler

College	First Name	Last Name
Merritt College	Tom	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Frank	Rivera
Moorpark College	Matthew	Morgan
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Michelle	Vogel Trautt
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Kyle	Livie
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Pasadena City College	Lindsey	Ruiz
Peralta CCD	Matthew	Goldstein
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Tara	Kubicka-Miller
Redwoods, College of the	Deanna	Herrera
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani

College	First Name	Last Name
Riverside City College	Jo	Scott-Coe
Sacramento City College	Amy	Strimling
Saddleback College	Femia	Scarfone
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Mona	Alsoraimi-Espiritu
San Diego Continuing Ed	Richard	Weinroth
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Sheri	Miraglia
San Joaquin Delta College	Becky	Plaza
San Jose City College	Heidi	Kozlowski
San Jose-Evergreen CCD	Eric	Narveson
San Mateo CCD	Lindsey	Ayotte
San Mateo, College of	Tod	Windisch
Santa Ana College	Alejandro	Moreno
Santa Barbara City College	Kathy	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Siskiyou, College of the	Andrea	Craddock
Skyline College	Cassidy	Ryan
Solano College	Joshua	Scott

College	First Name	Last Name
Taft College	Candace	Duron
Ventura College	Rachel	Johnson
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	Manuel	Vélez
Secretary	LaTonya	Parker
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Christopher	Howerton
At-large Representative	Juan	Arzola
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Kimberley H.	Stiemke
South Representative	Carlos	Guerrero
Area A Representative	Stephanie	Curry
Area B Representative	Karen	Chow
Area C Representative	Erik D.	Reese
Area D Representative	María-José	Zeledón-Pérez