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SP23 Resolutions

Academic Senate Directives and Updates

1.0 Academic Senate

- **1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee**

- Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;
- Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and
- Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

1.0 Academic Senate

- **1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**
 - Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this lower division requirement being accessible to the greatest number of students in the college systems;
 - Resolved, That the Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California community colleges who have signed a petition¹⁷ to support the California State University History Council’s memo in recognition of the essential role American Institutions courses provide for students as pathways to understanding their essential rights and responsibilities in this policy; and
 - Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”¹⁸ and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”¹⁹ and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

3.0 Diversity and Equity

- **3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses**
 - Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor's Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;
 - Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and
 - Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

4.0 Articulation and Transfer

- **4.01 S23 Faculty Approval of High School Articulation Agreements**

- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and appropriate system partners to revise California Code of Regulations Title 5 §55051 to ensure that high school articulation agreements are clearly identified as an academic and professional matter, that such articulation agreements uphold the content and rigor of college courses as established in the course outlines of record, and that such articulation agreements are developed and approved only with the consent of the college faculty with the appropriate discipline expertise and bring forward its recommendations for review and consideration for action by the 2024 Spring Plenary Session; and
- Resolved, That the Academic Senate for California Community Colleges develop guidance and resources for local academic senates to provide standards and effective practices for the establishment of high school articulation agreements that uphold the standards and established course outline of record of college courses by Spring 2024.

4.0 Articulation and Transfer

- **4.02 S23 Separate CSU Approval for “Golden Four” Courses**

- Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University for the establishment of policies and procedures for certifying California community college courses in the areas of oral communication, written communication, critical thinking, and mathematics and quantitative reasoning as meeting California State University transfer admission coursework requirements regardless of whether or not such courses are approved for inclusion in the California General Education Transfer Curriculum (Cal-GETC) pattern.

6.0 State and Legislative Issues

- **6.01 S23 Support AB 607 (Kalra, 2023), If Amended**

- Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023) if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9³¹ are consistent and to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

- **6.02 S23 Support for AB 811 (Fong, as of April 12, 2023)**

- Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of April 12, 2023).

- **6.03 S23 Support Brown Act Teleconferencing Legislation**

- Resolved, That the Academic Senate for California Community Colleges support AB 817 (Pacheco, 2023 as of April 14, 2023) Open meetings: teleconferencing: subsidiary body; and
- Resolved, That the Academic Senate for California Community Colleges support SB 411 (Portantino, 2023 as of April 14, 2023) Open meetings: teleconferences: bodies with appointed membership.

- **6.06 S23 In Support of Completing Cycle Two of the Baccalaureate Program Approval Process**

- Resolved, That the Academic Senate for California Community Colleges support the completion of cycle two baccalaureate degree applications.

7.0 Consultation with the Chancellor's Office

- **7.01 S23 Destigmatize Academic Probation Language and Processes**
 - Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the Title 5 language on probation, including a name change and updating the language and processes to be asset-minded, not punitive; and
 - Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic or progress probation while Title 5 changes are in progress.
- **7.06 S23 Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements**
 - Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to develop a philosophy statement for upper division general education specific to the California Community Colleges;
 - Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to revisit current baccalaureate degree upper division general education requirements; and
 - Resolved, That the Academic Senate for California Community Colleges recommend implementation of the faculty minimum qualifications for baccalaureate degree upper division instruction first adopted with Resolution 10.01 F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges and included in the 2016 *Baccalaureate Degree Pilot Program Handbook*.

7.0 Consultation with the Chancellor's Office

- **7.07 S23 Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement**
 - Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the Ethnic Studies Graduation Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55063 be amended as follows: "(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course from one of the four autonomous ethnic studies disciplines: Asian American Studies, American Indian/Native American Studies, Black Studies/African American or Africana Studies, and/or Chicana/o/x Latina/o/x Studies."⁷¹

7.0 Consultation with the Chancellor's Office

- **7.08 S23 AB 1705 Data Validation and Transfer-Level Prerequisites**

- Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would extend the timeline for the AB 1705 (Irwin, 2022) data validation by at least two years;
- Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would remove the language that says that colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, “does not improve their chances of completing calculus for their STEM program”;
- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that discipline faculty are involved in the process of identifying sensible data and metrics for prerequisite validation and to encourage that any data validation include a review of the current placement standards employed by the California State University and University of California system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and
- Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to develop examples, models, and professional development of counseling practices that would, while working within the mandates of AB 1705 (Irwin, 2022), allow colleges to empower all students to self-advocate in making decisions regarding course selection and enrollment that are best for their educational goals.

9.0 Curriculum

- **9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines**
 - Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered “in or on behalf of other disciplines” to ethnic studies disciplines, specifically the appropriate autonomous core disciplines of ethnic studies, to remain consistent with the Minimum Qualifications Handbook.

10.0 Disciplines List

- **10.01 S23 Disciplines List–Ethnic Studies**

- 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 ethnic studies.

- Minimum Qualifications Changes (recommended)

Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master's in ethnic studies

OR the equivalent;

13.0 General Concerns

- **13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**
 - Resolved, That the Academic Senate for California Community Colleges condemn political agents who attempt to undermine academic freedom and oppose any legislation or codification of documents that undermines academic freedom, limits free speech, or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;
 - Resolved, That the Academic Senate for California Community Colleges (ASCCC) call on past and present leaders of the ASCCC, the California Community Colleges Chancellor's Office, local senates of the California community colleges, and community college faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to matters related to inclusion, diversity, equity, and accessibility and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedom, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;
 - Resolved, That the Academic Senate for California Community Colleges research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;⁸⁷ and
 - Resolved, That the Academic Senate for California Community Colleges stand with colleagues in higher education and K-12 throughout the state and country who may be affected by legislation that endangers academic freedom.

13.0 General Concerns

- **13.05 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**
 - Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.
- **13.06 S23 Establishing Low-Cost Textbook Parameters**
 - Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials—e.g., homework systems—at or through the college bookstore that are available to all students; and
 - Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials that students will own or have access to permanently.
- **13.07 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals**
 - Resolved, That the Academic Senate for California Community Colleges urge local academic senates to assert academic senate primacy in addressing course instructional material cost issues, including all aspects of local low-cost definitions and any goal setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections.

15.0 Intersegmental Issues

- **15.01 S23 Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component**
 - Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the subject areas of the transfer pathway in a broad way that ensures flexibility for students; and
 - Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the “Critical Thinking and Composition” component broadly in a way that explicitly allows for California community colleges to include courses such as Introduction to Logic and Symbolic Logic to satisfy that requirement.
- **15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement**
 - Resolved, That the Academic Senate of the California Community Colleges encourage California community colleges to include lifelong learning self-development courses in local general education requirements for associate degrees to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.