



Friday, May 6, 2022

Zoom Videoconferencing

Zoom Link: <https://us02web.zoom.us/j/89548039214>

[The Citizen Hotel](#)

926 J St.

Sacramento, CA 95814

Meeting Room: Plaza Park Ballroom

8:00 AM to 9:00 AM | Breakfast

9:00 AM to 10:00 AM | Closed Session

10:00 AM to 12:00 PM | Executive Committee Meeting

12:00 PM to 12:30 PM | Lunch

12:30 PM to 5:00 PM | Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive Committee meeting must notify the ASCCC Office, at agendaitem@asccc.org, at least 48 hours prior to the beginning of the meeting.

Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

- I. ORDER OF BUSINESS**
 - A. Roll Call**
 - B. Approval of the Agenda**
 - C. Land Acknowledgement**

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin, we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

D. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

E. [Executive Committee Norms, pg. 5](#)

F. [Calendar, pg. 7](#)

G. [Local Senate Visits, pg. 13](#)

H. [Action Tracking, pg. 23](#)

I. [Strategic Plan Tracking, pg. 25](#)

J. One Minute Executive Committee Member Updates

II. CONSENT CALENDAR

A. April 6, 2022 Executive Committee Meeting Minutes

B. [FACCC/ASCCC Academic Freedom Joint Conference, Stewart, pg. 27](#)

C. [Resolutions Assignments – S22, Davison/Gillis, pg. 29](#)

D. [ASCCC Rising Scholars Faculty Advisory Committee, Aschenbach, pg. 33](#)

E. [Standards and Practices Committee Charge, Parker/Kirk, pg. 35](#)

III. REPORTS

A. President’s/Executive Director’s Report – 30 mins., Davison/Mica

B. Foundation President’s Report – 10 mins., Curry

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, ASCCC Caucuses: Small or Rural College Caucus, LGBTQIA+ Caucus, Latinx Caucus, Black Caucus, Asian Pacific Islander Caucus, Womxn’s Caucus, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

IV. ACTION ITEMS

A. [Legislative Report – 30 mins., May, pg. 39](#)

The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.

B. [Culturally Responsive Student Services, Student Support, and Curriculum – 10 mins., Davison, pg. 71](#)

The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.

C. [Equity Driven Systems – 10 mins., Davison, pg. 73](#)

The Executive Committee will be updated on the progress and work towards Equity Driven Systems and discuss future direction.

D. [Transfer in the Higher Education System – 10 mins., Davison, pg. 75](#)

The Executive Committee will be updated on the progress and work towards Transfer in the Higher Education System and discuss future direction.

- E. [AB 705 Paper Outline – 20 mins., Mica/Rutan, pg. 77](#)
The Executive Committee will consider for approval the outline for the AB 705 paper in order to complete resolution 18.01 F2020.
- F. [Data and Research Committee - 15 mins., May, pg. 81](#)
The Executive Committee will consider for approval the Data and Research Committee.
- G. [2022 Faculty Leadership Institute – Final Read – 15 mins., May/Mica, pg. 83](#)
The Executive Committee will discuss and consider for approval the final draft for the 2022 Faculty Leadership Institute.
- H. [Award Rubric Evaluations – 15 mins., Parker, pg. 85](#)
The Executive Committee will discuss and provide feedback on the updated rubrics for the Stanback-Stroud Award and the Hayward Award.
- I. [ASCCC Speaker/Presenter Agreement & ASCCC Local College Visit Terms and Conditions – 15 mins., Parker/Kirk, pg. 91](#)
The Executive Committee will consider for adoption the ASCCC Speaker/Presenter Agreement & ASCCC Local College Visit Terms and Conditions developed by the Standards and Practices Committee.
- J. [2022 Academic Academy – Theme and Timing – 15 mins., Mica/Davison, pg. 103](#)
The Executive Committee will discuss and consider for approval moving the Academic Academy date and identifying the theme for the upcoming institute.
- K. [Curriculum Institute 2022 Agenda-Final Read – 15 mins., Curry, pg. 105](#)
The Executive Committee will review and consider for approval the final draft of the Curriculum Institute 2022 agenda.
- L. [Future of the ASCCC Part-Time Faculty Institute \(PTFI\) – 15 mins., Roberson/Arzola, pg. 107](#)
The Executive Committee will discuss and consider for approval the future of the Part-Time Faculty Institute (PTFI) for 2022-23 and consider other/additional part-time faculty professional learning opportunities.
- M. [ASCCC Part-Time Faculty Committee Survey and Draft Paper Outline - 20 mins., Roberson/Arzola, pg. 113](#)
The Executive Committee will provide feedback, give future direction, and consider for approval for the ASCCC Part-Time Survey and Draft Paper outline.
- N. [Cultural Competency Training Statement - 15 mins., Parker, pg 125](#)
The Executive Committee will consider for approval the placement and usage of the Cultural Competency Training Statement.
- O. [Re-Imagining Campus Safety Caucus - Recognition of Caucus –15 mins., Mica, pg. 127](#)
The Executive Committee will consider for approval the Re-Imagining Campus Safety Caucus.
- P. [Approval of 2022-23 ASCCC Budget - 30 mins., Mica/Bean, pg. 133](#)
The Executive Committee will consider for approval the tentative 2022-23 ASCCC budget.
- Q. [Executive Director Evaluation - Closed Session - 60 mins., Davison, pg. 137](#)
(Time Certain: 9:00 AM - 10:00 AM)

The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.

V. DISCUSSION

A. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 139

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

B. Chancellor’s Office Liaison Report – 60 mins., Davison, pg. 141

A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.

C. Meeting Debrief – 15 mins., Davison, pg. 211

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Senate and Grant Reports

B. Standing Committee Minutes

- i. California Community College Curriculum Committee (5C), Curry, pg. 213
- ii. Accreditation Committee, Howerton, pg. 217
- iii. Equity and Diversity Action Committee (EDAC), Bean, pg. 221
- iv. Legislative and Advocacy Committee (LAC), May, pg. 227
- v. Part-Time Committee (PTC), Roberson, pg. 237

C. Liaison Reports

- i. Student Equity and Achievement (SEA) Program Workgroup, Chow, pg. 243
- ii. Student Senate for California Community Colleges (SSCCC), Bean, pg. 251

D. Local Senate Visits

VII. ADJOURNMENT



ASCCC Executive Committee Norms

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

A

C

HD

SPP

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities- be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

HONOR AND DEDICATION

SELF-AWARENESS, PRESENCE, AND PATIENCE



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2021-2022 Events •Reminders/Due Dates		Month: May	Year: 2022
		Item No: I. F.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will be informed of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Melissa Marquez	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Career and Noncredit Education Institute** – Costa Mesa/Hybrid – May 12-14, 2022
- **Executive Committee Meeting** – Long Beach/Hybrid – June 3, 2022
- **Executive Committee Orientation** – Catalina Island – June 4-5, 2022
- **Faculty Leadership Institute** – Sacramento/Hybrid – June 15-18, 2022
- **Curriculum Institute** – Riverside/Hybrid – July 6-9, 2022

Please see the 2021-2022 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

May 16, 2022

- Agenda items for the June 3, 2022 meeting
- Committee reports and meeting minutes, if applicable

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES

*Unless otherwise noted, meetings typically start 11:00 AM on Friday and end by 4:00 PM on Saturday.

Meeting Type	Approved Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 12-14, 2021		Mission Inn, Riverside, CA Hybrid	July 26
Executive Meeting	September 9-11, 2021	AREA B	Waterfront Hotel, Oakland, CA Hybrid	Aug 23
Executive Meeting	October 6, 2021		Virtual	Sept 17
Area Meetings	October 15-16, 2021		Various Locations or virtual	
Executive Meeting	November 3, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	Oct 15
Executive Meeting	December 3-4, 2021		The Citizen Hotel, Sacramento, CA Hybrid	Nov 15
Executive Meeting	January 7-8, 2022		The Hotel Maya, Long Beach, CA	Dec 16
Executive Meeting	February 4-5, 2022		Hayes Mansion, San Jose, CA	Jan 18
Executive Meeting	March 4-5, 2022	Los Angeles Southwest College	Omni Los Angeles, Los Angeles, CA	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	Mar 18
Executive Meeting	May 6, 2022		The Citizen Hotel, Sacramento, CA	Apr 18
Executive Committee/ Orientation	June 3-5, 2022		Hyatt Regency Long Beach, Long Beach, CA Hotel Metropole, Catalina Island, CA	May 16
SESSION	Approved Date		Location	
Fall Plenary Session	November 4-6, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	
INSTITUTES	Proposed Date		Location	
Academic Academy	October 7-8, 2021		Virtual	
Part-Time Institute	February 10-11, 2021		Virtual	
Accreditation Institute	February 25-26, 2022		The Embassy Suites San Francisco Airport-Waterfront	
Career and Noncredit Education Institute	May 12-14, 2022		The Westin South Coast Plaza	
Faculty Leadership Institute	June 15-18, 2022		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 6-9, 2022		Riverside Convention Center, Riverside, CA	



2022-2023 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	NORTH – looking at Sacramento, CA
Spring Plenary Session	April 20-22, 2023	SOUTH
INSTITUTES	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Curriculum Institute	July 6-9, 2022* (scheduled date)	Riverside Convention Center
Academic Academy	October 13-15, 2022	TBD or Completely Virtual?
Part-Time Faculty Event	February 2023	VIRTUAL
Career and Noncredit Education Institute	TBD 2023	TBD or Completely Virtual?
Faculty Leadership Institute	June 15-17, 2023	TBD

Notes: Do we want to switch the months for Academic Academy and the Part-Time Faculty Event?



2022-2023 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	+August 11-13, 2022 (Th-Sat)		Mission Inn, Riverside, CA Hybrid	July 25, 2022
Executive Meeting	+September 15-17, 2022 (Th-Sat)	AREA A	TBD, Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	October 5, 2022 (Wed)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		TBD – North	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th/Fri)		TBD, San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th/Fri)		TBD, Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fr/Sat)		TBD, Oakland, CA Hybrid	January 17, 2023
Executive Meeting	March 3-4, 2023 (Fri/Sat)	Coastline Community College	TBD, Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 17-18		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		TBD – South	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		TBD by President	May 16, 2023

*Unless otherwise noted, meetings typically start 11:00 a.m. on **the first day** and end by 4:00 p.m. on **the last day**.¹

¹ Times may be adjusted to accommodate flight schedules to minimize early travel times.

² Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may change based on hotel availability.

Academic Senate

2021 - 2022

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 12-14, 2021	July 26, 2021	August 2, 2021
September 9-11, 2021	August 23, 2021	August 30, 2021
October 6, 2021	September 17, 2021	September 24, 2021
November 3, 2021	October 15, 2021	October 22, 2021
December 3-4, 2021	November 15, 2021	November 22, 2021
January 7-8, 2022	December 16, 2021	December 23, 2021
February 4-5, 2022	January 18, 2022	January 24, 2022
March 4-5, 2022	February 15, 2022	February 22, 2022
April 6, 2022	March 18, 2022	March 25, 2022
May 6, 2022	April 18, 2022	April 25, 2022
June 3-5, 2022	May 16, 2022	May 23, 2022



Spring 2022 Scheduled Webinars/Regional Meetings

1/13/22	10:00AM	11:00AM	CTE Coffee Hour
1/18/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
2/9/22	9:00AM	10:00 AM	CTE Coffee Hour
2/11/22	9:30AM	10:45AM	Mellon Grant/Rising Scholars
2/15/22	1:00 PM	2:00 PM	CTE Liaison Gathering
2/18/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
2/28/22	9:00AM	12:00PM	Curriculum Regional Meeting
3/2/22	12:00PM	3:00PM	Curriculum Regional Meeting
3/11/22	11:00 AM	12:00 PM	CTE Coffee Hour
3/11/22	12:00 PM	1:00 PM	ASCCC Online Education Committee Lunch Hour Virtual Connect & Chat: HYFLEX
3/11/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
3/22/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
3/28/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
3/24/22	2:00 PM	3:00 PM	CTE Liaison Gathering
4/26/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
4/22/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
4/25/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
4/27/22	9:00 AM	10:00 AM	CTE Coffee Hour
5/13/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
5/23/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
5/24/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training

Local Senate Campus Visits 2018-2021

(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
	Davison	3/22/2022	Collegiality in Action
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour

Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College

	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
	Davison	10/6/2021	Student Centered Listening Tour
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of			
Berkeley City			
Cabrillo	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - Virtual
Chabot – Las Positas District			

Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stankas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals

	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			
Ohlone	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies

	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
West Valley	Davison	8/24/2018	Local Senate Accreditation
	May/Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
	Davison/Heard	8/20/2021	CTE Minimum Qualification
East LA			

El Camino	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	Local Senate Visit
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley	Davison	10/19/2021	Student Centered Listening Tour
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	7/19/2018	Curriculum Assistance

	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City			
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura			
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance
Crafton Hills	May	10/27/2021	Role of ASCCC
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI

Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
Orange Coast			
Palo Verde			
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification ²¹

Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 4/19/2022										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.	Relations with Local Senates Committee is drafting edits to the Coaching Model and will return the revised model at a future Executive Committee Meeting.		
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.	Discussed the structure and potential partnerships for the institute at the March 4-5, 2022 Executive Committee Meeting.		

ASCCC Strategic Plan 2018-2023

New or Incomplete Strategies for 2021-22 - SPRING SEMESTER 2022

Goal 1	ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.	Assigned to:	Status:
	Strategies		
	Maintain a current public relations campaign to promote the priorities of the ASCCC.	Executive Director	Working on increasing communications to the field, while streamlining newsletters and information sent out.
	Research and attend state and national conferences related to academic and professional matters.	Executive Committee/Executive Director	Sending representatives to the following this semester: CCNLS Conference in Washington DC, Baccalaureate Conference in Arizona, A2Mend Conference, CCCIO, RP Group Conference
	Expand leadership opportunities for faculty, senates, and the Executive Committee. □	Executive Director	Closing out FELA Academy cohort, continued participation of caucuses to Exec meetings and Plenary Sessions. Rising Scholars/Mellon Grant efforts to build a structure for a stronger ASCCC voice within incarcerated education.
	Evaluate how the ASCCC utilizes faculty in liaison roles.	Executive Committee? FLDC?	Resolution 13.04 S22 Establish Rising Scholars Faculty Liaisons. Resolution 17.02 S22 Increase Part-Time Faculty Representation and Communication Through Local Part-Time Faculty Liaisons. Resolution 17.04 SP22 Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges
	Ensure committee chairs are encouraged to build relationships with other organizations.	President/Executive Director/Others?	ASCCC/FACCC collaborate on future Part Time institutes. ASCCC/FACCC collaborate on Academic Freedom webinars. ASCCC/FACCC/SSCCC collaborate on Student Academic Freedom webinars.
	ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP.		
Goal 2	Strategies	Assigned to:	Status:
	Increase part-time faculty involvement in senate activities at the local and statewide level.	Part-Time Faculty Committee/Executive Committee	Foundation scholarships to events. March 4-5, 2022 Executive Committee Meeting agenda item to revisit institute structure.
	Review and revise the cultural competency plan.	EDAC	Started Cultural humility tool and inventory
	Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.	Executive Committee	
	Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.	Standards and Practices	Recording Policy, ASCCC Speaker/Presenter Agreement, and ASCCC Local College Visit Terms and Conditions developed by the Standards and Practices Committee. Norm Development Facilitation. Standback-Stroud Diversity Award and Hayward Award rubric revisions.
	Identify barriers to participation and implement retention strategies.	FLDC	
	Strategies		
Goal 3	ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.	Assigned To:	Status:
	Implement a comprehensive ASCCC Professional Development Plan.	FLDC?	
	Ensure the professional development opportunities of committee members and the Executive Committee.	President/Executive Director	
	Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.	President/Executive Director	
	Strategies		
Goal 4	ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES, SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.	Assigned To:	Status:
	Strengthen partnership with the Chancellor's Office Divisions.	Executive Committee?	Meeting with VLW, ED, and VP
	Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.	Executive Committee?	Rostrum article on Faculty voice
	Strategies		

Goal 6	SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)	Assigned to:	Status:
	Increase CCC, CSU, and UC faculty participation in C-ID processes.	C-ID, ICAS, others?	CSU and UC Faculty participating on Transfer Alignment Project Workgroup
	Improve processes and functionality of C-ID.	C-ID	Rewrote ICW, C-ID change, structure handbook on ICW/C-ID/TMC underway
	Optimize technological support for C-ID Infrastructure.	C-ID	
	Evaluate the feasibility of identifying courses as meeting general education requirements.	ICAS, C-ID	Has been dicussed - still a process outside of C-ID
	Evaluate and implement competency based models of student achievement in C-ID processes.	C-ID, others?	



Executive Committee Agenda Item

SUBJECT: FACCC/ASCCC Academic Freedom Joint Conference		Month: May	Year: 2022
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the FACCC/ASCCC Academic Freedom Joint Conference as an event to be considered by the 2022-2023 Educational Policies Committee.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Robert L. Stewart Jr.	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-2022 Educational Policies committee discussed with the ASCCC Executive Committee the possibility of the committee working with FACCC on their annual Academic Freedom Conference. The Executive Committee gave its nod to the Educational Policies Committee due to the fact that we are already engaged with many collaborations with FACCC. However, the committee was informed that the conference would not occur during our potential time frame so the current committee no longer considered the conference as part of this year’s activities. Although there has since arisen an opportunity to partner with FACCC on the conference once FACCC presented potential dates, the committee will be changing in June 2022, and the current committee is already engaged in 3 FACCC/ASCCC webinars around Academic Freedom, as well as a rewrite of the Enrollment Management Revisited paper. Therefore, we are recommending that the partnership with FACCC on the Academic Freedom Conference be passed on for consideration by the incoming 2022-2023 Educational Policies Committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Resolutions Assignments – S22		Month: May	Year: 2022
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2022 Spring Plenary Session.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Amber Gillis	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet.

The Executive Committee will consider for approval these resolution assignments.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Spring 2022 Resolutions			
Number	Resolution	Committee/Person Leading	Committee(s) Support (if needed)
1.01	S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges	Executive Director	
1.02	S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement	Executive Committee	
3.01	S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook	Educational Policies Committee	
3.02	S22 Adopt the DEI in Curriculum Model Principles and Practices Framework	Executive Committee	
3.03	S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost	Open Educational Resources Initiative	
3.04	S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705	Data and Research Task Force	
3.05	S22 Disaggregate Asian and Pacific Islander Student Data	President	Data and Research Task Force
3.06	S22 Noncredit Spanish Language Course Outlines of Record and Regional Support	President	Noncredit, Pre-Transfer Committee
5.01	S22 Request Funding for Mental Health Resources, Services, and Professional Learning	Legislative and Advocacy Committee	
6.01	S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)	Legislative and Advocacy Committee	
6.02	S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022	Complete	
6.03	S22 Upholding the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended	Legislative and Advocacy Committee	
6.04	S22 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course	Executive Committee	
6.05	S22 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)	President	Legislative and Advocacy Committee
7.01	S22 Public Access for Vision Resource Center Materials	President	Executive Director
7.02	S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program	Open Educational Resources Initiative	
9.01	S22 Definition and Guidance for Cross-Listing Courses	Curriculum Committee	
9.02	S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment	Curriculum Committee	C-ID Advisory Committee
9.03	S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs	Curriculum Committee	
9.04	S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies	C-ID Advisory Committee	
9.05	S22 Defining Competencies for Associate Degree Requirements	Executive Committee	Curriculum Committee/C-ID Advisory
9.06	S22 Professional Learning Support for Increased Faculty Understanding and Further Discussion on the Impact of AB928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021 on Local Colleges	President	Curriculum Committee
10.01	S22 Disciplines List – Asian American Studies	Executive Director	
10.02	S22 Disciplines List – Native American/American Indian Studies	Executive Director	
10.03	S22 Disciplines List – Nanotechnology	Executive Director	
13.01	S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees	Open Educational Resources Initiative	
13.02	S22 Faculty Responsibility for Equitable, Accessible Learning Environments	Online Ed Committee	
13.03	S22 Establish ASCCC Rising Scholars Faculty Advisory Committee	Executive Committee	
13.04	S22 Establish Rising Scholars Faculty Liaisons	Executive Committee	Executive Director

13.05	S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning	Legislative and Advocacy Committee	
13.06	S22 Faculty Responsibility for Confirming Course Resource Accuracy	Open Educational Resources Initiative	
13.07	S22 Advocate for the Protection of Online Learning Integrity	President	Online Ed Committee
13.08	S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program	Open Educational Resources Initiative	
13.09	S22 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings	President	Data and Research Task Force
13.1	S22 Student-Facing Zero-Textbook-Cost Information	Executive Committee	Open Educational Resources Initiative
17.01	S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students	Relations with Local Senates	Online Ed Committee
17.02	S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons	Executive Committee	Part-Time Faculty Committee
17.03	S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses	Educational Policies Committee	President
17.04	SP22 Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges	Standards and Practices	Executive Director
19.01	S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work	Executive Committee	Executive Director/Equity Diversity Action Committee



Executive Committee Agenda Item

SUBJECT: ASCCC Rising Scholars Faculty Advisory Committee		Month: May	Year: 2022
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the establishment of the Rising Scholars Faculty Advisory Committee and its charge for 2022-2023.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 13.03 was passed at Spring Plenary 2022. It called for establishing “a Rising Scholars Faculty Advisory Committee to include faculty teaching in incarcerated education and at least one formerly incarcerated student.” The resolution also included elements to be included in its charge.

Proposed charge for 2022-2023:

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 within local incarcerated education programs, support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction and governance within incarcerated education statewide; and express the faculty voice in spaces where incarcerated education is discussed and policies and agreements are made. The committee will make recommendations to the Executive Committee and to the Chancellor’s Office Rising Scholars Advisory Committee. The Rising Scholars Faculty Advisory Committee will also utilize liaisons and its professional learning network to disseminate information from ASCCC, the Rising Scholars Network, the Chancellor’s Office, and California Department of Corrections and Rehabilitation to local faculty teaching in incarcerated environments.

Members shall be faculty serving in incarcerated education and shall include a formerly incarcerated student.

The Executive Committee is asked to approve the committee and the proposed charge for 2022-2023.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Standards and Practices Committee Charge		Month: May	Year: 2022
		Item No: II. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revised Standards and Practices Committee charge.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker/Karla Kirk	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-2022 Standards and Practices Committee has recently reviewed its' charge and has made revisions for inclusion, diversity, equity, antiracism and accessibility policy and practices oversight.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Standards and Practices Committee Proposed Charge Revisions Spring 2022

Original

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process; analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate; and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.

Revised S&P Committee 3/17/22

The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate.

The Standards and Practices Committee is Committed to:

- Conducting the Disciplines List revision process.

- Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate.
- Reviewing and recommending revisions to all processes under Academic Senate purview identified as priorities.
- Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
- Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: May	Year: 2022
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	Time Requested: 20 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 3, 2022.

ACTION: The ASCCC Legislative and Advocacy Committee during their April 12, 2022 meeting recommends that the ASCCC Executive Committee **support AB 2255 (Fong)** The Affordable Broadband Service Program for California Dreamers, based on passed positions: Equitable Access to Technology is one of the ASCCC legislative priorities; ASCCC [Resolution F21 11.01](#) Equitable Access to Technology passed by delegates.

Legislative Report May 2022 – attached; an update will follow about May 4, 2022

Legislative Deadlines 2022:

- May 27 – Last day for each house to pass bills introduced in that house

California State Budget:

- February 10, 2022: [Joint Analysis Governor’s January Budget Update & Trailer Bills \(PDF\)](#)
- Department of Finance: <https://www.ebudget.ca.gov>

ASCCC/FACCC Legislative Advocacy Training Webinars 2022: May 24; 6:00 pm – 8:00 pm. Register [here](#).

[ASCCC Legislative Updates](#): Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

Useful Websites:

CCCCO Budget News: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News>

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst’s Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>

Senate History: <https://www.senate.ca.gov/content/senate-histories>

Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>



Legislative Report
ASCCC Executive Committee Meeting
May 2022
Last update: April 18, 2022

The following legislation has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills for the ASCCC to follow are welcome – please email info@asccc.org with suggestions. Full text of all bills can be found at <https://leginfo.legislature.ca.gov>.

California State Budget 2022-23

- [Joint Analysis](#) of Governor’s January Budget – CCCCCO, ACBO, ACCCA, CCLC
- CCCCCO [Budget News](#)
 - See February 10, 2022: [Joint Analysis Governor’s January Budget Update & Trailer Bills \(PDF\)](#)
- Department of Finance: <https://www.ebudget.ca.gov>

Committee of Faculty Organizations (CoFO) [position on January Budget Proposal](#)

2020-21 Two-Year Cycle

Legislative Deadlines 2022:

- April 18 – Legislature reconvenes
- April 29 – Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in their house
- May 6 – Last day for policy committee to hear and report non fiscal bills introduced in their house
- **May 13 – Last day for policy committees to meet prior to May 31**
- **May 27 – Last day for each house to pass bills introduced in that house**
- May 31 – Committee meetings may resume
- June 15 – Budget bill must be passed by midnight
- June 30 – Last day for a legislative measure to qualify for November 8 General Election ballot
- July 1 – Last day for policy committees to meet and report bills; summer recess begins at day’s end
- August 1 – Legislature reconvenes
- August 12 – Last day for fiscal committees to meet and report bills
- August 25 – Last day to amend bills from the floor
- August 31 – Last day for each house to pass bills

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>
Assembly: <https://www.assembly.ca.gov>

Senate: <https://www.senate.ca.gov>
Assembly Legislative Calendar: <https://www.assembly.ca.gov/legislativedeadlines>
Senate Legislative Calendar: <https://www.senate.ca.gov/calendar>
Legislative Process Assembly: <https://clerk.assembly.ca.gov/content/process>
Legislative Process Senate: <https://www.senate.ca.gov/legislativeprocess>
State Budget Process:
https://www.senate.ca.gov/sites/senate.ca.gov/files/the_budget_process.pdf

Legislation Tracking

ASCCC: <https://asccc.org/legislative-updates>
LegiScan: <https://legiscan.com/CA/legislation>
CCCCO: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Governmental-Relations/Policy-in-action/State-Relations/Tracked-Legislation>
CCLC: <https://ccleague.org/advocacy/bill-tracking>
FACCC: <https://ctweb.capitoltrack.com/public/publish.aspx?session=21&id=88fe9ac9-0a3b-4726-91a3-2a18d3d894f2>
SSCCC: <https://studentsenateccc.org/what-we-do/legislative-advocacy/>

Legislative Report – Summary

Active			
Bill Number (Author)	Title	Status	Notes
AB 102 (Holden)	Pupil attendance at community colleges: College and Career Access Pathways partnerships: county offices of education.	Two-year bill In Senate and ordered to Committee on Rules 1/25/22	This bill would extend CCAP provisions and change “remedial” course to “pretransfer level” course.
AB 295 (Jones-Sawyer)	Pupil attendance at community colleges: county offices of education.	Two-year bill In Senate and ordered to Committee on Rules 1/27/22	
AB 1187 (Irwin)	Community colleges: Tutoring	Two-year bill In Senate and ordered to Committee on Rules 1/25/22	ASCCC Support (2/5/22)
AB 1232 (McCarty)	Community colleges: nonresident tuition fees: English as a second language courses.	Two-year bill In Senate and ordered to Committee on Rules 1/27/22	
AB 1505 (Rodriguez)	Community colleges: full-time faculty obligation.	Two-year bill In Senate and ordered to Committee on Rules 2/1/22	ASCCC Support (2/5/22) Co-sponsored by FACCC, CFT, CCCCI
AB 1602 (McCarty)	Student, faculty, and staff housing: California Student Housing Revolving Loan Fund Act of 2022.	Re-referred to Committee on Appropriations Suspense File 3/30/22	Additional authors
AB 1606 (Irwin Ramos)	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.	Amended and Re-referred to Committee on Higher Education 3/17/22; Re-referred to Committee on Military & Veterans Affairs 4/6/22	ASCCC Support (2/5/22)
AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Referred to Committee on Higher Education 2/3/22	Revisions to AB 705 (Irwin, 2017) See Adopted Resolutions S22 03.04, 6.03, 6.04, 6.05
AB 1719 (Ward)	Housing: Teacher Housing Act of 2016: faculty and community college district employees	Re-referred to Committee on Education 4/6/22	
AB 1736 (Choi)	Community Colleges: student government	In Senate, referred to Committee on Rules 3/24/22	
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Referred to Committee on Higher Education 2/10/22	ASCCC Support See Adopted Resolutions S22 06.01

AB 1752 (Santiago)	Community colleges: part-time employees.	Re-referred to Committee on Appropriations 4/6/22	Pay parity; Co-sponsored by FACCC
AB 1764 (Medina)	Public postsecondary education: student housing: survey.	Referred to Committee on Appropriations 4/6/22	
AB 1796 (Choi)	Public postsecondary education: reenrollment.	Re-referred to Committee on Appropriations 4/6/22	
AB 1856 (Medina)	Community colleges: part-time employees.	Re-referred to Committee on Appropriations 4/6/22	Increase maximum hours to 85% of full-time; Co-sponsored by FACCC
AB 1913 (Bryan)	Los Angeles Community College District: California Center for Climate Change Education.	Amended and Re-referred to Committee on Higher Education 3/29/22	Amendments include consultation with Academic Senates for CCCs, CSU, and UC
AB 1942 (Muratsuchi)	Community colleges: funding: instructional service agreements with public safety agencies.	Re-referred to Committee on Appropriations 4/6/22	
AB 1964 (Fong)	California State University and California Community Colleges: course articulation: ethnic studies.	Re-referred to Committee on Higher Education 3/24/22	LACCD Board of Trustees March 16, 2022
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Re-referred to Committee on Appropriations 4/6/22; Read second time and amended 4/7/22	ASCCC Support See Adopted Resolutions S22 05.01
AB 1998 (Smith)	Community colleges: nonresident tuition fees: Western Undergraduate Exchange.	Amended and Re-referred to Committee on Higher Education 3/28/22	
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Re-referred to Committee on Appropriations 4/6/22	ASCCC Support See Adopted Resolutions S22 05.01
AB 2187 (Luz Rivas)	Postsecondary education: instructional strategies: the California Computer Science Project	Referred to Committee on Higher Education 2/24/22	
AB 2255 (Fong)	The Affordable Broadband Service Program for California Dreamers.	Amended and Re-referred to Committee on Higher Education 3/22/22	<i>ASCCC Legislative and Advocacy Committee recommends ASCCC Support 4-12-22</i>
AB 2266 (Santiago)	Community colleges: California college promise: fee waiver eligibility	Referred to Committee on Higher Education 3/3/22	
AB 2315 (Arambula)	Community colleges: records: preferred or affirmed names	Amended and Re-referred to Committee on Higher Education 3/28/22	Sponsored by FACCC
AB 2371 (Santiago)	Public postsecondary education: California State University: tuition	Referred to Committee on Higher Education 3/3/22	

AB 2401 (McCarty)	Teacher preparation programs: planning grants and implementation or expansion grants	Referred to Committee on Higher Education 3/3/22	
AB 2449 (Blanca Rubio)	Open meetings: local agencies: teleconferences	Referred to Committee on Local Government 3/3/22	Not an academic and professional matter.
AB 2456 (McCarty)	Cal Grant Program: student eligibility.	Amended and Re-referred to Committee on Higher Education 3/28/22	<i>Was a spot bill...</i>
AB 2459 (Cervantes)	Postsecondary education: student housing: guarantee.	Amended and Re-referred to Committee on Higher Education 3/28/22	<i>Impacts transfer students</i>
AB 2617 (Holden)	Pupil instruction: College and Career Access Pathways partnerships: best practices: communication and marketing strategy.	Amended and Re-referred to Referred to Committee on Education 4/7/22 also Re-referred to Committee on Higher Education 3/22/22	
AB 2624 (Kalra)	Public postsecondary education: course materials.	Referred to Committee on Higher Education 3/10/22	Watch ASCSU position
AB 2683 (Gabriel)	Postsecondary Education: sexual violence and harassment: training and resources.	Re-referred to Committee on Appropriations 4/6/22	
AB 2692 (Choi)	Public postsecondary education: priority registration for members and former members of the Armed Forces of the United States.	Referred to Committees on Higher Education and Military & Veterans Affairs 3/10/22	
AB 2738 (Reyes)	Public postsecondary education: community colleges: matriculation: assessment.	Referred to Committee on Higher Education 3/17/22	
AB 2810 (Arambula)	Student nutrition: CalFresh: student eligibility: Federal Application for Student Aid data.	Referred to Committees on Higher Education and Human Services 3/17/22	
AB 2820 (Medina)	The California Online Community College.	Referred to Committee on Higher Education 3/17/22	Co-sponsored by FACCC
AB 2881 (Berman)	Public postsecondary education: students with dependent children.	Amended and Re-referred to Committee on Higher Education 3/29/22	
SB 885 (Laird)	Community colleges: Current and former foster youth support: NextUp.	Amended and Re-referred to Committee on Appropriations 3/31/22	Hearing on April 18
SB 886 (Wiener)	California Environmental Quality Act: exemption: public universities: housing projects.	Amended and re-referred to Committee on Environmental Quality 3/21/22	Hearing for April 27

SB 1141 (Limón)	Public postsecondary education: exemption from payment of nonresident tuition	Re-referred to Committee on Appropriations 3/30/22	Hearing April 18. See SB 68 – this is designed to expand AB 540. ASCCC Support (3/29/22) .
SB 1160 (Durazo)	Public postsecondary education: exemption from payment of nonresident tuition	Referred to Committee on Education 3/2/22	Hearing on April 20
SR 45 (Min)	Relative to Academic Freedom	Adopted 4/4/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; See Adopted Resolutions S22 06.02; Sponsored by FACCC

Approved by Governor and Chaptered

Bill Number (Author)	Title	Status	Notes
SB 118 (Committee on Budget and Fiscal Review)	California Environmental Quality Act: public higher education: campus population.	Enrolled and presented to governor at 3:30 pm 3/14/22	Inside Higher Ed article

Cemetery

Bill Number (Author)	Title	Status	Notes
AB 103 (Holden)	College and Career Access Pathways partnerships: best practices: communication and marketing strategy.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died
AB 949 (Mullin)	Community colleges: Pathways to Biotechnology Programs.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died
AB 1097 (Santiago)	Community colleges: California College Promise: fee waiver eligibility.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died

Legislative Report – Detailed Bill Information for 2022

Bills regarding Academic and Professional Matters

Assembly Bills (AB) (2022 bills begin with AB 1594)

[AB 102 \(Holden\)](#) – Pupil attendance at community colleges: College and Career Access Pathways partnerships: county offices of education.

[Two-year bill] This bill would specify that “high school,” for purposes of a CCAP partnership, includes a community school or juvenile court school. The bill would authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts in accordance with these provisions. The bill would require the above-described certification requirement for certain remedial courses to instead apply to certain pretransfer level courses, as provided. The bill would extend the provisions authorizing CCAP partnerships indefinitely. The bill would also make nonsubstantive conforming changes.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: In Senate and ordered to Committee on Rules 1/25/22

Notes: Uses “pretransfer level” instead of “remedial” to describe course type,

~~[AB 103 \(Holden\)](#) – College and Career Access Pathways partnerships: best practices: communication and marketing strategy.~~

~~[Two-year bill] This bill would require the State Department of Education and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships, to identify best practices for CCAP partnerships and appropriate financial incentives for school districts and community college districts to participate in CCAP partnerships, and to distribute the best practices to school districts and community college districts on or before September 1, 2023. The bill would also require, on or before September 1, 2023, the department and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships and other key stakeholders, to develop a statewide pupil- and parent-centered communication and marketing strategy that includes specified outreach and information, in order to increase the visibility of the CCAP partnerships for all secondary pupils in California.~~

~~Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.~~

~~Status: **Died in committee**~~

~~Notes:~~

[AB 295 \(Jones-Sawyer\)](#) – Public postsecondary education: pilot program for free cost of attendance: working group.

[Two-year bill] This bill would establish a working group consisting of representatives from the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, the Regents of the University of California, and faculty, staff, and students from the California Community Colleges, the California State University, and the University of California to consider the creation of a pilot program, as specified, that would cover the cost of attending postsecondary education in the state by replacing the system of charging students tuition, fees, and additional expenses for enrollment at a public postsecondary institution. The bill would require the working group to submit a report to the Legislature on the pilot program.

Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: [Cal Grant Modernization and the True Cost of College](#), April 2021; Resolution [S16 6.01](#) – Support Legislation to Increase Cal Grant Awards; Resolution [S11 6.01](#) – Community College Fees

Status: In Senate and ordered to Committee on Rules 1/27/22

Notes:

~~[AB 949 \(Mullin\)](#) – Community colleges: Pathways to Biotechnology Programs.~~

~~[Two-year bill] This bill would make available, upon appropriation in the annual Budget Act, the sum of \$10,000,000 to the Chancellor's Office of the California Community Colleges for the purpose of expanding student pathways to biotechnology programs, as specified. The bill would authorize the Board of Governors of the California Community Colleges, or its authorized designees, to contract with the Foundation for California Community Colleges for the purpose of providing administrative support for the expansion of pathways to biotechnology programs. The bill would require the Chancellor's Office of the California Community Colleges, on or before July 1, 2025, to submit a report to the appropriate budget and policy committees of the Legislature regarding the outcomes resulting from the use of these funds, as specified.~~

~~Official ASCCC Position/Resolutions:~~

~~Status: **Died in committee**~~

~~Notes:~~

~~[AB 1097 \(Santiago\)](#) – Community colleges: California College Promise: fee waiver eligibility.~~

~~This bill would specify that first-time students include formerly and currently incarcerated students, and would expand eligibility for a fee waiver to first-time students who are enrolled part-time and complete and submit the required application. The bill would also make conforming changes.~~

~~Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: [Cal Grant Modernization and the True Cost of College](#), April 2021; Resolution [S16 6.01](#) – Support Legislation to Increase Cal Grant Awards; Resolution [S11 6.01](#) – Community College Fees~~

~~Status: **Died in committee**~~

~~Notes:~~

[AB 1187 \(Irwin\)](#) – Community colleges: tutoring.

[Two-year bill] This bill would provide that supervised tutoring for all credit and noncredit courses, as authorized pursuant to regulations adopted by the board of governors by July 31, 2023, is eligible for state apportionment funding.

Official ASCCC Position/Resolutions: [Support as of 2/5/22](#). The ASCCC remained neutral on [AB 1935 \(Irwin, 2018\)](#), which died in committee. The ASCCC took a [position of support](#) (as of 4/3/18) on [SB 1009 \(Wilk, 2018\)](#), which died in appropriations.

Status: In Senate and ordered to Committee on Rules 1/25/22

Notes: This bill reintroduces [AB 1935 \(Irwin, 2018\)](#).

[AB 1232 \(McCarty\)](#) – Community colleges: nonresident tuition fees: English as a second language courses.

[Two-year bill] This bill would add an exception to the requirement for payment of nonresident tuition for specified nonresident students enrolled in a credit English as a second language course. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: [Cal Grant Modernization and the True Cost of College](#), April 2021; Resolution [S16 6.01](#) – Support Legislation to Increase Cal Grant Awards; Resolution [S11 6.01](#) – Community College Fees

Status: In Senate and ordered to Committee on Rules 1/27/22

Notes:

[AB 1505 \(Rodriguez\)](#) – Community colleges: full-time faculty obligation.

[Two-year bill] Existing regulations require a community college district to increase its base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit full-time equivalent students. These regulations, in years in which the board of governors determines that the annual Budget Act does not contain adequate funding to warrant full implementation of this full-time faculty obligation, authorize a community college district to instead choose to maintain, at a minimum, the full-time faculty percentage attained by the community college district in the prior fall term.

This bill would require the board of governors to adopt regulations that require the fall of 2023 full-time faculty obligation for each community college district to be set to the actual full-time faculty number reported for the fall of 2022 and annually adjusted pursuant to these regulations.

Official ASCCC Position/Resolutions: [Support as of 2/5/22](#). Resolution [S21 6.01](#) Revisiting the 50% Law and Faculty Obligation Number; Report: [The 50% Law and the Faculty Obligation Number: An Updated Proposal](#), March 2019; Rostrum Article: [The 50% Law and the Faculty Obligation Number: A Proposal](#), May 2016

Status: In Senate and ordered to Committee on Rules 2/1/22

Notes: This bill is cosponsored by the California Federation of Teachers, California Community College Independents, and FACCC. Opposed by the Community College League of California.

[AB 1606 \(Irwin Ramos\)](#) – Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.

As amended 3/16/22...

This bill would ~~additionally include the spouse or unmarried surviving spouse of any veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability.~~ *instead require that the annual income of the child not exceed the area median income, as defined.* The bill would also make nonsubstantive changes to provisions relating to this waiver of mandatory systemwide tuition and fees. To the extent these provisions would add additional duties on community college districts, the bill would impose a state-mandated local program.

This bill *would instead include the spouse of a veteran with a disability rating of 70 percent or greater in the definition of “dependent of a veteran.”* The bill would repeal ~~that the~~ provision prohibiting a dependent of a veteran from receiving those educational benefits, as specified.

Official ASCCC Position/Resolutions: [Support as of 2/5/22](#). The ASCCC has long supported reducing the cost of college. Rostrum Article: [Cal Grant Modernization and the True Cost of College](#), April 2021; Resolution [S16 6.01](#) – Support Legislation to Increase Cal Grant Awards; Resolution [S11 6.01](#) – Community College Fees

Status: Amended and Re-referred to Committee on Higher Education 3/17/22; Re-referred to Committee on Military & Veterans Affairs 4/6/22

Notes: Author was changed.

[AB 1705 \(Irwin\)](#) – Seymour-Campbell Student Success Act of 2012: matriculation: assessment

This bill would make findings and declarations of the Legislature’s intent to continue to increase California community college student placement and enrollment in transfer-level English and mathematics. The bill would require that high school transcript data be used as the primary means for determining placement in transfer-level English and transfer-level mathematics courses, and would limit the use of multiple measures by colleges in the placement and enrollment of students so they do not restrict a student’s ability to demonstrate preparedness for transfer-level coursework if a single measure would satisfy the requirement. The bill would require that a community college district or community college not recommend or require students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances.

This bill would require a community college district or community college, by July 1, 2023, to place and enroll all new and continuing United States high school graduate students and those who have completed a GED into transfer-level English and mathematics, with specified exceptions for mathematics placement. The bill would prohibit a community college district or community college from using specified factors as justification for placing a student in a pretransfer level course. The bill would require the Chancellor’s Office of the California Community Colleges to create a Transfer Level Gateway Completion Dashboard by July 2023. The bill would require the dashboard to be updated annually and to contain specified data. The bill would require, beginning September 1, 2023, and annually thereafter, the chancellor’s office to provide a report to the Legislature with data from the dashboard, as specified.

Official ASCCC Position/Resolutions: See Adopted [Resolutions](#): S22 03.04, S22 6.03 Uphold the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended, S22 6.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course, S22 6.05 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 (Irwin, 2017); Resolution [S17 06.04](#) Oppose Limiting Local Implementation of Multiple Measures [...support AB 705 (Irwin, as of April 4, 2017) if it is amended...], [AB 705 \(Irwin\), as of 05/30/17 Position: Oppose Unless Amended, Oppose AB 705 \(Irwin, 2017\) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment](#);

Status: Referred to Committee on Higher Education 2/3/22

Notes: Opposed (unless amended) by FACCC, CCCI, CFT, CMC³, CCCAOE. Support for equitable placement practices for the students in the California community colleges: Resolution [F20 18.01](#) Paper and Resources for Evaluating Placement in English, ESL, and Mathematics Pathways, [Optimizing Student Success](#), October 2020; [Understanding and Improving Student Access and Success](#), February 2020; [Debunking Myths around AB 705](#), July 2019; [A Year Later: Where We are with AB 705 for Mathematics and English](#), October 2018; Additional Resolutions: [S17 06.04](#) Oppose Limiting Local Implementation of Multiple Measures [...support AB 705 (Irwin, as of April 4, 2017) if it is amended...], [F17 07.07](#) Implementing AB 705 to Serve the Needs of all Community College Students, [S18 07.06](#) Support Students’ Rights to Enroll in ESL Coursework, [S18 17.03](#) Reduce Course Enrollment Maximums, [F18 05.02](#) Identify and Report Costs AB 705, [F18 13.01](#) Sufficient Resources and Adequate Support, [F19 09.09](#) Access and Opportunity for all Students

[AB 1746 \(Medina\)](#) – Student financial aid: Cal Grant Reform Act

This bill would enact the Cal Grant Reform Act, which would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant Program. The bill would specify that the Cal Grant Reform Act would only become operative upon the appropriation by the Legislature, in the annual Budget Act or another statute, of sufficient funds to fully implement its provisions. The bill would authorize the commission to adopt emergency regulations to implement the Cal Grant Reform Act. The new Cal Grant Program would also include a Cal Grant 2 Program and a Cal Grant 4 Program, with eligibility requirements as specified.

Official ASCCC Position/Resolutions: The ASCCC took a position of support: see Adopted [Resolutions](#) S22 06.01. The ASCCC did not take a position on [AB 1456 \(Medina, 2021\)](#) – Student Financial Aid: Cal Grant Reform Act, which was vetoed by the governor who indicated that such cost pressures need to go through the budget process. The ASCCC has supported the expansion of Cal Grants [January 14, 2019 Letter](#); Through Resolution [S16 6.01](#), the ASCCC actively supports the expansion of financial aid for all students in the state.

Status: Referred to Committee on Higher Education 2/10/22

Notes:

[AB 1964 \(Fong\)](#) – California State University and California Community Colleges: course articulation: ethnic studies.

This bill would require the Chancellor of the California Community Colleges and the Chancellor of the California State University to ensure that at least one course identification (C-ID) descriptor number in certain ethnic studies areas is issued, as provided. The bill would require each California State University campus to accept any community college course articulated or approved, as specified, as meeting the campus' lower division ethnic studies course graduation requirement. The bill would prohibit a California State University campus from revoking the approval of any community college course previously accepted as meeting the campus' lower division ethnic studies course graduation requirement, except as provided. To the extent the bill would impose new duties on community college districts, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Higher Education 3/24/22

Notes: See [LACCD Board of Trustees March 16, 2022](#); Watch

[AB 2122 \(Choi\)](#) – Public postsecondary education: mental health hotlines: student identification cards.

This bill would authorize each campus of the California State University, the California Community Colleges, and the University of California to establish a campus mental health hotline for students to access mental health services remotely. The bill would require each campus of the California State University and the California Community Colleges, and request each campus of the University of California, with a campus mental health hotline to have printed on either side of student identification cards the telephone number of the campus mental health hotline for a student identification card issued to a student on or after January 1, 2023, as specified.

Official ASCCC Position/Resolutions: ASCCC Support See Adopted [Resolutions](#) S22 05.01; The ASCCC supports and advocates for funding for mental health resources, services: Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning*, Resolution [S16 06.04](#) *Mental Health Services*

Status: Re-referred to Committee on Appropriations 4/6/22

Notes: See [Resolutions](#) for Discussion S22 05.01

[AB 2255 \(Fong\)](#) – The Affordable Broadband Service Program for California Dreamers.

This bill would establish the Affordable Broadband Service Program for California Dreamers. The bill would require the program to be developed and administered by the Student Aid Commission, in consultation with the Public Utilities Commission, to provide affordable broadband service to eligible students, as defined. The bill would make an unspecified appropriation from the General Fund to the Student Aid Commission for purposes of the program.

Official ASCCC Position/Resolutions: ASCCC delegates passed [Resolution F21 11.01](#) *Equitable Access to Technology*

Status: Amended and Re-referred to Committee on Higher Education 3/22/22

Notes: *ASCCC Legislative and Advocacy Committee recommends ASCCC Support 4-12-22; under consideration at May 6, 2022 Executive Committee Meeting.*

[AB 2266 \(Santiago\)](#) – Community colleges: California college promise: fee waiver eligibility

This bill would remove, for purpose of eligibility for the fee waiver, the qualification that students be first-time students and the exclusion of students who have previously earned a degree or certificate from a postsecondary educational institution.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/3/22

Notes:

[AB 2456 \(McCarty\)](#) – Cal Grant Program: student eligibility.

For purposes of the Cal Grant Program, this bill would instead define, except for a community college student, “part time” to mean 12 to 29 semester units, inclusive, or the equivalent taken in an award year when 6 or more semester units or the equivalent are taken each semester or the equivalent. The bill would define, except for a community college student, “full time” to mean 12 or more semester units or the equivalent taken in a semester for initial Cal Grant eligibility until the start of the 2023–24 award year and for renewal of Cal Grant eligibility until the start of the 2026–27 award year. The bill would define, except for a community college student, “full time” to mean 30 or more semester units or the equivalent taken in an academic year for initial Cal Grant eligibility commencing with the start of the 2023–24 award year, for subsequent renewals of that eligibility for the 2024–25 and 2025–26 award years, and for all renewals of Cal Grant eligibility commencing with the start of the 2026–27 award year.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Higher Education 3/28/22

Notes:

[AB 2459 \(Cervantes\)](#) – Postsecondary education: student housing: guarantee.

This bill would require the California State University, the University of California, independent institutions of higher education, as defined, and private postsecondary educational institutions, as defined, that maintain student housing facilities, to guarantee, at a minimum, one year of student housing for all incoming freshman and transfer students.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/3/22

Notes: Impacts transfer students

[AB 2617 \(Holden\)](#) – Pupil instruction: College and Career Access Pathways partnerships: best practices: communication and marketing strategy.

This bill would appropriate \$500,000,000 from the General Fund to the State Department of Education for the department, in consultation with the office of the Chancellor of the California Community Colleges, by July 1, 2023, to administer a competitive grant program to enable local educational agencies to establish opportunities for pupils to obtain college credits while enrolled in high school and provide dual enrollment opportunities, as provided. The bill would authorize local educational agencies to apply for one-time grants of up to \$500,000 to support costs associated with coupling robust pupil advising and success supports with available dual enrollment and accelerated college credit opportunities. The bill would authorize local educational agencies to also apply for one-time grants of up to \$250,000 to support the costs to plan for, and start up, a middle college or early college high school that is located on the campus of a local educational agency, as provided. The bill would authorize local educational agencies to also apply for one-time grants of up to \$100,000 to establish a CCAP partnership, as provided.

This bill would require the ~~State Department of Education and the office of the Chancellor of the California Community Colleges, department and the chancellor's office~~, in consultation with experts in the field of CCAP partnerships, to identify best practices for CCAP partnerships and appropriate financial incentives for school districts and community college districts to participate in CCAP partnerships, and to distribute the best practices to school districts and community college districts on or before September 1, 2024. The bill would also require, on or before September 1, 2024, the department and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships and other key stakeholders, to develop a statewide pupil- and parent-centered communication and marketing strategy that includes specified outreach and information, in order to increase the visibility of the CCAP partnerships for all secondary pupils in California.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: Amended and Re-referred to Referred to Committee on Education 4/7/22 also Re-referred to Committee on Higher Education 3/22/22

Notes: See [AB 103 \(Holden\)](#) – College and Career Access Pathways partnerships: best practices: communication and marketing strategy, which died in committee.

[AB 2624 \(Kalra\)](#) – Public postsecondary education: course materials.

This bill would require each campus of the California Community Colleges and the California State University, and request each campus of the University of California, to prominently display the estimated costs for each course of all required course materials, and fees directly related to those materials, for no less than 75% of the total number of courses on the online campus schedule. The bill would define, for purposes of this requirement, “course materials” to include digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/10/22

Notes: OER Director is working with the author.

[AB 2738 \(Reyes\)](#) – Public postsecondary education: community colleges: matriculation: assessment.

This bill would require, on or before January 1, 2024, the governing board of each community college district to make available to the public, as specified, the schedule of courses that must be completed to obtain, and the number of academic years, months, semesters, or terms that it takes to obtain, each associate of arts degree and certificate offered by a community college maintained by the district. The bill would require, on or before January 1, 2024, the governing board of each community college district to offer each course required for the completion of each associate of arts degree and each certificate offered by a college and, to the extent that this requirement is not practicable, would require the governing board to (1) hold a public hearing and make findings on why its compliance with the requirement is not practicable, (2) develop, approve, and present to the chancellor’s office, for the chancellor’s office’s review and approval, a plan to comply with the requirement within the earliest timeframe possible, up to a maximum of 6 years, as provided, and (3) make its findings and plan available to the public, as specified. By imposing new duties on community college districts, this bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/17/22

Notes:

[AB 2810 \(Arambula\)](#) – Student nutrition: CalFresh: student eligibility: Federal Application for Student Aid data.

This bill would state the intent of the Legislature to codify the federal administrative guidance encouraging institutions of higher education to use FAFSA data to inform students of eligibility for CalFresh. The bill would conform a definition of “half-time” student to the federal definition, for the purposes of determining CalFresh eligibility.

This bill would require each campus of the California State University and each community college district to use FAFSA data to identify students who meet the income requirements of the CalFresh program. The bill would require each campus of the California State University and each community college district to email those students to inform them that they may qualify for the CalFresh program if they meet one of the exemptions for CalFresh student eligibility for pupils enrolled in college or other institutions of higher education at least one-half time, as

provided. The bill would require the email notifications to encourage potentially eligible students to contact the local county welfare agency and to include contact information for the local county welfare agency and the designated campus staff who can assist the student in applying for the CalFresh program, as provided. By imposing new requirements on community college districts, the bill would impose a state-mandated local program. The bill would encourage each campus of the University of California, each independent institution of higher education, and each private postsecondary educational institution to conduct the same email outreach, as provided. The bill would require FAFSA data to only be used to inform students of their potential CalFresh Program eligibility.

Official ASCCC Position/Resolutions:

Status: Referred to Committees on Higher Education and Human Services 3/17/22

Notes:

Senate Bills (SB)
(2022 bills begin with SB 829)

SB (Author) – Title

Official ASCCC Position/Resolutions:

Status:

Notes:

[SR 45 \(Min, 2021\)](#) – Relative to Academic Freedom

Resolved by the Senate of the State of California, That the Senate recognizes that academic freedom, as defined by the American Association of University Professors, entitles teachers to “full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution”; and be it further

Resolved, That the Senate recognizes that academic freedom, as defined by the American Association of University Professors, entitles teachers to freedom in the classroom discussing their discipline, and states that teachers should not introduce into their teaching matter that has no relation to their discipline; and be it further

Resolved, That under an academic freedom policy, a faculty member can, within their discipline, articulate or even advocate positions or concepts that may be controversial in nature without fear of retribution or reprisal by the institution; and be it further

Resolved, That the Senate declares that academic freedom is an essential requisite for teaching and learning in California Community Colleges; and be it further
Resolved, That the Secretary of the Senate transmit copies of this resolution to the Board of Governors of the California Community Colleges and the Chancellor of the California Community Colleges.

Official ASCCC Position/Resolutions: ASCCC Support: See Adopted [Resolutions](#) S22 06.02; [Support as of 2/5/22](#). The ASCCC has long supported academic freedom: Resolution [F20 06.02](#) Legislative and Systemic Support for Academic Freedom; ASCCC Paper: [Protecting the Future of Academic Freedom During a Time of Change](#), Adopted Fall 2020; ASCCC Paper: [Academic Freedom and Tenure: A Faculty Perspective](#), Adopted Spring 1998; Resolution [F18 01.03](#) Academic Freedom: ASCCC and Local Senate Recommendations; Rostrum Article: [Academic Freedom and Equity](#), November 2020;

Status: **Adopted 4/4/22**

Notes: FACCC is a sponsor

Other Bills of Interest

Assembly Bills (AB)

[AB 1602 \(McCarty\)](#) – Student, faculty, and staff housing: California Student Housing Revolving Loan Fund Act of 2022.

This bill would establish the California Student Housing Revolving Loan Fund Act of 2022 to provide zero-interest loans to qualifying applicants of the University of California, the California State University, and the California Community Colleges for the purpose of constructing affordable student housing and faculty and staff housing, as specified. The bill would establish the California Student Housing Revolving Fund as a continuously appropriated fund in the State Treasury, thereby making an appropriation. The bill would state the intent of the Legislature to appropriate \$5,000,000,000 for purposes of the housing loans. The bill would require the California School Finance Authority and the California Educational Facilities Authority to submit a report, by March 15, 2024, to the Department of Finance and the budget committees of the Assembly and Senate containing information on the act, as provided. The bill would apply certain provisions of the California Educational Facilities Authority Act to the University of California and the California State University for purposes of housing projects, as defined.

This bill would declare that it is to take effect immediately as an urgency statute.

Official ASCCC Position/Resolutions:

Status: Re-referred to Appropriations Committee Suspense File 3/30/22

Notes: Additional authors

[AB 1719 \(Ward\)](#) – Housing: Teacher Housing Act of 2016: faculty and community college district employees.

This bill would expand the authorized scope of a program established under the Teacher Housing Act of 2016 to include housing for faculty and community college district employees and would make various conforming changes in this regard. ~~The bill would also specify that a school district or community college district may allow foster youth or former foster youth to occupy housing created through the program.~~

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Education 4/6/22

Notes:

[AB 1736 \(Choi\)](#) – Community Colleges: student government.

This bill would additionally allow a student to be elected to serve as an officer in the student government if they are enrolled ~~with a minimum of 25 clock hours per semester or the equivalent quarter clock hours,~~ *in an adult education program offered by a community college district,* or are a disabled student, as defined.

Official ASCCC Position/Resolutions:

Status: Amended and Referred to Committees on Housing & Community Development and Education 3/22/22

Notes:

[AB 1752 \(Santiago\)](#) – Community colleges: part-time employees. (Pay parity)

This bill would require persons who are employed to teach adult or community college classes part time, as provided, to receive compensation in at least an amount that bears the same ratio to the amount provided to full-time employees as the time actually served by those part-time employees bears to the time actually served by full-time employees with comparable duties. The bill would impose this pay requirement upon the expiration or renewal of existing collective bargaining agreements, as provided.

This bill would also require community college districts, as a condition of receiving funds allocated for the Student Success and Support Program in the annual Budget Act, to commence

the negotiation of terms of compensation consistent with the proportional pay requirement for part-time employees, as well as terms governing reemployment preferences and evaluation processes, no later than the expiration of any negotiated agreement in effect on January 1, 2023, and for any community college district that does not have a collective bargaining agreement in effect as of January 1, 2023, upon the effective date of the bill.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/6/22

Notes:

[AB 1764 \(Medina\)](#) – Public postsecondary education: student housing: survey.

This bill would require CCC and CSU and request UC to collect data on student housing insecurity. It would require the Department of General Services to approve plans and specifications for a residence for students attending a campus of a community college upon a request by the community college district.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations 4/6/22

Notes:

[AB 1796 \(Choi\)](#) – Public postsecondary education: reenrollment.

This bill would require the California State University, and request the University of California, to require each campus in their respective systems to grant students up to five years to reenroll in their baccalaureate degree program after withdrawing, as specified.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/6/22

Notes:

[AB 1856 \(Medina\)](#) – Community colleges: part-time employees. (increase the maximum hours to 85% of full-time)

This bill would instead require community colleges, as a condition of receiving funding allocated for the Student Equity and Achievement Program, to negotiate in good faith with the exclusive

representatives for part-time, temporary faculty on the terms of the reemployment preference for part-time, temporary faculty assignments and the regular evaluation process for part-time, temporary faculty. The bill would instead require that negotiation on reemployment preference for part-time, temporary faculty assignments be based on the minimum standards not exceeding 80% to 85% of a full-time equivalent load, and would prohibit the community college district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by an individual part-time, temporary faculty member and the district. The bill would require the community college district to commence the negotiation of these terms no later than the expiration of any negotiated agreement in effect on January 1, 2023, and for any community college district that does not have a collective bargaining agreement in effect as of January 1, 2023, upon the effective date of the bill. The bill would make conforming changes and repeal obsolete provisions.

This bill would change the maximum time a part-time, temporary employee may teach, without becoming a contract employee, to 85% of the hours per week of a full-time employee having comparable duties.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/6/22

Notes:

[AB 1913 \(Bryan\)](#) – Los Angeles Community College District: California Center for Climate Change Education.

This bill would establish the California Center for Climate Change Education, as part of the Los Angeles Community College District, to be located at West Los Angeles College, ~~for purposes of establish partnerships and developing educational resources to assist students and faculty of the state's public elementary, secondary, and postsecondary systems by providing fact-based education about climate change and its direct relation to equity and environmental justice issues.~~ *to promote climate change education at the California Community Colleges and establish opportunities for students to engage in hands-on internships and other learning opportunities.* The bill would appropriate \$5,000,000 from the General Fund for the development and initial operations of the center. To the extent the bill would impose additional obligations on the Los Angeles Community College District, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Higher Education 3/29/22

Notes: Amendments include consultation with Academic Senates for CCCs, CSU, and UC

[AB 1942 \(Muratsuchi\)](#) – Community colleges: funding: instructional service agreements with public safety agencies.

This bill would require instruction provided by community college districts under instructional service agreements with public safety agencies, as defined, to be funded under the apportionment formula used for instruction in career development and college preparation.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/6/22

Notes:

[AB 1987 \(Salas\)](#) – Postsecondary education: student mental health spending: report.

This bill would require the University of California, the California State University and the Chancellor’s Office of the California Community Colleges to submit a report by March 1 each year to the Department of Finance and the relevant policy and fiscal committees of the Legislature on the use of funds allocated for student mental health resources, as specified.

Official ASCCC Position/Resolutions ASCCC Support See Adopted [Resolutions](#) S22 05.01; The ASCCC supports and advocates for funding for mental health resources, services: Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning*, Resolution [S16 06.04](#) *Mental Health Services*

Status: Re-referred to Committee on Appropriations 4/6/22; Read second time and amended 4/7/22

Notes: See [Resolutions](#) for Discussion S22 05.01

[AB 1998 \(Smith\)](#) – Community colleges: nonresident tuition fees: Western Undergraduate Exchange.

This bill would authorize the board of governors to enter into the Western Undergraduate Exchange through the Western Interstate Commission for Higher Education. The bill would authorize community college districts with 3,000 or fewer full-time equivalent students to also exempt students from states that participate in the Western Undergraduate Exchange from the mandatory fee requirement, as provided.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Higher Education 3/28/22

Notes:

[AB 2187 \(Luz Rivas\)](#) – Postsecondary education: instructional strategies: the California Computer Science Project

This bill would authorize the establishment and maintenance of the California Computer Science Project as a 10th subject matter project pursuant to these provisions.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 2/24/22

Notes:

[AB 2315 \(Arambula\)](#) – Community colleges: records: preferred or affirmed names

This bill would require the governing board of each community college district to implement a process by which students, staff, and faculty can declare an affirmed name, gender, or both name and gender identification to be used in records where legal names are not required by law. This bill would, commencing with the 2023–24 academic year, require each community college campus to be capable of allowing students, staff, or faculty to declare an affirmed name, gender, or both name and gender identification. By imposing new duties on community college districts, the bill would constitute a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Higher Education 3/28/22

Notes: FACCC sponsored

[AB 2371 \(Santiago\)](#) – Public postsecondary education: California State University: tuition

This bill would prohibit the charging of tuition or mandatory systemwide fees for enrollment at a campus of the California State University for any academic year, for up to 2 academic years, to a California Community College resident transfer student who has completed an associate degree for transfer and has received a fee waiver, as provided. Upon the enactment of an appropriation for this purpose, the bill would require the Chancellor of the California State University to distribute funding to each California State University campus to offset the costs of waiving tuition and mandatory systemwide fees to transfer students pursuant to this bill. The bill would make implementation of its provisions contingent upon the enactment of an appropriation for its purposes.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/3/22

Notes:

[AB 2401 \(McCarty\)](#) – Teacher preparation programs: planning grants and implementation or expansion grants

This bill would revise and recast that program to instead require the commission to award planning grants of up to \$250,000 each to regionally accredited institutions of higher education to develop plans for the creation of integrated programs of professional preparation that lead to more credentialed teachers either in shortage fields or that reflect a local educational agency's community diversity, as provided. The bill would require the commission to award implementation or expansion grants of up to \$500,000 each for regionally accredited institutions of higher education to develop new, or expand existing, programs of professional preparation or to establish a new partnership with a California community college, as provided. The bill would require a regionally accredited institution of higher education to provide program and outcome data for at least 5 years after receiving the implementation or expansion grant. The bill would make these grant programs contingent upon appropriation of funds in the annual Budget Act or another statute.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/3/22

Notes:

[AB 2449 \(Blanca Rubio\)](#) – Open meetings: local agencies: teleconferences

This bill would authorize a local agency to use teleconferencing without complying with those specified teleconferencing requirements if at least a quorum of the members of the legislative body participates in person from a singular location clearly identified on the agenda that is open to the public and situated within the local agency's jurisdiction. The bill would impose prescribed requirements for this exception relating to notice, agendas, the means and manner of access, and procedures for disruptions. The bill would require the legislative body to implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with federal law.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Local Government 3/3/22

Notes:

[AB 2683 \(Gabriel\)](#) – Postsecondary Education: sexual violence and harassment: training and resources.

This bill would instead require each campus of the California Community Colleges and the California State University, and would request each campus of an independent institution of higher education, as defined, a private postsecondary educational institution, as defined, and the University of California, to post educational and preventive information on sexual violence and sexual harassment on its campus internet website, as specified. The bill would also revise and recast certain provisions related to this educational and preventive information to include both sexual violence and sexual harassment, as defined.

~~This bill would, beginning on ~~January~~ *September* 1, 2024, and each year thereafter, require ~~a postsecondary institution, as defined, and request each campus of the University of California, to annually train its students, as defined, on sexual violence and sexual harassment regardless of whether a student lives on or off campus. The bill would require the training to cover specified topics and would authorize a postsecondary institution to implement the training through a new training for students or by integrating the required content into existing trainings conducted by a postsecondary institution. The bill would also require a postsecondary institution, and would request each campus of the University of California, to update its internet website to contain specified information regarding these topics on or before January 1, 2024.~~ *the California Community Colleges, the California State University, independent institutions of higher education that receive state financial assistance, and private postsecondary educational institutions that receive state financial assistance, and would request the University of California, to annually train its students on sexual violence and sexual harassment and cover certain topics, including, among other topics, the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity, as specified. The bill would, beginning September 1, 2024, and each year thereafter, require students attending the California Community Colleges to complete their annual training within 6 months of the beginning of the academic year.*~~

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/6/22

Notes:

[AB 2692 \(Choi\)](#) – Public postsecondary education: priority registration for members and former members of the Armed Forces of the United States.

This bill would add the United States Space Force to the definition of “Armed Forces of the United States.”

Official ASCCC Position/Resolutions:

Status: Referred to Committees on Higher Education and Military & Veterans Affairs 3/10/22

Notes:

[AB 2820 \(Medina\)](#) – The California Online Community College.

This bill would make the California Online Community College Act inoperative on January 1, 2024. On or before January 1, 2024, the bill would appropriate the California Online Community College's funding for specified purposes at the California Community Colleges, as provided.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/17/22

Notes:

[AB 2881 \(Berman\)](#) – Public postsecondary education: students with dependent children.

This bill would ~~state the intent of the Legislature to enact future legislation that would support students with dependent children who are enrolled at the state's public segments.~~ *require the California State University and each community college district, and request the University of California, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, to grant priority in that system for registration for enrollment to a student parent, as defined. By imposing additional duties on community college districts, the bill would impose a state-mandated local program.*

This bill would specifically require each Basic Needs Center to also ensure that students have the information they need to enroll in the California Special Supplemental Food Program for Women, Infants, and Children (WIC). To the extent the bill imposes additional duties on community college districts, the bill would impose a state-mandated local program.

This bill would add educational information and eligibility requirements for the California Special Supplemental Food Program for Women, Infants, and Children (WIC) to that requirement and request. By imposing additional duties on community college districts, the bill would impose a state-mandated local program.

This bill would specifically add the California Special Supplemental Food Program for Women, Infants, and Children (WIC) to that list of public services and programs. The bill would also require each campus of the California State University and of the California Community Colleges, and request each campus of the University of California, by no later than February 1, 2023, to host on its internet website, as provided, a student parent internet web page that includes information on all on- and off-campus student parent services and resources, as specified. By imposing additional duties on community college districts, the bill would impose a state-mandated local program. The bill would include legislative findings and declarations, and state legislative intent, relating to these provisions.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Higher Education 3/29/22

Notes:

Senate Bills (SB)

[SB 885 \(Laird\)](#) – Community colleges: ~~Cooperating Agencies Foster Youth Educational Support Program.~~ *Current and former foster youth support: NextUp.*

This bill would ~~expand that~~ *rename the Cooperating Agencies Foster Youth Educational Support Program as NextUp, and would expand authorization for the program* by removing the 20 community college district ~~limit,~~ *limit.* *The bill would instead authorize the Chancellor of the California Community Colleges to enter into agreements with community college districts to provide, and allocate to selected community colleges within a community college district, funds for services in support of postsecondary education for foster youth, and would make conforming changes. The bill would require a community college district that wishes to participate in the program to submit a letter of interest to participate to the Board of Governors of the California Community Colleges, as specified.*

This bill would authorize students enrolled in fewer than 9 units to be accepted into the program if enrollment is part of an academic plan designed to move the students toward subsequent enrollment in at least 9 units.

This bill would instead authorize the chancellor to designate up to 1% of funds allocated to the program for program administration, program development, and program accountability.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Appropriations 3/31/22

Notes:

[SB 886 \(Wiener\)](#) – California Environmental Quality Act: exemption: public universities: housing projects.

This bill would ~~make a nonsubstantive change to the provision relating to the public review period for those draft environmental impact reports.~~ *exempt from CEQA a student housing project, as defined, or a faculty and staff housing project, as defined, carried out by a public*

university, as defined, on real property owned by the public university if the project meets certain requirements and the project is not located, in whole or in part, on certain sites, including a site that is within a special flood hazard area subject to inundation by a 1% annual chance flood or within a regulatory floodway as determined by the Federal Emergency Management Agency, as provided. The bill, with respect to a site that is within a special flood hazard area subject to inundation by a 1% annual chance flood or within a regulatory floodway, would prohibit a local government from denying an application on the basis that a public university did not comply with any additional permit requirement, standard, or action adopted by that local government applicable to the site if the public university is able to satisfy all applicable federal qualifying criteria in order to demonstrate that the site meets these criteria and is otherwise eligible to be exempt from CEQA pursuant to the above requirements. By imposing additional duties on local governments, this bill would impose a state-mandated local program. The bill would provide that a student housing project or a faculty and staff housing project is not exempt from CEQA if, among other things, the project would require the demolition of specified housing or a historic structure that is listed on a national, state, or local historic register.

Official ASCCC Position/Resolutions:

Status: Amended and re-referred to Committee on Environmental Quality 3/21/22

Notes: SSCCC working with author

[SB 1141 \(Limón\)](#) – Public postsecondary education: exemption from payment of nonresident tuition.

This bill would reduce, for purposes of eligibility for this exemption from paying nonresident tuition, the total years of full-time attendance in certain California schools, the years of full-time high school coursework in California, and the total years of attendance in California elementary schools and California secondary schools required from 3 or more years to 2 or more years, and would make a conforming change.

Official ASCCC Position/Resolutions: [ASCCC Support \(3/29/22\)](#)

Status: Re-referred to Committee on Appropriations 3/30/22

Notes: See SB 68 – this is designed to expand AB 540. Request LAC to consider recommending support.

[SB 1160 \(Durazo\)](#) – Public postsecondary education: exemption from payment of nonresident tuition.

This bill would delete the exception from this provision made for a person the term “immigrant,” as defined, from “before the exception” The bill would therefore make the person eligible for the

exemption from nonresident tuition made by this provision if the nonimmigrant “alien meets” its requirements.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Education 3/2/22

Notes:



Executive Committee Agenda Item

SUBJECT: Culturally Responsible Student Services, Student Support, and Curriculum		Month: May	Year: 2022
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: May	Year: 2022
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards Equity Driven Systems and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the progress and work towards Equity Driven Systems and discuss future direction.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Transfer in the Higher Education System		Month: May	Year: 2022
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards Transfer in the Higher Education System and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on progress and work towards Transfer in the Higher Education System and discuss future direction.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: AB 705 Paper Outline		Month: May	Year: 2022
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for the AB 705 paper in order to complete resolution 18.01 F2020.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 18.01 F2020 that calls for the development of a paper (and other resources) to assist colleges with the successful implementation for AB 705. The Data and Research Task Force has been given access to the AB 705 and AB 1805 submissions by the Chancellor’s Office and the submissions of the three ASCCC surveys will be completed by April 15. The DRTF has composed an outline for the paper based upon the information expected to be received from the surveys and the data that is currently available from the Chancellor’s Office. The intent is for the paper to be completed and presented for adoption at the Spring 2023 Plenary Session.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Changes to Assessment, Placement, and Instruction in English, English as a Second Language, and Mathematics: An Examination of AB 705 (Irwin 2017)

1. Introduction
 - a. Resolution
 - b. Overview of Law, Regulation, and CCCCCO Guidance (Include AB1705 and AB1805)
 - c. Summary of findings
 - d. Summary of Paper
2. Data collection
 - a. ASCCC Survey
 - i. How many schools completed it/didn't complete
 - ii. Demo info about the school (Can be obtained from Datamart/Follow up with college)
 - b. CCCCCO templates
 - c. Follow Up with Specific Colleges
 - d. Faculty and Student Perspectives on AB705 (**Note:** This would require an additional data collection from colleges identified from the first surveys)
3. Landscape of Implementation
 - a. English
 - i. Support Models
 - ii. Stretch Courses
 - iii. Contextualized Offerings
 - iv. Noncredit
 - b. Mathematics
 - i. Statistics and Liberal Arts Mathematics
 1. Support Models
 2. Stretch Courses
 3. Contextualized Offerings
 - ii. Business and STEM
 1. Support Models
 2. Stretch Courses
 3. Contextualized Offerings
 4. Transitions from SLAM
 - iii. Future of Intermediate Algebra
 1. Noncredit Alternative
 2. Mathematics Options for Terminal AA/AS Students
 3. Mathematics Options for Adult School Graduates/Non-high School Graduates
 4. Impacts on Enrollment from Students Unwilling to Take Transfer-Level Mathematics
 - c. English as a Second Language
 - i. Restructuring of Sequences
 - ii. Transitions from Noncredit to Credit

- iii. Support Models
 - iv. ESL versions of English Composition
 - v. ESL Faculty Teaching English Composition
4. Impacts of Implementation
- a. Impacts on Enrollments and Retention
 - b. Impacts on Other Disciplines
 - c. Impacts on Majors Selected - Have any of the three disciplines seen greater impacts than the others?
 - d. Impacts on faculty workload and burnout
 - e. Impacts on tutoring centers
 - f. Impacts on Equity Gaps
 - i. Strategies to Address Equity Issues
 - g. Overlap of SCFF and AB705
 - h. Impacts on Student Retention and Completion
 - i. Impacts on Financial Aid
 - j. Impacts on Total Units Completed by Students
5. Conclusions
- a. Where the system is and where the system needs to go over the coming years - Changes to the System's Mission
 - b. Summary of findings
 - c. Recommended strategies for colleges to explore
 - d. Recommendations to the body
6. References

Executive Committee Agenda Item

SUBJECT: Data and Research Committee		Month: May	Year: 2022
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Data and Research Committee.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

ACTION: The Executive Committee will consider approval of the Data and Research Committee

Data and Research Committee Proposed Charge

The charge of the Data and Research Committee (DRC) is to assist local academic senates in using data effectively to evaluate educational programs and services to improve teaching, learning, and student success. The DRC will work with ASCCC Standing Committees, task forces, and other workgroups to establish and improve data-driven processes to advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in areas of academic and professional matters. The DRC may also conduct data analyses to assess the effectiveness of statewide issues and initiatives in areas of academic and professional matters.

History:

The ASCCC Executive Committee approved convening the Data and Research Task Force at the June 2022 Executive Committee Meeting. Below is the June 2022 Agenda item. As program design and improvements in education are becoming more data driven, local academic senates as well as the ASCCC have need for professional development and learning in data-driven decision-making and data analysis on local and statewide issues and initiatives. The DRTF has much work to do, with more in the future. In addition, the ASCCC has a research analyst on staff. An earlier version of a Research Committee existed in 1987² and into the 1990s at a minimum:

The charge of the (now retired) Research Committee is to enable research support for assigned goals of the standing committees, to assess project requests, and to work with committee chairs to link them to available and project-appropriate researchers screened by the committee. The State Academic Senate's

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

² Resolution S87 07.04: <https://www.asccc.org/resolutions/local-senates-research> and Resolution F94 01.03: <https://www.asccc.org/resolutions/research-positions-academic-senate>

Research Committee is dedicated to supporting faculty research efforts in areas such as accreditation and program review.

June 2022 Agenda Item to Convene the Data and Research Task Force:

During the 2020 Fall Plenary Session, the ASCCC delegates passed Resolution [F20 18.01](#): Paper Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways.

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The resolution was assigned to both the Guided Pathways Task Force (GPTF) and the Curriculum Committee. Much of the first resolved statement has been addressed by the GPTF but there is still ongoing work. In order to meet the second resolved statement, it is recommended that the ASCCC convene a Data and Research Task Force to write the paper. The GPTF disseminated a survey to collect preliminary qualitative data to help inform the research questions and focus of the paper. The survey closed May 7, 2021.

Data and Research Task Force Proposed Charge

The Data and Research Task Force (DRTF) is convened to respond to Resolution F20 18.01 and to assist local academic senates in using data effectively to improve teaching and learning. The DRTF will work to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters and leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.



Executive Committee Agenda Item

SUBJECT: 2022 Faculty Leadership Institute – Final Read		Month: May	Year: 2022
		Item No: IV. G.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the final draft for the 2022 Faculty Leadership Institute.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Leadership Institute is scheduled to be held in-person and virtual via Pathable on June 15-18, 2022. Attached is a second and final draft of the program. The Executive Committee will consider for approval the final draft of the Faculty Leadership Institute program.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Award Rubric Evaluations		Month: May	Year: 2022
		Item No: IV. H.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss and provide feedback on the updated rubrics for the Stanback-Stroud Award and the Hayward Award.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	x
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

BACKGROUND: Chancellor’s Office Strategies

*Tasked Strategy: **Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards** (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).*

Proposed Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; statewide associations to take similar actions.

ASCCC Activity: Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and rubrics to further embed DEI; evaluate diversity of past winners using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates

ASCCC Assignment: Standards and Practices Committee

Desired Outcomes:

1. Stanback-Stroud Award Rubric –ASCCC Executive Board 2nd Read/Action of Approval
2. The Hayward Award Rubric- ASCCC Executive Board Discussion Item

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



ACADEMIC SENATE
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Stanback-Stroud Diversity Award – Rubric (21-22) Revisions

- Nomination documents" (score 0-3)
- Creating an inclusive and supportive campus climate" (score 0-4)
- Implementing effective teaching and learning strategies"(score 0-4)
- Fostering student engagement in campus life" (score 0-4)
- Evidence of diversity, equity and inclusivity activities (0-5)
- Facilitating student access, retention, and success" (score 0-5)

Overall total: Possible 25

	0	1	2	3	4	5
a. Nomination documents (0-3)	Not present	Nominee’s application from the nominee and Statement from the nominator provide justification for nomination	Nominee’s application and statement from the nominator provide justification for nomination AND letters of support	Nominee’s application from the nominee and statement from the nominator that provide comprehensive, clear and detailed justification for nomination AND letters of support	--	--
b. Creating an inclusive and supportive campus climate (0-4)	Not present	Listed contributions of creating an inclusive and supporting campus climate but lacks supporting detail	Minimal quantitative OR qualitative evidence of creating an inclusive and supporting campus climate	Some quantitative AND qualitative evidence of creating an inclusive and supporting campus climate	Significant quantitative AND qualitative evidence of a broad and sustained effort to create an inclusive and supportive campus climate	--
c. Implementing effective teaching and learning strategies (0-4)	Not present	Listed implementing effective teaching and learning strategies but lacks supporting detail	Minimal quantitative OR qualitative evidence of implementing effective teaching and learning strategies	Some quantitative AND qualitative evidence of implementing effective teaching and learning strategies	Significant quantitative AND qualitative evidence a broad and sustained effort to implement effective teaching and learning strategies	--
d. Fostering student engagement in campus life (0-4)	Not present	Listed contributions to student engagement but lacks supporting detail	Minimal quantitative OR qualitative evidence of the contribution to student engagement	Some quantitative AND qualitative evidence of the contribution to student engagement	Significant quantitative AND qualitative evidence of widespread student engagement in a sustained manner	--
e. Evidence of diversity, racial/ethnic equity, and inclusivity activities (0-5)	Not Present	Listed evidence of diversity, racial/ethnic equity and inclusion activities but lacks supporting detail	Minimal quantitative OR qualitative evidence of activities leading to increased diversity, racial/ethnic equity, and inclusion	Some quantitative AND qualitative evidence of activities leading to increased diversity, racial/ethnic equity, and inclusion	Significant quantitative AND qualitative evidence of a broad pattern of activities leading to diversity, racial/ethnic equity, and inclusion	Exemplary quantitative AND qualitative evidence of a comprehensive pattern of activities that demonstrate diversity, racial/ethnic equity, and inclusion

<p>f. Facilitating student access, retention, and success (0-5)</p>	<p>Not present</p>	<p>Listed activities leading to increased student access, retention, and success but lacks supporting detail</p>	<p>Minimal quantitative OR qualitative evidence of activities leading to increased student access, retention, and success</p>	<p>Some quantitative AND qualitative evidence of activities leading to increased student access, retention, and success</p>	<p>Significant quantitative AND qualitative evidence of a broad pattern of activities leading to increased student access, retention, and success</p>	<p>Exemplary quantitative AND qualitative evidence of a comprehensive pattern of activities that demonstrate increased student access, retention, and success</p>
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The Hayward Award– Rubric (2021-22) Revisions

- a. Commitment to serving and empowering students from diverse backgrounds and experiences (0-5 points)
- b. Participation in campus, professional, and/or student activities (0-5 points)
- c. Commitment to education and currency in the discipline (0-5 points)
- d. Commitment to the mission of California community colleges (0-5 points)
- e. Community, state and/or national activities that represent the profession (0-5 points)

Total points possible 25

	0	1	2	3	4	5
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but lacks evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating minimal commitment to serving students included in the application.	Evidence detailing some activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	Significant evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.	Exemplary evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) and willingness to go beyond standard expectations in job description.
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows limited participation in one or more campus activities.	Evidence shows engaged participation and leadership in at least one campus activity or project.	Evidence shows engaged senior leadership (president, chair, etc.) in at least one campus activity or project.	Evidence shows long term engaged senior leadership (president, chair, etc.) in multiple campus activities and projects.	Exemplary evidence shows long term engaged senior leadership (president, chair, etc.) in multiple campus activities and projects that demonstrate inclusion,

						diversity, equity, anti-racism and accessibility (IDEAA)
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and limited engagement in discipline related activities.	Evidence of engagement in at least one regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in multiple organizations and sustained engagement with department faculty and students to similarly engage them in their discipline communities.	Exemplary Evidence of engagement in multiple organizations and sustained engagement with department faculty and students to similarly engage them in their discipline communities with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
d. Commitment to the mission of California community colleges	Not present	Description details an understanding of one or two aspects of the community college mission.	Description details a broad understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of commitment to open access.	Evidence of criteria from #2 with a description of some candidate activities that directly support open access and student success.	Strong evidence for multiple activities directly supporting several aspects of the CCC mission. Evidence of activities being institutionalized that lead to sustained support for open access and helping students succeed across the curriculum.	Exemplary evidence for multiple activities directly supporting several aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA). Evidence of activities being institutionalized that lead to sustained support for open access and helping students succeed across the curriculum.
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and limited representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of sustained representation in at least one regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of sustained representation in at least one of the previously mentioned organizations in a leadership role to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of sustained representation in several of the previously mentioned organizations as an experienced leader and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes.	Exemplary evidence of sustained representation in several of the previously mentioned organizations as an experienced leader and evidence of engagement with other like-minded participants to improve inclusion, diversity, equity, anti-racism and accessibility (IDEAA).



Executive Committee Agenda Item

SUBJECT: ASCCC Speaker/Presenter Agreement & ASCCC Local College Visit Terms and Conditions		Month: May	Year: 2022
		Item No: IV. I.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for adoption the ASCCC Speaker/Presenter Agreement & ASCCC Local College Visit Terms and Conditions developed by the Standards and Practices Committee.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker/Karla Kirk	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices Committee has conducted a review of the recommended ASCCC Recording Policy discussed during the March 2022 ASCCC Executive Committee and revised the document. This charge followed the Recording Policy Sub-Committee developed formation on 12/04/21 to make recommendations on what could be recorded, and an Executive Committee first read. The Academic Senate for California Community Colleges Meetings or Event Audio/Video Recording Policy was approved on 4/6/22. The documents for review and action are to support the recently approved policy.

Attached documents are as follows:

- Academic Senate for California Community Colleges Speaker/Presenter Agreement
- Academic Senate for California Community Colleges Local College Visit Terms and Conditions

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate for California Community Colleges (ASCCC) Speaker/Presenter Agreement

This Agreement is made as of [_____ date] by and between ASCCC, a non-profit corporation located in Sacramento, California, and (“Speaker/Presenter” _____) with an email address of _____, and contact phone number () _____.

ASCCC hereby engages Speaker to deliver a speech or presentation, as is further described below, and Speaker agrees to perform the engagement under the following terms and conditions:

Title and Description of Event: _____. [e.g. speech, presentation, webinar, etc.] Presentation Date: _____
Time: _____ Presentation Length: _____

~~SPEAKER INFORMATION~~

~~Name:~~

~~Contact Number:~~

~~Contact Email:~~

~~Date of Presentation:~~

Section 1. SPEAKER RESPONSIBILITIES

- 1.1 The speaker will participate in the planning and implementation of meetings by phone, virtually, and onsite, as appropriate.
- 1.2 Speaker will deliver any materials to ASCCC at least one week before the presentation.

Section 2. ASCCC RESPONSIBILITIES

- 2.1 ASCCC will copy, assemble, and ship the educational materials, provided they are delivered according to due date (see above section on Responsibilities of Speaker).
- 2.1 ASCCC will coordinate any necessary pre- or post- meetings to discuss the presentation.
- 2.2 ASCCC will provide appropriate Power Point template for presentation.
- 2.3 ASCCC reserves the right to edit, rewrite, or otherwise change or correct any materials produced by Speaker if necessary.

Section 3. INDEPENDENT CONTRACTOR RELATIONSHIP

3.1 Agreement:

3.1.1 Academic Senate for California Community Colleges (ASCCC) and Independent Contractor each expressly agree and understand that they are creating an independent contractor relationship, as defined by California' Assemby Bill (AB) 5.

3.2 Code of Ethic and Conduct:

3.2.1 The Executive Committee Policy 20.01 Code of Ethics have been adopted by the ASCCC Executive Board to provide standards by which employees will conduct themselves in order to protect and promote organization-wide integrity and to enhance ASCCC'S commitment to equity, student learning and student success mission. The Executive Committee Policy 20.01 Code of Ethics is in addition to the Terms and Conditions of Attendance and Participation at ASCCC Events/Conferences Events Agreements.

3.2.2 The Academic Senate for California Community Colleges (ASCCC) code of ethics identifies a set of values that

includes commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity (<https://asccc.org/policies/codeofethics>).

3.2.3 The independent Contractor is at all times contemplated by this Agreement a representative of ASCCC and shall conduct themselves in a professional and civil manner and in accordance with the ASCCC Code of Ethics, Bylaws, and Policies and Procedures.

~~Speaker agrees that he/she is presenting at this event in a partnership with the Academic Senate for California Community Colleges (ASCCC). Speaker is at all times contemplated by this Agreement a representative of ASCCC and shall conduct themselves in a professional and civil manner and in accordance with the ASCCC Code of Ethics, Bylaws, and Policies and Procedures.~~

Section 4. OWNERSHIP of INTELLECTUAL PROPERTY

4.1 Speaker acknowledges and agrees that all materials unless otherwise stated in this Policy, the ASCCC is the owner, of all intellectual property created by members of the ASCCC community which is:

4.1.1 created or developed during the course of an individual's responsibilities to ASCCC, including works made for hire (this includes the presentation, handouts, exams, and any other related materials; or

4.1.2 created or developed pursuant to a sponsored agreement or pursuant to a written agreement to transfer ownership to ASCCC; or

4.1.3 created or developed with the significant use of ASCCC facilities, funds, resources or supplies.

4.1.4 created or developed by and for ASCCC cannot be utilized in any form for any other purpose or event without the prior written authorization from ASCCC. This includes presentations, handouts, exams, and any other related materials.

4.2 Intellectual Property Owned by Others

Members of the ASCCC community own intellectual property that is developed on their own personal, unpaid time, in the absence of any sponsored project agreement or other agreement giving rights to ASCCC, and with only incidental use of ASCCC funds or facilities. Federal copyright law specifies that copyrightable works created by non-employees, including consultants and independent contractors, are owned by the author and ~~or~~ not by the ASCCC unless there is a written agreement stating otherwise.

Section 5. CREATIVE COMMONS LICENSES

5.1 All Creative Commons licenses require that authors/creators be recognized. The only exception to this is those resources that are in the public domain or ASCCC's website. Resources that are in the public domain may bear the **license** to indicate this status. While many openly licensed resources may request and not require attribution, providing a proper attribution is a recognized best practice.

~~Speaker acknowledges and agrees that all materials for this course prepared by ASCCC is the property of ASCCC, was created by and for~~

~~ASCCC, and cannot be utilized in any form for any other purpose or event without the prior written authorization from ASCCC.~~

~~This includes the presentation, handouts, exams, and any other related materials.~~

~~Speaker and ASCCC acknowledge that all materials for this course prepared by the Speaker is the property of the Speaker, unless the materials were created by the Speaker for ASCCC as a work for hire.~~

~~This includes the presentation, handouts, exams, and any other related materials.~~

5.1.1 Further, Speaker agrees that ASCCC’s name, trademarks, member testimonials or endorsements, or other materials may not be used without prior written consent by ASCCC.

5.1.2 Speaker warrants and represents that, to the best of Speaker’s knowledge, nothing in any added content violates any proprietary or personal rights of others (including, without limitation, any copyright or privacy rights); is false or misleading to a material degree, defamatory, anticompetitive, or otherwise unlawful. Speaker authorizes ASCCC to use Speaker’s name, likeness, photograph, and biographical data in connection with the use and promotion of the event and presentation.

Section 6. RECORDINGS

6.1 Speaker agrees that ASCCC may record this event and distribute such recordings at ASCCC’s discretion.

6.2 Speaker further agrees that Speaker will not record **as outline in the “Academic Senate’s Meetings or Event Audio/Video Recording Policy”**, or cause to be recorded by another, this

event without prior written consent of ASCCC.

Section 7. INDEMNIFICATION

7.1 Speaker shall indemnify, defend, and hold harmless ASCCC from any and all claims, demands, losses, liability, damage or expense arising from the Speaker's performance of services. Venue for the resolution of any dispute shall be in the State of California, in a court of competent jurisdiction and any action taken shall be governed by the laws of the State of California regardless of where the services are performed.

Section 8. CANCELLATION

8.1 ASCCC reserves the right to cancel any session, change the length or size of any session, or change the location of any session at its discretion at any time. Such changes will be communicated in writing to the Speaker. Should either party choose to cancel at any time, cancellation must be submitted in writing.

Section 9. DISPUTE RESOLUTION

9.1 All disputes **and** claims relating to this Agreement, the rights and obligations of the parties hereto, or any claims or causes of action relating to the performance of either party that have not been settled through mediation will be settled exclusively by binding arbitration in the city of Sacramento, California, under the rules of the American Arbitration Association before one arbitrator. Costs of arbitration proceedings will be borne by the losing party if such party is found to have been in material breach of its obligations hereunder.

Section 10. APPROVAL and DOCUMENT ENTIRE AGREEMENT

10.1 The ASCCC has the sole right to negotiate and enter into agreements regarding the entire agreement between ASCCC and the speaker related to the document defined herein.

10.2 Such agreements may only be executed by the Executive Director, and approval by the Executive Committee or Board of Directors.

10.3 This Policy is effective as of the date set forth below. It is the ASCCC's intention to review the Policy from time to time following its adoption.

~~This document constitutes the entire agreement between ASCCC and the speaker related to the program defined herein. Any additional terms and conditions may be agreed upon by both parties in writing. ?~~

SIGNATURE:

Academic Senate for California Speaker/Presenter:

Community Colleges

Phone Number: Phone Number:

Effective Date:

Academic Senate for California Community Colleges Local College Visit Terms and Conditions

COLLEGE INFORMATION

Local Academic Senate Location:

Contact Name:

Contact Number:

Contact Email:

Date of Visit:

Section 1. DISABILITY ACCOMMODATIONS

The ASCCC is committed to the full accessibility of our educational/professional learning [development] speaking events, programs and activities to individuals with disabilities. ASCCC will make a good faith effort to provide reasonable accommodations for qualified visitors, and event attendees with a disability unless the accommodation requested would cause an undue hardship as defined by the Americans with Disabilities Act (ADA).

To ensure regulatory compliance and oversight of all matters related to access and reasonable accommodation for individuals with disabilities, local Academic Senate (“Senate”) will take steps to ensure that all lawful requests for disability accommodations are fully addressed in a reasonable and lawful manner.

In order for ASCCC to meet its obligation to provide reasonable accommodations, Senate agrees that any requested disability accommodations shall be communicated to ASCCC **once** the Senate becomes aware of such requirements, ~~but~~ no less than three days in advance of the meeting or event. Further, the Senate acknowledges **that for online event, professional development adjustments shall be provided exclusively for attendees** with Deaf, Hard of Hearing, or similarly impaired persons, closed captioning services and for no other

purpose whatsoever, and ~~will it shall~~ be deleted within 48 hours of completion of the event.

~~Local Academic Senate (“Senate”) will take steps to ensure that all lawful requests for disability accommodations are fully addressed in a reasonable and lawful manner. In order for ASCCC to meet its obligation to provide reasonable accommodations,~~

~~Senate agrees that any requested disability accommodations shall be communicated to ASCCC as soon as the Senate becomes aware of such requirements, or no less than three days in advance of the meeting. Further, the Senate acknowledges that for virtual events, closed captioning services shall be used exclusively for Deaf, Hard of Hearing, or similarly impaired persons, and for no other purpose whatsoever, and will be deleted within 48 hours of completion of the event.~~

Section 2. RECORDINGS, PHOTOGRAPHS, TRADEMARKS PROTECTION OTHER MATERIALS

~~Attendees at ASCCC events are not permitted to make audio or video recordings of presentations, activities, or other events unless expressly authorized by ASCCC.~~

~~The Senate agrees that ASCCC’s name and related marks, trademarks, testimonials, graphical features recognized as symbols or endorsements, or other materials may not be used without prior written consent by ASCCC.~~

~~The Senate agrees that the Senate and its attendees will not record, or cause to be recorded by another, this event without prior written consent of ASCCC. Further, the Senate agrees that ASCCC’s name, trademarks, testimonials or endorsements, or other materials may not be used without prior written consent by ASCCC.~~

Section 3. DISCLAIMER

The Senate acknowledges that ASCCC is not providing legal advice, financial or tax advice, or business advice. Any opinions or assertions made during the event shall be taken as general guidance. ASCCC recommends that the Senate seek specialized advice from professional counsel for any legal, financial, tax, or similar business advice.

Section 4. CANCELLATION

ASCCC reserves the right to cancel any session, change the length or size of any session, or change the location of any session at its discretion at any time. Such changes will be communicated in writing to the Senate. Should either party choose to cancel at any time, cancellation must be submitted in writing.

Section 5. ENTIRE AGREEMENT

Additional terms and conditions not in conflict with these terms and conditions shall be valid and applicable if agreed upon in writing by both ASCCC and the Senate.

SIGNATURE _____ DATE _____

NAME (PRINTED) _____

TITLE (OR PROSPECTIVE TITLE) OR DEPARTMENT _____

LOCATION _____



Executive Committee Agenda Item

SUBJECT: 2022 Academic Academy – Theme and Timing		Month: May	Year: 2022
		Item No: IV. J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval moving the Academic Academy date and identifying the theme for the upcoming institute.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year, the Executive Committee determines the theme and overall direction of the Academic Academy, typically held in the fall semester. Previous year themes for the Academy include:

- 2021: Enhancing Transfer in the Higher Education System (October)
- 2020: Redefining Distance Education (October)
- 2019: Designing Our Colleges with The Student Experience In Mind (October)
- 2018: Navigating New Frontiers: Faculty Leadership in Guided Pathways (September)
- 2016: Better Together: Faculty Collaboration and Improved Student Services, Increased Student Equity, and More Effective Educational Pathways (March)

For at least the last 3 years, the Academic Academy has been held in early October, with planning beginning the end of the previous semester by the outgoing committee(s) and then handed off to the new committee in August. Since a chunk of the planning timing coincides with summer break, the Executive Committee is being asked to consider moving the proposed dates of the upcoming Academic Academy from October 13-15, 2022 to February 9-11, 2023 or February 16-18, 2023.

The Executive Committee is also being asked to consider themes for approval for the upcoming Academic Academy.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Curriculum Institute 2022 Agenda-Final Read		Month: May	Year: 2022
		Item No: IV. K.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the final draft of the Curriculum Institute 2022 agenda.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Please review the final draft agenda for the ASCCC Curriculum Institute 2022.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Future of the ASCCC Part-Time Faculty Institute (PTFI)		Month: May	Year: 2022
		Item No: IV. L.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the future of the Part-Time Faculty Institute (PTFI) for 2022-23 and consider other/additional part-time faculty professional learning opportunities.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Juan Arzola	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Both the ASCCC Part-Time Committee (ongoing) and the ASCCC Executive Committee (at its March meeting) discussed the future for conducting the PTFI. It has been deemed that the time of year, modality, cost, length of event, and other aspects of the current PTFI structure do not currently meet the needs as we move forward.

The ASCCC Executive Committee is asked to consider, *In what ways through the ASCCC can/should we conduct professional development and learning for our part-time faculty in 2022-2023?*

Considering the perspectives of some part-time faculty through surveys and committee work, feedback from the ASCCC Executive committee, and the various ASCCC realities to continue the Part-Time Faculty Institute, the ASCCC Part-Time Committee provides the following recommendations to consider (one or all) for 2022-2023:

*Do not conduct the PTFI event in spring, but consider collaborating with/on the FACCC Symposium

*1x/month webinar series (Fridays 12-1) on various topics- what is ASCCC/PTFC, getting a job, effective teaching strategies **OR** drop-in hours for networking, fieldwork, other

*Creating a Canvas “course” that runs for a week (fall semester). The “course” would include established date and enrollment criteria, include modules, sessions or breakouts, handouts (articles, Ppts, etc.), and opportunity for interaction (like a drop in time or record “live” sessions” for future).

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Canvas “course” could be used at a later date or provided as professional development throughout the year or added to the “Nexus.”

The ASCCC Executive Committee is asked to consider, “Can we provide/ offer certificates of completion or badges for part-time faculty participation in any events or professional learning opportunities provided through the ASCCC?”

ATTACHED: Agenda item VI. Reports b. Standing Committee Minutes (ASCCC Part-Time Faculty Committee- 4.11.22)



- I. Call to Order
 - a. Welcome/ Attendance:
Ian Colmer, Carrie Roberson, Anthony Stevens, Anastasia Zavodny
Absent: Juan Arzola, Mussie Okbamichael
 - b. Notetaker- Carrie Roberson

- II. Adoption of the Agenda- adopted by consensus after Anthony brought up the number of units that students are completing in HS- does it impact enrollment and are there concerns for PT. Committee had brief discussion and determined we can put resources in our [Google Drive](#)

- III. Approval of Minutes
 - a. 3.28.2022 – approved by consensus

- IV. ASCCC Information
 - a. ASCCC [2018 – 2023 Strategic Plan](#)
Ideas for future ASCCC strategic planning/ end-of-year report?
Committee discussed the following ideas:
 - *more members for the ASCCC Part-Time faculty committee (institute planning, availability, professional learning opportunities, etc.)
 - *through future ASCCC Strategic Planning process consider goals and objectives with a part-time faculty lens
 - *remove barriers to part-time faculty related to ASCCC Rules, Bylaws, election process, local senate handbook, paper development, committee makeup, and other standards and practices
 - *review events and professional learning for part-time faculty to bolster engagement by reviewing event communication, scholarships, engagement in presentations, inform part-time faculty of opportunities to write Rostrum articles, resolutions, attend meetings, other
 - *consider a FACCC part-time faculty liaison to the ASCCC Part-Time Committee
***FUTURE OF PTFI:**
Committee discussed the following ideas:
 - *Collaborate with FACCC Symposium (PTFI institute is a lot of sitting through lengthy days, time of year is not conducive, other as per previous conversation)
 - *Create a Canvas “course” that runs for a week, has modules, sessions or breakouts, handouts (articles, Ppts, etc.), opportunity for interaction (like a drop in time or record “live” sessions” for future). The Canvas “course” can be used at a later date
 - *1x/month webinar series (Fridays 12-1) on various topics- what is ASCCC/PTFC?, getting a job, effective teaching strategies, other
 - *Drop-in hours for networking, fieldwork, other
 - *Offer certificates of completion or badges for part-time faculty participation in events or professional learning opportunities

Chair informed committee regarding:

Resolution 17.02- added a resolved, passed by delegates through the voting on [April 9th Resolutions](#) at Spring 2022 Plenary Session.
Resolution 17.04- passed, stayed on consent agenda through Resolution process

Chair discussed that next steps will be to generate a description/ expectations of a Part-Time Faculty Liaison through ASCCC processes

- V. ASCCC Part-Time Faculty Committee Priorities/ Tasks ([Google Drive](#))
 - a. Determine timing and recommendation to ASCCC Executive Committee
 - i. SURVEY dissemination
 - 1. Committee reviewed and finalized the DRAFT SURVEY with some minor edits to be completed by the next ASCCC meeting (agenda deadline). The committee determined that is was ideal to disseminate ASAP upon ASCCC Exec approval- Chair will review the number of readings before action required.
 - ii. ASCCC paper outline to ASCCC Exec
 - 1. Chair will send link and request feedback on the [DRAFT PAPER](#) outline to be brought to the ASCCC Exec Committee. The committee discussed recent realities (pandemic, natural disasters, legislation, other) that have and will impact the development of the paper.
 - b. Part-Time Faculty MEMO
Committee discussed including the following in the next MEMO
 - Resolutions
 - Survey
 - Rostrum- encourage writing/info
 - Legislation INFO?
 - Resources (Google Drive links, listservs, Nexus, other)
- VI. ASCCC Updates
 - a. [ASCCC Events](#)
- VII. Announcements/ Next Steps
 - a. Committee member FYI or updates
 - *No updates were given, as committee had discussion prior to meeting and during the Welcome.
 - b. Spring 2022 meeting days/times:
May 9th 4:00pm – 5:30mp
[ZOOM](#)
- VIII. Adjournment – 5:34pm

In Progress:

Rostrums

ASCCC PT Memo for Spring 2022

Completed:

Presentation at ASCCC Fall 2021 Plenary session- Hot Topics for Part-Time Faculty

Part-Time Faculty MEMO- November

Committee name change on website: Part-Time Committee to Part-Time Faculty Committee

Part-Time Faculty Institute- Hot Topics in a Hybrid World: Connecting it all Together

ASCCC Spring Plenary resolutions:

17.02 S22 INCREASE PART-TIME FACULTY REPRESENTATION AND COMMUNICATION THROUGH LOCAL PART-TIME FACULTY LIAISONS **ERROR! BOOKMARK NOT DEFINED.**

17.04 S22 ONGOING SUPPORT FOR ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES LIAISONS TO LOCAL COLLEGES

FUTURE AGENDA ITEMS (TBD):

ASCCC Part-Time Liaison INFO to website/ local AS Presidents/ other

End of Year Committee Report to ASCCC



Executive Committee Agenda Item

RSUBJECT: ASCCC Part-Time Faculty Committee Survey and Draft Paper Outline		Month: May	Year: 2022
		Item No: IV. M.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will provide feedback, give future direction, and consider for approval for the ASCCC Part-Time Survey and Draft Paper outline.	Urgent: Yes	Time Requested: 20 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/ Juan Arzola	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND

The ASCCC Part-Time Committee is responsible for responding to Spring 2021 Resolution Number: 19.01- Part-Time Faculty Equity, Rights, Inclusion, and Roles in Governance.

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

Due to various factors, the ASCCC Part-Time Committee recognized that with the significant and recent influences and impacts to teaching and learning, that conducting a survey to help inform the paper development is needed at this time.

DESIRED OUTCOME

The ASCCC Executive Committee will provide feedback and future direction on the following attachments:

ASCCC Part-Time Faculty [SURVEY](#)

*Also an attachment

ASCCC Part-Time Faculty [DRAFT PAPER Outline](#)

*Also an attachment

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

PT Faculty Survey

This survey will take approx X# minutes to complete

Respondent Questions

- In the past year, how many total colleges have you taught at?
- In the past year, how many California Community colleges have you taught at?
- In the past year, have you worked any jobs in addition to your teaching positions?
YES NO

Professional Development & Learning / ASCCC Events

- Have you attended an ASCCC event?
(Examples include: Fall/Spring Plenary, Area meetings, Curriculum Institute, Faculty Leadership Institute, Career and Noncredit Institute, webinars, etc)
YES NO UNSURE
- Are you aware of the ASCCC's Part-Time Faculty Institute event?
(This event was recently held virtually February 10 - 11, 2022 and has occurred annually for 6 years.)
YES NO UNSURE
- When would you prefer the ASCCC Part-Time Faculty Institute event to occur?
Please select all that apply:
 - Spring semester (February - May)
 - Summer (June - August)
 - Fall semester (September - November)
 - Winter (December - January)
- In what modality do you prefer professional development and learning?
 - Face to face/ in-person
 - Hybrid
 - Asynchronous
 - Participatory webinars
- What day and what time are most conducive to your schedule to have professional development and learning opportunities?

Monday - Thursday mornings
Monday - Thursday afternoons
Friday morning
Friday afternoon
Weekends

- Which of the following have an impact on your decision regarding attending an ASCCC event?

Please select all that apply:

Event registration costs
Costs associated with attending the event (travel, hotel)
Unaware Part-Time Faculty can attend events
Unaware of event schedule/ opportunity
Lack of time given my other obligations
Days events are offered are inconvenient
Topics offered are not relevant or of interest to me
Lack of support from my college/ department
Other: _____

- At which of the following price ranges (for registration costs only) would you consider attending an ASCCC event?

Please select all that apply:

Free
Under \$20
\$20 - \$50
\$50 - \$100
\$100 - \$200
\$200 - \$300
\$300 - \$400
\$400 - \$500
Over \$500

For this survey, please consider ONE of your California Community Colleges. You will have the opportunity to submit additional survey responses for additional college service at the end of this survey, if you wish.

- Please select your college for this survey submission:
[Drop-down list of all California Community Colleges]
*Decline to state option?

Academic Senate (10+1) Questions

- Does your local academic senate have position(s)/seat(s) designated for Part-Time faculty?

YES	NO	UNSURE
-----	----	--------

 - If so, how many position(s)?

- Does your local academic senate have any position(s)/seat(s) designated as “at-large” and open to either Full-Time or Part-Time faculty?

YES	NO	UNSURE
-----	----	--------

 - If so, how many position(s)?

- Are there any restrictions placed upon Part-Time faculty serving on your local academic senate? (*For example, are Part-Time faculty restricted from officer positions such as Senate President, Vice President, Secretary, Treasurer, etc?*)

YES	NO	UNSURE
-----	----	--------

 - If so, please elaborate on the nature of these restrictions and whether they are outlined in your bylaws, constitution, or general campus culture.

- Does your local academic senate have an established set of bylaws?

YES	NO	UNSURE
-----	----	--------

- Does your local academic senate have an established constitution?

YES	NO	UNSURE
-----	----	--------

- Are Part-Time faculty allowed to vote on changes to your local academic senate’s bylaws?

YES	NO	UNSURE
-----	----	--------

- Are Part-Time faculty allowed to vote on changes to your local academic senate’s constitution?

YES	NO	UNSURE
-----	----	--------

- As a Part-Time faculty, have you ever done any of the following at your college?
Please check all that apply:

- Developed Curriculum
- Developed course-level Student Learning Outcomes (SLOs)

Assessed course-level Student Learning Outcomes (SLOs)
 Participated in Program Review
 Participated in Program development
 Served on a Faculty Hiring Committee
 Served on a Hiring Committee (for a non-Faculty hire)
 Attended Department meetings
 Participated in Department meetings
 Evaluated faculty peers
 Participated in an Accreditation self-study
 Attended a campus committee meeting
 Served on a campus committee
 Attended your local Academic Senate meeting
 Served on your local Academic Senate
 Attended your local faculty union meetings
 Served on your local faculty union

- Are you able to participate in shared governance (i.e., serve on your local academic senate or committees) if you lose your teaching assignments?

YES NO UNSURE

Collective Bargaining Questions

- What is the structure of your faculty union?
 - One union for all faculty (Full-Time and Part-Time)
 - One union for Full-Time faculty ONLY
 - One union for Part-Time faculty ONLY
 - Separate unions for Full-Time faculty and Part-Time faculty
 - We have no faculty union
 - Unsure
- Do you feel your union representatives understand you and the unique needs of Part-Time faculty?
- Are Part-Time faculty compensated for participating in campus shared governance? (For example, serving on committees, serving as a club advisor, etc)
 - YES NO UNSURE
 - If so, what is the compensation structure? (Are there only certain committees which receive compensation, is there a maximum number of hours, are you compensated at a different pay rate, are you paid through Professional Development hours, etc)

- Does your department utilize a Prioritization System/ contract seniority for assigning courses to Part-Time Faculty?

YES	NO	UNSURE
-----	----	--------

- Are you made aware of your current prioritization position prior to receiving offers for course(s)?

YES	NO	UNSURE
-----	----	--------

- Are you asked for your availability preferences prior to course assignment?

YES	NO	UNSURE
-----	----	--------

- Does your department attempt to meet your availability preferences when assigning you courses?

YES	NO	UNSURE
-----	----	--------

- When do you typically receive notice of your teaching assignment(s)?
 - One year in advance
 - One semester in advance
 - Two months in advance
 - 4-3 weeks in advance
 - 2-3 weeks in advance
 - Less than 2 weeks before classes begin
 - Less than 1 week before classes begin

- Are Part-Time faculty allowed to “bump” other Part-Time faculty if their course is canceled?

YES	NO	UNSURE
-----	----	--------

- Do you receive compensation if your course is canceled prior to, or during the semester?

YES	NO	UNSURE
-----	----	--------

- Is there anything else about your prioritization system / course assignments that you wish to share?

Professionalism Questions

- As a Part-Time faculty, are/were you given an “orientation” to the college’s systems and processes?

If respondent answered YES: (Check all that apply)

- Orientation to the local college, including students services (Mission, college/department strategic plans, faculty ID#, organizational structures/chart, other)
- Information about instructional processes- making copies/ printing services, access to facilities, required elements of a syllabus, student contact hours, census/grade reporting, textbook adoptions, sick/personal days, other
- Information about safety measure processes- COVID requirements, mandatory trainings, student code of conduct, general concern protocols, student wellness support/ student health clinics, other
- Opportunity to connect with others across the campus- support to address needs, networking with other Part-Time faculty, engagement with colleagues within the department, connection to administrative assistants, other

Briefly discuss the process/ structure: (formal or informal, conducted with individual or group, who conducts the orientation, anything else you would like to include?)

- As a Part-Time faculty, are you provided with keys/cards to access campus facilities as needed? (For example, are you provided keys to your department mailbox room, classroom, office facilities, etc?)

YES

NO

UNSURE

If respondent answered YES:

- Were these keys proactively provided to you, or did you have to ask for your access keys/cards?

- Do Part-Time faculty have compensated office hours?

YES

NO

UNSURE

- If so, what is your compensation structure? (For example, is there a maximum number of hours compensated, what is the compensation rate, reporting procedures, etc?)

- Does your college provide any of the following? (Check all that apply)

Laptop computer

Desktop computer

Registration fees for conferences

Professional development travel funds

Instructional supplies (whiteboard markers, clickers / laser pointers

Online Instructional supplies (software, webcam, other)

- What are Part-Time faculty called/referred to in the contract at your college? For example, is your title: Associate Faculty, Adjunct Faculty, Contingent Faculty, Part-Time Faculty, or something else?

_____ (short answer)

Does your title change with status, years of service or another criteria?

_____ (short answer)

- Are Part-Time faculty eligible for a sabbatical?

YES NO UNSURE

- If so, what are the criteria?

- Are Part-Time faculty eligible for emeritus status?

YES NO UNSURE

- If so, what are the criteria?

Inclusion

- Does your college have any formal or informal mentoring opportunities for Part-Time faculty to get to know the college/ District?

YES NO UNSURE

- Does your department offer any formal or informal mentoring for Part-Time faculty?

YES NO UNSURE

- Are Part-Time faculty invited to participate in your department's meetings?

YES NO UNSURE

- Are Part-Time faculty allowed to vote on matters within department meetings? (For example, can you vote on department bylaws, department constitutions, department chair, etc?)

YES NO UNSURE

- Part-Time faculty and office space conditions.

Please check all that apply:

Part-Time faculty have a shared office (with a door) within my department

There are shared offices (with a door) for Part-Time faculty on campus

Part-Time faculty have a shared office space (no door) within my department

There is a shared office space (no door) for Part-Time faculty on campus
It is possible to meet with students confidentially
It is convenient to meet with students confidentially

- What effective strategies or recommendations do you have to ensure Part-Time faculty feel included at your college?
- What can the ASCCC do to support you at your local college with academic and professional matters (10+1)?

Part-Time Faculty Equity, Rights, Inclusion, and Roles in Governance

Spring 2021 **Resolution Number:** 19.01

Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper *Part-Time Faculty: A Principled Perspective*, and in [Spring 2013 Resolution 19.07](#) asked that the 2002 paper be updated;

Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of *Rostrum* articles regarding part-time issues rather than complete a full revision of the 2002 paper;

Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including [Resolution 19.01 SP01 Part-Time Faculty](#), [Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership](#), [Resolution 1.02 F12 Part-Time Faculty Award](#), [Resolution 19.04 SP13 Part-Time Faculty Nomenclature](#), [Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee](#), numerous additional resolutions, presentations of part-time faculty institutes, and many *Rostrum* articles as well as the 2002 paper; and

Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

DRAFT OUTLINE: Part-Time Faculty: Equity, Rights, and Roles in Governance

***Introduction**

***History/ Overview**

Rights, Roles in Governance, & Responsibilities-

Ed Code, Title 5 (as it relates to Academic Senates, collective bargaining, other?)

Local academic senate constitution, bylaws, rules, other

Importance of Academic Senates and Collective Bargaining/Unions Working Together

10+1 Academic and Professional Matters, Matter

-10+1 Academic and Professional Matters

-What is ASCCC

-ASCCC, ASCCC Part-Time Committee

***Data/Statistics**

-#'s of PT Faculty in CCC's

-other ASCCC data within X# years

Survey data HERE (ASCCC PT + include EdInsights survey results?)

Students/Need- data on statistics of impact of and on PT faculty and students- teaching and learning

***Part-Time Faculty Equity**

-Transformation of CCC's- changes and challenges related to part-time faculty

Vision for Success, Call to Action/ ASCCC IDEAA, enrollment (scheduling, course offerings, slo's, other)

Professionalism (additional information on SURVEY)

Inclusion (additional information on SURVEY)

History of ASCCC support

-Resolutions, Rostrums, events, papers, scholarships, awards, listserv, etc.

Conclusion

Recommendations to Local Academic Senates

Recommendations for CCC Part-Time Faculty empowerment, leadership, voice

Recommendations from other ASCCC Papers?

References

Resources

Appendix



Executive Committee Agenda Item

SUBJECT: Cultural Competency Training Statement		Month: May	Year: 2022
		Item No: IV. N.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the placement and usage of the Cultural Competency Training Statement.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will consider for approval the placement and usage of the Cultural Competency Training Statement.

Cultural Competency Training Information

Held on: Thursday, August 12, 2021 - Mission Inn Hotel and Spa

Location: 3649 Mission Inn Avenue, Riverside, CA 92501

Room: Galleria

Time: 10:30 a.m. to 6:00 p.m.

Statement:

“We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.”

Quote:

“For me an important question to answer is what tangible takeaway will we have from the workshop? If these all had value to members present, how do we move on with or without them, without coming to an understanding of why we did so? This speaks to both diversity and inclusivity, which the system has struggled with and we have an ongoing obligation to explore.” Lance Heard

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Re-Imagining Campus Safety Caucus - Recognition of Caucus		Month: May	Year: 2022
		Item No: IV. O.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Re-Imagining Campus Safety Caucus.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

The Academic Senate has received an application to start a Re-Imagining Campus Safety Caucus. The purpose of the caucus is to:

Research and advocate for local academic senates through an organized statewide caucus to create a culture of decriminalization within the California Community College system, that is centered around dismantling structural inequalities (such as systemic racism, sexism, heterosexism and economic inequality). We advocate for the complete elimination of armed police forces on our campuses and implementing statewide initiatives that are student centered and take a holistic approach to safety that includes mental health, restorative justice and student basic needs.

On the linked [ASCCC Caucus page](#) “Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.”

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Executive Committee is being asked to discuss whether the formation of the caucus meets the above mentioned criteria and will consider for approval the formation of the Re-Imagining Campus Safety Caucus

Academic Senate for California Community Colleges

Recognition of Caucus Application

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Please be advised of the following approval process [approximately two (2) months]:

- 1) Submit this form to the ASCCC Office.
- 2) After the submission of this application form you will be contacted by the Executive Director of the ASCCC notifying you of any problems with your application and when your application will be forwarded.
- 3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

RECOGNITION OF CAUCUS FOR FIVE (5) ACADEMIC YEARS: 2022 - 2027

Caucus Name: Re-Imagining Campus Safety Caucus

*Caucus Contact: Dr. Juan Flores-Zamora / Dr. Kimberly King

Email: jfloreszamora@lbcc.edu & kking@peralta.edu Phone: 562.269.7382

*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Purpose of the caucus:

The purpose of the caucus is to research and advocate for local academic senates through an organized statewide caucus to create a culture of decriminalization within the California Community College system, that is centered around dismantling structural inequalities (such as systemic racism, sexism, heterosexism and economic inequality). We advocate for the complete elimination of armed police forces on our campuses and implementing statewide initiatives that are student centered and take a holistic approach to safety that includes mental health, restorative justice and student basic needs.

Anticipated activities and objectives:

1. Review policies, procedures and resources that govern conduct, discipline, and policing to eliminate bias and unnecessary escalation to criminalization for students, faculty and staff and increasing a culture of care focused on social services.
2. Research and review of best practices and options for resource allocation that promote a culture of care in and out of the classroom for students, faculty and staff including restorative justice options.
3. Research and review of social services available for alleviating conflicts for students, faculty and staff.
4. Collaborate with student, classified senate bodies and allied caucuses.
5. Meet at least quarterly, and maybe more, via Zoom
6. Create educational materials about creating a culture of restorative justice.

7. Develop recommendations or pass resolutions

***Caucus Members Section:**

#	Name	College	E-Mail
1	Juan Flores-Zamora	Long Beach City College	jfloreszamora@lbcc.edu
2	Kimberly King	Laney College	kking@peralta.edu
3	Christopher Weidenbach	Laney College	cweidenbach@peralta.edu
4	Giselle Richards	Long Beach City College	grichards@lbcc.edu
5	Chisa Uyeki	Mt San Antonio College	cuyeki@mtsac.edu
6	Pablo Martin	San Diego Miramar College	pmartin@sdccd.edu
7	Summer Seeking	Santa Rosa Junior College	summer.winston@isoism.com
8	Roam Romagnoli	Santa Rosa Junior College	rrmoganoli@santarosa.edu
9	Eileene Tejada	Napa Valley	etajada@napavalley.edu
10	Franklin Perez	Long Beach City College	fperez@lbcc.edu
11	Veronica Alvarez	Long Beach City College	valvarez@lbcc.edu
12	Anna Rodriguez	Long Beach City College	a2rodriguez@lbcc.edu
13	Annahita Mahdavi West	Long Beach City College	amahdavi@lbcc.edu
14	Heidi Neu-Stephens	Long Beach City College	hneu@lbcc.edu
15	Karyn Daniels	Long Beach City College	kdaniels@lbcc.edu
16	Joan Cashion	Long Beach City College	jcashion@lbcc.edu
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*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Caucus Contact Section:

On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below I certify that I have provided the caucus members with the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses, and the ASCCC Caucus Procedures and Guidelines.

Caucus Contact (signature): _____

Date: _____

Executive Committee Section:

I certify that Academic Senate for California Community Colleges (ASCCC) has recognized this caucus and has granted them recognition on said date for the academic year indicated above.

Executive Committee Approval Meeting Date

ASCCC Executive Director

Date



Executive Committee Agenda Item

SUBJECT: Approval of 2022-23 ASCCC Budget		Month: May	Year: 2022
		Item No: IV. P.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2022-23 ASCCC budget.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets to prepare a tentative budget to bring to the Executive Committee for approval at a final meeting of the fiscal year, typically late May/early June but can be brought as early as April. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee reviewed the tentative 2022-23 and are making funding recommendations based on current trends such as protecting reassigned time for Executive Committee members, maintaining staff salaries and benefits and expanding ASCCC staff, expanding program and committee budgets to reflect additional costs such as hybrid event modalities, and anticipating any recurrence of the COVID-19 pandemic through 2023. The tentative budget will include projected numbers for the grants C-ID and OERI.

The Executive Committee will consider for approval the proposed tentative budget for 2022-23.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
Draft as of March 16, 2022

	Senate Year To Date	d2 C-ID Year To Date	d5 OER Year To Date	d7 IEPI Grant Year To Date	All Departments Year To Date	
	Budget	Budget	Budget	Budget	Budget	
Income Statement						
Revenue						
Membership Dues	465,000.00	0.00	0.00	0.00	465,000.00	X projected - dues received 21-22 plus 3% increase
Program Fees						
Fall Session	195,000.00	0.00	0.00	0.00	195,000.00	based on \$650 x 300 attendees
Spring Session	195,000.00	0.00	0.00	0.00	195,000.00	based on \$650 x 300 attendees
Accreditation	0.00	0.00	0.00	0.00	0.00	ACCJC's event this coming year
Curriculum Institute	257,500.00	0.00	0.00	0.00	257,500.00	CI 2022 - \$550 x 250 (in-person) 137,500 and \$300 x 400 (online) 120000
Faculty Leadership Institute	81,250.00	0.00	0.00	0.00	81,250.00	based on \$650 x 125 attendees
Part-Time Institute	0.00	0.00	0.00	0.00	0.00	No charge for attendees - no revenue
Career and Noncredit Institute	130,000.00	0.00	0.00	0.00	130,000.00	based on \$650 x 200 attendees
Academic Academy	60,000.00	0.00	0.00	0.00	60,000.00	based on \$300 x 200 attendees
Total Program Fees	918,750.00	0.00	0.00	0.00	918,750.00	
Grant Revenue						
State Grants						
Governor's Grant	1,000,000.00	0.00	0.00	0.00	1,000,000.00	
C-ID	0.00	685,000.00	0.00	0.00	685,000.00	
OER	0.00	0.00	2,000,000.00	0.00	2,000,000.00	*Y4 budget
Total State Grants	1,000,000.00	685,000.00	2,000,000.00	0.00	3,685,000.00	
District Grants						
IEPI Grant	0.00	0.00	0.00	0.00	0.00	IEPI Ends 6.30.22 (\$133k)
Total District Grants	0.00	0.00	0.00	0.00	0.00	
Total Grant Revenue	1,000,000.00	685,000.00	2,000,000.00	0.00	3,685,000.00	
Other Income						
In-Kind Income OSP	20,000.00	0.00	0.00	0.00	20,000.00	
Technical Assist Revenue	5,000.00	0.00	0.00	0.00	5,000.00	
Other Income	2,500.00	0.00	0.00	0.00	2,500.00	
Total Other Income	27,500.00	0.00	0.00	0.00	27,500.00	
Total Revenue	2,411,250.00	685,000.00	2,000,000.00	0.00	5,096,250.00	
Expenses						
Executive						
Executive Reassign Time						
President	0.00	0.00	0.00	0.00	0.00	
Vice President	0.00	0.00	0.00	0.00	0.00	
Secretary	0.00	0.00	0.00	0.00	0.00	
Treasurer	0.00	0.00	0.00	0.00	0.00	
Executive Board	260,000.00	0.00	0.00	0.00	260,000.00	
Outside Faculty Expertise, Senate	40,000.00	0.00	0.00	0.00	40,000.00	
Total Executive Reassign Time	300,000.00	0.00	0.00	0.00	300,000.00	
Executive Activities						
Exec Meetings	120,000.00	0.00	0.00	0.00	120,000.00	*Add in an extra \$50K for AV same as 2021-22
Services to Membership: (Technical Assistance, Local Senate						
Visits,						
Regional Meetings, Area Meetings, Committees and Task Force meetings	100,000.00	0.00	0.00	0.00	100,000.00	(100,000 = total professional learning bucket)
Total Executive Activities	220,000.00	0.00	0.00	0.00	220,000.00	
Total Executive	520,000.00	0.00	0.00	0.00	520,000.00	

Liaison

Chancellor's Office					
CO Consultation	30,000.00	0.00	0.00	0.00	30,000.00
CO Board of Governors	10,000.00	0.00	0.00	0.00	10,000.00
Total Chancellor's Office	40,000.00	0.00	0.00	0.00	40,000.00
Groups					
FACCC	0.00	0.00	0.00	0.00	0.00
ICAS (ASCCC hosting next year)	10,000.00	0.00	0.00	0.00	10,000.00
Total Groups	10,000.00	0.00	0.00	0.00	10,000.00
Conferences, Senate	40,000.00	0.00	0.00	0.00	40,000.00
Conferences OER	0.00	0.00	5,000.00	0.00	5,000.00
Conferences C-ID	0.00	2,000.00	0.00	0.00	2,000.00
Total Liaison	90,000.00	2,000.00	5,000.00	0.00	97,000.00

Grant Expenses

Initiatives Reassign Time					
Faculty Coordinator, C-ID	0.00	100,000.00	0.00	0.00	100,000.00
Initiatives OER	0.00	0.00	150,000.00	0.00	150,000.00
Total Initiatives Reassign Time	0.00	100,000.00	150,000.00	0.00	250,000.00
Grant Meetings					
Grant Meetings, C-ID	0.00	150,000.00	0.00	0.00	150,000.00
Grant Meetings OER	0.00	0.00	300,000.00	0.00	300,000.00
Total Grant Meetings	0.00	150,000.00	300,000.00	0.00	450,000.00
Stipends					
Stipends, C-ID	0.00	76,130.95	0.00	0.00	76,130.95
Stipends, OER	0.00	0.00	780,341.90	0.00	780,341.90
Total Stipends	0.00	76,130.95	780,341.90	0.00	856,472.85
Total Grant Expenses	0.00	326,130.95	1,230,341.90	0.00	1,556,472.85

Usually is placeholder for over/under expenses. Budget numbers reflect totals from 21-22
 Usually is placeholder for over/under expenses. Budget numbers reflect totals from 21-22
 Add Stipend expenses to C-ID and OER to balance expected revenue

Programs

Plenary Session					
Fall Session	120,275.00	24,225.00	17,000.00	0.00	161,500.00
Spring Session	120,275.00	24,225.00	17,000.00	0.00	161,500.00
Total Plenary Session	240,550.00	48,450.00	34,000.00	0.00	323,000.00
Institutes					
Academic Academy	15,000.00	0.00	0.00	0.00	15,000.00
Accreditation Institute	3,000.00	0.00	0.00	0.00	3,000.00
Curriculum Institute	187,500.00	37,500.00	25,000.00	0.00	250,000.00
Faculty Leadership	120,000.00	0.00	0.00	0.00	120,000.00
Part-Time Faculty Leadership Institute	15,000.00	0.00	0.00	0.00	15,000.00
Career and Noncredit Event	120,000.00	0.00	0.00	0.00	120,000.00
Total Institutes	460,500.00	37,500.00	25,000.00	0.00	523,000.00
Publications, Marketing, Technology					
Website, Senate	10,000.00	0.00	0.00	0.00	10,000.00
Website, OER	0.00	0.00	10,000.00	0.00	10,000.00
Technology, OER	0.00	0.00	200,000.00	0.00	200,000.00
Outside Services, OER	0.00	0.00	250,000.00	0.00	250,000.00
Outside Services, C-ID	0.00	30,000.00	0.00	0.00	30,000.00
Total Publications, Marketing, Technology	10,000.00	30,000.00	460,000.00	0.00	500,000.00
Total Programs	711,050.00	115,950.00	519,000.00	0.00	1,346,000.00

Salaries and Benefits

Staff Salaries	750,000.00	160,000.00	115,000.00	0.00	1,025,000.00
Benefits - Health	238,280.00	48,300.00	35,420.00	0.00	322,000.00
Staff Development	0.00	0.00	0.00	0.00	0.00
Defined Benefit Retirement Plan - ER Contribution CalPERS	0.00	0.00	0.00	0.00	0.00
Payroll Fees	0.00	0.00	0.00	0.00	0.00
Payroll Taxes - Employer	0.00	0.00	0.00	0.00	0.00
Total Salaries and Benefits	988,280.00	208,300.00	150,420.00	0.00	1,347,000.00

Nonpersonnel

Equipment and Furniture

Furnishings	2,500.00	0.00	0.00	0.00	2,500.00	
Equipment Lease / Rental	3,500.00	0.00	0.00	0.00	3,500.00	3500 includes lease/toner thru 12.31.21 *2
Equipment Purchase	6,000.00	0.00	0.00	0.00	6,000.00	New EE equipment ?
Total Equipment and Furniture	12,000.00	0.00	0.00	0.00	12,000.00	
Office						
Insurance	15,000.00	0.00	0.00	0.00	15,000.00	13378 Comm, Dir/Officers, WC thru 12.31.21 *2
Phones - Office	2,000.00	0.00	0.00	0.00	2,000.00	1000 est upcoming increases
Internet	3,600.00	0.00	0.00	0.00	3,600.00	
Postage / Shipping	1,000.00	0.00	0.00	0.00	1,000.00	
Subscriptions	6,000.00	0.00	0.00	0.00	6,000.00	
Rent / Lease	100,000.00	0.00	0.00	0.00	100,000.00	
Supplies	10,000.00	0.00	0.00	0.00	10,000.00	
Copying/Publishing OSP allowance	20,000.00	0.00	0.00	0.00	20,000.00	
IT/Software	26,000.00	0.00	0.00	0.00	26,000.00	
Parking-Office	17,280.00	0.00	0.00	0.00	17,280.00	Currently \$1085/mth for 7 EE - 155 each Estimate 9 EE x \$160 x 12
Parking-Other	5,040.00	0.00	0.00	0.00	5,040.00	CO Office parking
Other Operating	(127,857.15)	32,619.05	95,238.10	0.00	0.00	Placeholder for OH amount charged to Grants. (per grants 5% OH rates) C-ID and OER /1.05
Total Office	78,062.85	32,619.05	95,238.10	0.00	205,920.00	
Professional Services	25,000.00	0.00	0.00	0.00	25,000.00	15000+5000+5000 audit+tax+legal
Business Expenses						
Bad Debt Expenses	0.00	0.00	0.00	0.00	0.00	
Bank / Finance Charges	0.00	0.00	0.00	0.00	0.00	
Travel Fees	0.00	0.00	0.00	0.00	0.00	
Credit Card Processing Fees	0.00	0.00	0.00	0.00	0.00	
Business Expenses	10,000.00	0.00	0.00	0.00	10,000.00	We have put a lump sum in Business Exp since at least FY 16-17
Total Business Expenses	10,000.00	0.00	0.00	0.00	10,000.00	
Total Nonpersonnel	125,062.85	32,619.05	95,238.10	0.00	252,920.00	
Total Expenses	2,434,392.85	685,000.00	2,000,000.00	0.00	5,119,392.85	
Total Income Statement	(23,142.85)	0.00	0.00	0.00	(23,142.85)	

Senate	C-ID	OER	IEPI	Total
Grants: Income vs expenses = zero				



Executive Committee Agenda Item

SUBJECT: Executive Director Evaluation - Closed Session		Month: May	Year: 2022
		Item No: IV. Q.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.	Urgent: Yes	
		Time Requested: Closed Session	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: May	Year: 2022
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Davison and Vice President May will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

- <https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>
- <https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: May	Year: 2022
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor’s Office representative will bring items of interest regarding Chancellor’s Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Regulatory Action Title

Revision of title 5, Division 6, Chapter 6 Subchapter 3: Article 6. The Associate Degree

§ 55060. District Policy

§ 55061. Philosophy and Criteria for Associate Degree and General Education

§ 55062. Types of Courses Appropriate to the Associate Degree

§ 55063. Minimum Requirements for the Associate Degree

§ 55064. Acceptance of Noncredit Courses.

Proposed Regulatory Action:

The proposed amendments clarify existing language in Article 6 regarding the creation of associate degrees, general education standards, and student requirements for completing and being awarded associate degrees. In addition, the amendments will align Article 6 with the goals of the Vision for Success, Equitable Placement and Completion (AB 705), innovation in curriculum development, and the strategic framework for advancing diversity, equity, and inclusion within the system by:

- Clarifying definitions of course “completion” (student receives credit) and course “satisfactory completion” (student receives “C” or better or “P”)
- New language puts the responsibility on districts to calculate GPA solely on courses that satisfy degree requirements when a student earns over 60 units
- Clarifying that a course may be used by a student to meet a general education area, a major/area of emphasis requirement and a competency demonstration
- Adding language from §55064 regarding the use of noncredit courses to fulfill credit requirements as a form of credit for prior learning
- Removing the requirement of Elementary Algebra as a prerequisite for a course to be approved to meet the mathematics competency
- Removing references to specific disciplines and adding language focusing on competencies students should be able to demonstrate

The regulation changes are structured to align with equity imperatives through:

- Shifting language to be student-centered and student-friendly
- Emphasizing student needs and flexibility
- Ensuring regulations support equitable placement and completion implementation

The proposed amendments support and advance ideals specific to the following Vision for Success Goals:

- Vision for Success Goal #5 – *Reduce Equity Gaps*, and
- Vision for Success Goal #6 – *Reduce Regional Achievement Gaps*.
- Supports equity in teaching and learning

These amendments allow for more freedom to use the courses students have taken toward their degree, which decreases unit accumulation and time to completion, thereby closing equity gaps. These goals are met by aligning with AB 705, clarifying the language that allows a student to use a course in more than one area, and allowing students to use noncredit as a form of credit for prior learning. It also clarifies that students may take courses in disciplines other than mathematics, English, and reading to satisfy the graduation competency requirements when those courses have been locally approved for that purpose.

The removal of Elementary Algebra as a prerequisite, clarifying language regarding the definitions for ‘completion’ and ‘satisfactory completion,’ and aligning the regulation with AB 705, allows students to have a better understanding of the requirements needed in order to obtain an associate degree, creating clear pathways for students in alignment with Guided Pathways.

The California Community Colleges Curriculum Committee (5C) is the primary advisory committee that has created these proposed revisions in partnership with the Chancellor’s Office, Educational Services and Support Division.

Background:

The system has experienced significant changes in statute and regulations that support the *Vision for Success*. These regulatory changes are intended to simplify language to ameliorate understanding of the requirements students must complete to earn an associate’s degree, and the standards and definitions faculty and administrators use to create curriculum. The ultimate goal is to increase the number of students completing an associate’s degree and reduce the number of units students collect in pursuit of their degree. Thereby, furthering the advancement of equity and inclusion.

The current regulations are not supportive of the Vision for Success by:

- The use of redundant language
- Confusing definition language for “degree-applicable courses”
- Confusing language regarding the use of general education courses and the application to associate degrees
- Confusing definition language regarding “major” and “area of emphasis”
- Confusing definition language regarding “completion” and “satisfactory completion”
- Not being aligned with Assembly Bill 705

- Applying all units earned in a student’s GPA calculation. The proposal would instead limit the courses used to calculate the GPA a student earns toward the 60-unit requirement for an Associate degree to degree-applicable courses.
- Requires student to petition the use of noncredit when options such as credit for prior learning and noncredit articulation with credit curriculum may eliminate the petition requirement.
- Confusing language regarding what courses may be locally approved for students to take to meet graduation competency requirements and expanding what types of courses can be used by focusing on competencies rather than specific disciplines.

Related Regulations or Regulatory Actions:

- § 55060. District Policy.
- § 55061. Philosophy and Criteria for Associate Degree and General Education.
- § 55062. Types of Courses Appropriate to the Associate Degree.
- § 55063. Minimum Requirements for the Associate Degree.

Additional sections to be reviewed in response to changes in these sections include title 5 § 55002 Standards and Criteria for Courses and § 55050 Credit for Prior Learning.

Proposed Timeline:

- March 25, 2022: 5C approved
- March-May, 2022: CCCCCO field vetting
- May 20, 2022: Bring any revisions to 5C
- June 16, 2022: Present to Consultation Council
- July 25, 2022: BOG 1st read
- September 19, 2022: BOG 2nd read

Implementation Impact:

- Chancellor’s Office will provide the field with a guidance memo detailing the title 5 changes/updates
- Local Boards will need to review existing policies to see if additional updates are necessary
- Curriculum committees and faculty will need to review associate degrees competencies and requirements and update if necessary
- Colleges will need to update process for calculating GPA a student earns based on the courses where a student has earned the most successful GPA toward the 60 requirement units for an Associate degree when a student has earned more than 60 degree-applicable units.
- Chancellor’s Office will need to update the PCAH

Proposed Associate Degree Regulatory Revisions
(approved by 5C March 25, 2022)

§ 55060. Philosophy and Criteria for Associate Degree and General Education

(a) District governing boards shall adopt and maintain a policy which states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a “general education” curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to use apply quantitative reasoning, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

(b) District governing boards shall establish criteria to determine which courses may be used to implement its goals for the associate degree and its philosophy of general education.

§55061. General Education Areas of Study

The associate degree requires a minimum of 18 semester units (27 quarter units) of general education coursework in the areas described in this section.

(a) Natural Sciences. Minimum of 3 semester units (4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(b) Social and Behavioral Sciences. Minimum of 3 semester units (4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies, and promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(c) Humanities. Minimum of 3 semester units (4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop the student's awareness of the ways in which people throughout the ages, and in different cultures, respond to themselves and the world around them in artistic and cultural creation, and develop aesthetic understanding and an ability to make value judgments. This includes courses in introductory or integrative courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion and related disciplines.

(d) Language and Rationality. Minimum of 6 semester units (8 quarter units). Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. This includes courses in both English Composition, and Communication and Analytical Thinking as follows:

(1) English Composition. Minimum of 3 semester units (4 quarter units). Courses fulfilling the written composition requirement include both expository and argumentative writing, and may be taught in disciplines including, but not limited to, English, and English as a Second Language.

(2) Communication and Analytical Thinking. Minimum of 3 semester units (4 quarter units). Courses fulfilling the communication and analytical thinking requirement include, but are not limited to, oral communication, mathematics, and quantitative reasoning courses such as logic, statistics, computer languages, programming, and related disciplines.

(e) Districts may establish additional general education requirements not inconsistent with this subchapter 1.

§55062. Associate Degree Approval.

California community colleges are authorized to grant associate in arts and associate in science degrees. Associate degrees approved by district governing boards must conform to the following requirements:

(a) Completion of at least 60 semester units (90 quarter units) of degree applicable courses, which include:

(1) all transferable lower division courses; and

(2) non-transferable courses that apply to the major or area of emphasis in non-baccalaureate career technical fields; including composition, reading, and mathematics courses not more than one level below transfer;

(b) Satisfactory completion of at least 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A "major" is a focused program of study within a specific discipline, which may include some course work from outside of the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower division requirements in comparable baccalaureate majors.

(2) An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple, related academic disciplines, which provides the student with an academic pathway that is broader than a specific major, but more focused than general education.

(c) Completion of at least 18 semester units (27 quarter units) of general education.

(d) In addition to completing a major or area of emphasis and a pattern of general education, the governing board of a community college shall also require that students demonstrate competence in reading, written expression, and quantitative reasoning, and satisfactory completion of a course in ethnic studies, as follows:

(1) Satisfactory completion of a course in writing at or above the level of the course typically known as college Composition. This requirement may also be met by satisfactory completion of a writing course at a level at least equivalent to the course typically known as College Composition taught in another department or discipline, or by demonstrating competency that is comparable to satisfactory completion of a specified writing course. The equivalence of writing coursework, and the methods of demonstrating comparable competency in written expression are determined by the district.

(2) Satisfactory completion of a quantitative reasoning course at or above the level of the course typically known as Intermediate Algebra. This requirement may also be met by satisfactory completion of a quantitative reasoning course at a level at least equivalent to the course typically known as Intermediate Algebra taught in another department or discipline, or by demonstrating competency that is comparable to satisfactory completion of a specified quantitative reasoning course at or above the level of the course typically known as Intermediate Algebra. The equivalence of quantitative reasoning coursework, and the method of demonstrating comparable competency in quantitative reasoning are determined by the district.

(3) Requirements for demonstrating competency in reading shall be locally determined.

(e) Satisfactory completion of a baccalaureate level course in ethnic studies of at least 3 semester units (4 quarter units). This requirement may be satisfied by completing a course in ethnic studies taught in, or on behalf of, other departments and disciplines.

(f) For the purposes of this article 6, "completion" means the receipt of credit in a course; and "satisfactory completion" means earning a grade of "P" on a pass-no pass basis, or a grade of "C" or better.

§55063. Student Completion of Associate Degree Requirements.

(a) District governing boards shall confer the associate degree upon a student who has met all associate degree requirements and the following conditions:

(1) completion of at least 12 semester (18 quarter units) in residence at the degree-granting college, unless the governing board excuses this requirement to alleviate injustice or undue hardship;

(2) satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis; and

(3) completion with a minimum cumulative grade point average of 2.0 in the degree-applicable courses.

If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements.

(b) Courses that meet or exceed the standards of the California Community Colleges completed at other accredited institutions shall be counted toward associate degree unit requirements.

(c) Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55062, when courses are locally approved to meet multiple requirements. However, one course may not be counted for more than one general education area even if the course is approved in multiple general education areas. Students may use the same course to meet a general education requirement and to satisfy a general education requirement at the California State University or the University of California, if the course is accepted by that segment for this purpose.

(d) Students may seek to receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning, adopted pursuant to section 55050.

Proposed Associate Degree Regulatory Revisions
(Comparison to Existing Regulations)

§ 55060. District Policy.

~~The governing board of each community college district shall adopt policy consistent with the provisions of this article. The policy shall be published in the college catalog under appropriate headings, and filed with the Chancellor's Office as required by section 51004.~~

~~§ 55061. Philosophy and Criteria for Associate Degree and General Education.~~

(a) ~~The District~~ governing ~~board of a community college district~~boards shall adopt and maintain a policy which states ~~its~~their goals for offering associate degrees and their specific philosophy on ~~General Education~~general education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

~~The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize~~provides a ~~successful attempt on the part of the college to lead~~framework within which students ~~through~~complete patterns of learning experiences designed to develop ~~certain~~ capabilities and insights ~~to support their academic and career goals~~. Among these ~~capabilities and insights~~ are competencies that are germane to all aspects of higher education and comprise a "general education" curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing; ~~to use mathematics~~ apply quantitative reasoning; ~~to understand the modes of inquiry of the major disciplines~~; ~~to be aware of other cultures and times~~; ~~to achieve insights gained through experience in thinking about ethical problems~~; and to develop the capacity for self-understanding. ~~In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.~~

~~Central to an Associate Degree, General Education is designed to introduce~~Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must ~~possess in common certain basic~~have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. ~~College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self understanding.~~

~~In establishing or modifying a~~A general education program, ~~ways shall be sought to~~ should create coherence and integration among the separate requirements. ~~It is also desirable that general education programs and~~ involve students actively in examining values inherent in proposed solutions to major social problems.

(b) ~~The District~~ governing ~~board of a community college district~~boards shall ~~also~~ establish criteria to determine which courses may be used ~~in implementing~~to implement its ~~philosophy on~~goals for the associate degree and ~~its~~ philosophy of general education.

~~(c) The~~

§55061. General Education Areas of Study

The associate degree requires a minimum of 18 semester units (27 quarter units) of general education coursework in the areas described in this section.

(a) Natural Sciences. Minimum of 3 semester units (4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(b) Social and Behavioral Sciences. Minimum of 3 semester units (4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies, and promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(c) Humanities. Minimum of 3 semester units (4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop the student's awareness of the ways in which people throughout the ages, and in different cultures, respond to themselves and the world around them in artistic and cultural creation, and develop aesthetic understanding and an ability to make value judgments. **This includes courses in** introductory or integrative courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion **and related disciplines.**

(d) Language and Rationality. Minimum of 6 semester units (8 quarter units). Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. This includes courses in both English Composition, and Communication and Analytical Thinking as follows:

(1) English Composition. Minimum of 3 semester units (4 quarter units). Courses fulfilling the written composition requirement include both expository and argumentative writing, and may be taught in disciplines including, but not limited to, English, `` and English as a Second Language.

(2) Communication and Analytical Thinking. Minimum of 3 semester units (4 quarter units). Courses fulfilling the communication and analytical thinking requirement include, but are not limited to, oral communication, mathematics, and quantitative reasoning courses such as logic, statistics, computer languages, programming, and related disciplines.

(e) Districts may establish additional general education requirements not inconsistent with this subchapter 1.

§55062. Associate Degree Approval.

California community colleges are authorized to grant associate in arts and associate in science degrees. Associate degrees approved by district governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section.

§ 55062. Types of Courses Appropriate to the Associate Degree.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that boards must conform to the standards specified in section 55002(a) or section 55270, and that fall into the following categories to be offered as degree applicable credit courses requirements:

- (a) All Completion of at least 60 semester units (90 quarter units) of degree applicable courses, which include:
 - (1) all transferable lower division courses; accepted toward
 - (2) non-transferable the baccalaureate degree by the California State University or University of California or designed to be offered for transfer following types:
- (b) Courses A) courses that apply to the major or area of emphasis in non-baccalaureate career technical fields; including
- (c) English B) composition or reading, and mathematics courses not more than one level below the first transfer level;
- (b) Satisfactory completion of at least 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.
 - (1) A "major" is a focused program of study within a specific discipline, which may include some course- Each student may count only one such course below work from outside of the primary discipline. Programs designed to provide transfer level for credit toward the associate degree, except preparation must be designed to meet specific lower division requirements in comparable baccalaureate majors.
 - (2) An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple, related academic disciplines, which provides the student with an academic pathway that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision is broader than a specific major, but more focused than general education.
- (d) All mathematics courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the district governing board-
- (c) Completion of at least 18 semester units (27 quarter units) of general education.

(d) In addition to completing a major or area of emphasis and a pattern of general education, the governing board of a community college shall also require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated that students demonstrate competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a reading, and quantitative reasoning, and satisfactory grade in an completion of a course in ethnic studies, as follows:

(1) Satisfactory completion of a course in writing English course at or above the level of the course typically known as college Freshman Composition ~~(either This requirement may also be met by satisfactory completion of a writing course at a level at least equivalent to the course typically known as College Freshman Composition, or taught in another English course at the same level and with the same rigor, approved locally)~~ department or discipline, or by demonstrating competency that is comparable to satisfactory completion of the specified writing English course, determined locally. Satisfactory completion. The equivalence of an writing English course at the level of Freshman Composition shall satisfy both this coursework, and the methods of demonstrating comparable competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section written expression are determined by the district.

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course(2) Satisfactory completion of a quantitative reasoning course at or above the level of the course typically known as Intermediate Algebra ~~(either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally)~~. This requirement may also be met by satisfactory completion of a quantitative reasoning course at a level at least equivalent to the course typically known as Intermediate Algebra taught in another department or discipline, or by demonstrating competency that is comparable to satisfactory completion of a specified quantitative reasoning mathematics course at or above the level of the course typically known as Intermediate Algebra, ~~determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.~~ The equivalence of quantitative reasoning coursework, and the method of demonstrating comparable competency in quantitative reasoning are determined by the district.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.(3)

Requirements for demonstrating competency in reading shall be locally determined.

~~The required 60~~

~~(e) Satisfactory completion of a baccalaureate level course in ethnic studies of at least 3 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward (4 quarter units). This requirement may be satisfied by completing a course in ethnic studies taught in, or on behalf of, other departments and disciplines.~~

~~(f) For the degree by a college within purposes of this article 6, "completion" means the district (as shown in its catalog). It must include at least 18 semester receipt of credit in a course; and "satisfactory completion" means earning a grade of "P" on a pass-no pass basis, or 27 quarter units in general education and at least 18 semester a grade of "C" or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, better.~~

§55063. Student Completion of Associate Degree Requirements.

~~(a) District governing boards shall confer the associate degree upon a student who has met all associate degree requirements and the following conditions:~~

~~(1) completion of at least 12 semester or (18 quarter units must be completed) in residence at the college degree granting the degree. Exceptions to residence requirements for the associate degree may be made by college, unless the governing board when it determines that an excuses this requirement to alleviate injustice or undue hardship would be placed on the student.~~

~~(a) Requirements for a major or area of emphasis.~~

~~(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.~~

~~(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, satisfactory completion of each course counted toward the unit major or area of emphasis requirement of this subdivision must be completed with a grade of "C" or better, or a of "P" if the course is taken on a "pass-no pass" basis; and~~

~~(b) General Education Requirements.~~

~~(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:~~

~~(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology,~~

chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) ~~Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.~~

(C) ~~Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.~~

(D) ~~Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:~~

~~(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.~~

~~(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.~~

~~(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).~~

(c) While a course might satisfy (3) completion with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements.

(b) Courses that meet or exceed the standards of the California Community Colleges completed at other accredited institutions shall be counted toward associate degree unit requirements.

(c) Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55062, when courses are locally approved to meet multiple requirements. However, one course may not be counted for more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy

~~both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. area even if the course is approved in multiple general education areas.~~ Students may use the same course to meet a general education requirement ~~for the associate degree~~ and to partially satisfy a general education requirement at the California State University or the University of California ~~State University or University of California~~, if ~~such~~the course is accepted by that ~~system to satisfy a general education requirement.~~segment for this purpose.

§ 55064. Acceptance of Noncredit (d) Courses.

~~The governing board of each community college district shall establish procedures by which a student Below Transfer Level. Students may petition to have completion of a noncredit count only one English composition or reading course counted below transfer level for credit toward satisfaction of the associate degree. Transferable reading courses that meet the requirements for an associate degree. The petition shall be granted if the instructor of the noncredit course certifies that the student has achieved competence in the of section 55062, subdivision (d)(1), are not subject matter at a level and with academic rigor equivalent to that required for a degree applicable credit course. to this limit.~~
~~This section shall become inoperative on July 1, 2009. After that date, a student may nevertheless~~
(d) Students may seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accord with a district's procedures for awarding credit for prior learning, adopted pursuant to section 55050.



California Community Colleges

Title 5 Changes Associate Degree

§55060 - §55064

Current Title 5

Current § 55060. District Policy

- Establishes requirement for a District to have a policy on the associates degree

Current § 55061. Philosophy and Criteria for Associate Degree and General Education.

- Establishes need for districts to have policy stating philosophy on general education
- Confusing section conflating associate degree and gen ed

Current § 55062. Types of Courses Appropriate to the Associate Degree

- Establishes course criteria for degree-applicability
- Allows students to count below-transfer level courses towards associate (contradicts AB 705)

Current § 55063. Minimum Requirements for the Associate Degree (revised 7/2021)

- Establishes definition of major and area of emphasis
- Establishes residency requirement
- Establishes requirement that major or area of emphasis courses must be passed with “C” or better or Pass “P”
- Includes definition of satisfactory course completion and the 2.0 GPA requirement for earning an associate degree
- Includes gen ed areas and descriptions
- Includes competence demonstrations in reading, written expression, and mathematics
- Includes Ethnic Studies course requirement
- Establishes how a single course can be used to meet multiple requirements, including general education, major/area of emphasis and competency demonstration

Current § 55064. Acceptance of Noncredit Courses

- Establishes student ability to petition to use noncredit coursework to meet credit requirements
- Section is currently “inoperative” but has not been repealed
- Language suggests using noncredit to satisfy credit requirements is aligned with credit for prior learning. From §55064: “This section shall become inoperative on July 1, 2009. After that date, a student may nevertheless seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accord with [section 55050](#).”

Title 5
Proposed Revisions

§55060 - §55064

New §55060. Philosophy and Criteria for Associate Degree and General Education

- Current §55060 section is unnecessary
- Similar language found in current §55061
- §55060 and §55061 have been collapsed into proposed §55060 Philosophy and Criteria for Associate Degree and General Education
- Additional language revisions, including incorporation of “quantitative reasoning” and “written expression”

New §55061. General Education Areas of Study

- General education definitions extracted from current [BOG approved §55063 \(July 2021\)](#)
- Minor tweaks to current gen ed language to support readability

New §55062. Associate Degree Approval

- Intent is to focus on standards and requirements for faculty when developing and revising associate degrees
- Clarifies the definition of “degree-applicable” to be support § 55002. Standards and Criteria for Courses
- Revises competency requirements to focus on knowledge areas rather than specific disciplines with the goal of contextualizing how students may demonstrate competence in quantitative reasoning, written expression and reading within their field of study
- Clarifying that Ethnic Studies courses are baccalaureate-level courses

New §55063. Student Completion of Associate Degree Requirements

- Intent is to focus on student requirements to ***be awarded*** degrees
- Establishes (no changes)
 - residency requirement for associate degree
 - requirement of a “C” or better or “P” for courses in the major/area of emp.
 - requirement of a minimum 2.0 GPA in degree-applicable courses
- New language puts the responsibility on districts to calculate GPA solely on courses that satisfy degree requirements when a student earns over 60 units
- Clarifies that a course may be used by a student to meet a general education area, a major/area of emphasis requirement **AND** a competency demonstration
- Adds language from §55064 regarding the use of noncredit courses to fulfill credit requirements as a form of credit for prior learning



California Community Colleges

Title 5 Changes Associate Degree

§55060 - §55064

Next Steps

- April 2022: Field vetting
- May 2022: Bring any revisions to 5C
- June 2022: Present to Consultation Council
- July 2022: BOG first reading
- September 2022: BOG second reading



California Community Colleges

Title 5 Changes Associate Degree

§55060 - §55064

We want your feedback

Use this survey to provide feedback on these proposed changes: [Associate Degree title 5 Comments \(alchemer.com\)](#)

Regulatory Action Title

Title 5, Division 6, Chapter 6, Subchapter 3: Article 4. Work Experience Education

§55002.5 Credit Hour Definition

§55040 District Policy for Course Repetition

§55250 Purpose and Definition of Work Experience Education

§55251 District Responsibilities

§55252 Work Experience Education Documentation

§55253 College Credit, Attendance Accounting, and Course Repetition

§55254 Records

§58003.1 Full-time Equivalent Student; Computation

§58009 Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience and Certain Distance Education Courses

§58161 Apportionment for Course Enrollment

Proposed Regulatory Action:

The proposed amendments align Article 4, Work Experience Education with the goals of the *Vision for Success* and strategic frameworks to advance diversity, equity, and inclusion within the system. By integrating high-quality work experience opportunities as a part of the learning process for an expanded range of instructional programs. In addition, the updated regulations allows for student educational and occupational goals, including developing career awareness, learning industry culture, and developing professional networks in their career field.

The specific Vision for Success Goals connected to this work are:

- Supports the Vision for Success Goal #5 – *Reduce Equity Gaps*, and
- Supports the Vision for Success Goal #6 – *Reduce Regional Achievement Gaps*.
- Supports equity in teaching and learning - experiential learning connection

The regulation changes are structured to align with equity imperatives, which include:

- Shift messaging and intent to applied and experiential learning
 - Establish the needed infrastructure for colleges to provide supports for

- students in gaining experiential learning opportunities
- Ensure quality & intent of experiential learning
 - Infuse high-quality work experience opportunities as a part of the learning process in all instructional programs
- Ensure implementation supports equitable action and completion
 - Emphasize and support paid opportunities for EDS students; Prioritize high-need students
 - Emphasize a focus on building students' social capital
 - Ensure students with jobs are not excluded; supports CPL

The specific changes that meet the Vision for Success and align with equity imperatives are:

- The elimination of existing text that define the difference between “general” and “occupational” work experience
- Allows for noncredit work experience
- Allows for work experience education to be integrated as a component of a course with lecture, lab, or activity elements
- Allows for part-time jobs
- Revises and simplifies credit hour calculation for work experience
- Emphasis on economically disadvantaged students in paid work experience

Background:

The current regulations were enacted 50 years ago in 1971. Current regulations were also enacted before Economic and Workforce Development was adopted as the 3rd primary mission of the community college system in 1991 which states, “A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.” Since that time the system and world has experienced significant changes that affect student experiences in education and work. As the state’s economy continues to evolve, our system must adapt to ensure that students have access to experiential learning and are prepared for the future of work.

In addition, the current regulations do not align with the Vision of Success or the strategic framework for diversity, equity and inclusion by:

- Limiting access for economically disadvantaged students
- The burden is placed on the student as opposed to the institution
- Does not leverage the current existing infrastructure established in Ed Code for Workforce and Economic Development programs
- Employers who will ultimately be hiring students don’t have an intentional role in this work

Related Regulations or Regulatory Actions:

§55002.5 Credit Hour Definition

§55040 District Policy for Course Repetition

§55250 Purpose and Definition of Work Experience Education

§55251 District Responsibilities

§55252 Work Experience Education Documentation

§55253 College Credit, Attendance Accounting, and Course Repetition

§55254 Records

§58003.1 Full-time Equivalent Student; Computation

§58009 Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience and Certain Distance Education Courses

§58161 Apportionment for Course Enrollment

Proposed Timeline:

- March 25, 2022: 5C approved
- March-April, 2022: CCCCCO field vetting
- April 2022: Bring any revisions to 5C
- May 19, 2022: Present to Consultation Council
- May 23, 2022: BOG 1st read
- July 25, 2022: BOG 2nd read

Implementation Impact:

- Chancellor's Office will provide the field with a guidance memo detailing the title 5 changes/updates.
- Local Boards will need to review existing policies to see if additional updates are necessary.

Work Experience Education Proposed Regulatory Action
(Approved by 5C March 25, 2022)

Title 5
Division 6
Chapter 6
Subchapter 1
Article 1

§ 55002.5. Credit Hour Definition.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

(d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.

(f) Credit hours for all courses may be awarded in increments of one unit or less.

(g) District governing boards shall establish a policy defining the standards for credit hour calculations. District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and work experience education, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Chapter 6
Subchapter 1
Article 4

§ 55040. District Policy for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

- (b) The policies and procedures adopted pursuant to subdivision (a) may,
- (1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041.
 - (2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.
 - (3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.
 - (4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044.
 - (5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.
 - (6) permit a student to repeat a course in work experience education under the circumstances described in section 55253. When a work experience education course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average.
 - (7) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9.
 - (8) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy or procedure may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated.
 - (9) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies or procedures requiring students to certify or document that course repetition is legally mandated.
 - (10) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies or procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies or procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

§ 55250. Purpose and Definition of Work Experience Education.

(a) The purpose of work experience education is to provide students with an integrated educational program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a meaningful way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.

(b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or non-credit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.

§55251. District Responsibilities.

(a) Districts shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:

(1) the respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;

(2) the types of work experience education offered by the district;

(3) how the district will:

(A) provide guidance services for students during enrollment in work experience education;

(B) assign academic and other personnel sufficient to direct the program and provide required district services;

(C) assess student progress in work experience education through written, measurable learning objectives and outcomes;

(D) assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;

(E) analyze disaggregated work experience enrollment, persistence, and course success data related to degree and transfer attainment;

(F) ensure adequate clerical and instructional services are available to facilitate the program; and

(G) ensure equitable access to work experience opportunities.

(b) Districts shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.

(c) Districts may subsidize student work experience education provide by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

(d) Districts shall ensure that economically disadvantaged students are given preference for placement in paid work experience education as defined in the Chancellor's Office Special Populations Data Elements (SG) codes in the data element dictionary.

(e) District governing boards may authorize work experience education programs and opportunities outside district boundaries.

(f) Districts shall provide sufficient administrative services for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

§ 55252. Work Experience Education Documentation.

The respective responsibilities of districts, employers, and students involved in work experience education programs shall be documented as described in this section.

(a) Districts shall enter a work experience employer agreement with each participating employer prior to any student placement with the employer. Such agreements shall document the following:

(1) the respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;

(2) arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;

(3) the employer's acknowledgement of the district's work experience education plan, and agreement to support its purposes;

(4) the employer's commitment to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;

(5) the employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;

(6) that work-experience education involving apprenticeable occupations will comply with division 3, chapter 4, of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council;

(7) the employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

(8) that work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and

(7) any other matters deemed appropriate by the district.

(b) The appropriate college representative, the employer, and the student shall sign a learning agreement prior to the student commencing work experience employment. The learning agreement shall document the following:

- (1) the work experience education student's individual educational objectives;
- (2) the hours of work and a clear explanation of the student's work experience job duties;
- (3) the identity of the responsible supervisors at the college and the employment site;
- (4) a schedule to discuss mutual expectations and for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals with a term;
- (5) a commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives;
- (6) any other matters deemed appropriate by the district.

(c) Work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

§ 55253. College Credit, Attendance Accounting, and Course Repetition.

(a) Units of credit for work experience education shall be calculated as follows:

- (1) work experience education offered as a credit course: one semester unit of credit will be awarded for every 60 hours of work experience, or one quarter unit for every 50 hours of work experience, and may be awarded in increments of .5 units; and
- (2) work experience education integrated as a component of a course: units of credit will follow the standards for credit hour calculations in section 55002.5 for all lecture, activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).

(b) Work experience education courses apply the alternative attendance accounting procedure described in subdivision (f), of section 58003.1 in calculating FTES.

(c) Students may earn up to 16 semester credit hours (or 24 quarter credit hours) of work experience education as part of their educational pathway with a limit of eight credit hours of work experience during one enrollment period, or the required clock hours for vocational noncredit courses.

(d) Student Repetition of Work Experience Education. Students may be permitted to re-enroll in work experience education courses up to the limits set forth in subdivision (c), and subject to the district policies adopted pursuant to section 55040.

§ 55254. Records.

Districts shall retain as student educational records the following documents for each work experience education student: learning agreements; weekly or monthly time sheets or a summary statement verifying hours worked; records of consultation with the employer; records of faculty consultation; evaluations of student achievement of learning objectives; the work permit for minor students; and records of the final grade.

§ 58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and work experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and work experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and work experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and work experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as

appropriate, for the primary term or intersession and duration for which the course is scheduled, by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

- (A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,
- (B) the weekly student contact hours as derived above in this section, by
- (C) the primary term length multiplier of 17.5, and
- (D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study, correspondence and work experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

§ 58009. Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience and Certain Distance Education Courses.

(a) For independent study, correspondence, work experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

§ 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students for enrollments in credit courses for state apportionment only if so authorized by this section and if all other requirements of this division are satisfied. For purposes of this section, the definition of enrollment found in section 55000 shall apply.

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

(c) A district may claim state apportionment for the attendance of students for enrollments totaling a maximum of three times per credit course and if all other requirements of this division are satisfied.

(d)(1) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(2) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students in active participatory credit courses that are related in content, in physical education, visual arts, or performing arts, as provided in section 55040(c), for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(e) Notwithstanding subdivisions (b), (c), (d) and (e) of this section, a district may claim state apportionment for one additional enrollment if all other requirements of this division are met and only in the following circumstances:

(1) The attendance of a student for an enrollment in a credit course resulting in that student's repetition of the credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously successfully completed the course, unless an exception to the 36 month requirement applies.

(2) The attendance of a student for an enrollment in a credit course which is a repetition of the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041.

(f) Notwithstanding subdivisions (b), (c) and (d) of this section, a district may claim state apportionment for the attendance of students in credit courses for enrollments in the credit courses without limitation if all other requirements of this division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section 55040(b)(8).

- (2) The attendance of a student with a disability may be claimed for state apportionment for each enrollment by that student in a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029.
- (3) Except for active participatory courses in physical education, visual arts, or performing arts, the attendance of a student for each enrollment in a portion of a variable unit open entry/open exit credit course, that is necessary for the student to complete one time the entire curriculum of the course as described in the course outline of record, may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.
- (4) The attendance of a student for each enrollment in a work experience education course pursuant to section 55253.
- (5) The attendance of a student for each enrollment in a direct-assessment competency-based education module pursuant to Sections 55270 and 55270.13.
- (6) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).
- (7) The attendance of a student receiving a military withdrawal (“MW”) pursuant to section 55024(d)(1).
- (8) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).
- (9) The attendance of a student in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure as set forth in section 55040(b)(9).
- (g) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.

Proposed Work Experience Regulatory Action
(Comparison to Existing Regulations)

Title 5
Division 6
Chapter 6
Subchapter 1
Article 1

§ 55002.5. Credit Hour Definition.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) ~~Cooperative~~ Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

(d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.

(f) Credit hours for all courses may be awarded in increments of one unit or less.

(g) ~~The District~~ governing ~~board of each community college district~~ boards shall establish a policy, ~~consistent with the provisions of this section,~~ defining the standards for credit hour calculations. District ~~policy~~ policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and work experience education, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Chapter 6
Subchapter 1
Article 4

§ 55040. District Policy for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by

instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

(b) The policies and procedures adopted pursuant to subdivision (a) may,

(1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041.

(2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.

(4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044.

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.

(6) permit a student to repeat a course in ~~cooperative~~-work experience education under the circumstances described in section 55253. When a ~~cooperative~~-work experience education course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average.

(7) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9.

(8) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy or procedure may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated.

(9) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and/or procedures requiring students to certify or document that course repetition is legally mandated.

(10) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies and/or procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies and/or procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

Chapter 6
Subchapter 3
Article 4

§ 55250. ~~Approved Plan Required.~~

~~Any program Purpose and Definition of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the local governing board.~~

§ 55250.2. ~~Laws or Rules Applicable to Minor Students in Work Experience.~~

~~All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work experience education courses.~~

§ 55250.3. ~~“(a) The purpose of work experience education is to provide students with an integrated educational program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a meaningful way relevant to a student’s educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.~~

~~“(b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student’s educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.~~

§55251. District Responsibilities.

(a) Districts shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:

(1) the respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;

- (2) the types of work experience education offered by the district;
- (3) how the district will:
 - (A) provide guidance services for students during enrollment in work experience education;
 - (B) assign academic and other personnel sufficient to direct the program and provide required district services;
 - (C) assess student progress in work experience education through written, measurable learning objectives and outcomes;
 - (D) assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;
 - (E) analyze disaggregated work experience enrollment, persistence, and course success data related to degree and transfer attainment;
 - (F) ensure adequate clerical and instructional services are available to facilitate the program; and
 - (G) ensure equitable access to work experience opportunities.

(b) Districts shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.

(c) Districts may subsidize student work experience education provide by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

(d) Districts shall ensure that economically disadvantaged students are given preference for placement in paid work experience education as defined in the Chancellor's Office Special Populations Data Elements (SG) codes in the data element dictionary.

(e) District governing boards may authorize work experience education programs and opportunities outside district boundaries.

(f) Districts shall provide sufficient administrative services for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

§ 55252. Work Experience Education.— Documentation.

Work experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. The respective responsibilities of districts, employers, and students involved in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

§ 55250.4. Funds for Work Experience Programs for Students with Developmental Disabilities.

The governing board of any community college district which establishes and supervises a work experience education program shall be documented as described in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue

to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

~~§ 55250.5. Work Experience Education Involving Apprenticeable Occupations.~~

~~(a) Districts shall enter a work experience employer agreement with each participating employer prior to any student placement with the employer. Such agreements shall document the following:~~

~~(1) the respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;~~

~~(2) arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;~~

~~(3) the employer's acknowledgement of the district's work experience education plan, and agreement to support its purposes;~~

~~(4) the employer's commitment to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;~~

~~(5) the employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;~~

~~(6) that work-experience education involving apprenticeable occupations shall be consistent will comply with the purposes of division 3, chapter 4 (commencing with section 3070) of division 3, of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards established adopted by the California Apprenticeship Council;~~

~~§ 55250.6. Work Experience Outside of District.~~

~~The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district.~~

~~§ 55250.7. Wages and Workers' Compensation.~~

~~The governing board of any community college district providing work experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.~~

~~§ 55251. Requirements of Plan.~~

~~(a) The district plan shall contain the following provisions:~~

~~(1) A statement that the district has officially adopted the plan, subject to approval by the local governing board.~~

~~(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.~~

~~(3) A specific description for each type of Cooperative Work Experience Education program.~~

~~(4) A description of how the district will:~~

~~(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.~~

~~(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.~~

~~(C) Assure that students' on the job learning experiences are documented with written measurable learning objectives.~~

~~(D) With the assistance of employers, evaluate students on the job learning experiences.~~

~~(E) Describe basis for awarding grade and credit.~~

~~(F) Provide adequate clerical and instructional services.~~

~~(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the local governing board.~~

~~§ 55252. Types of Cooperative Work Experience Education.~~

~~Cooperative Work Experience Education is a district initiated and district controlled program of education consisting of the following types:~~

~~(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.~~

~~(b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on the job learning station relating to the students' educational or occupational goal.~~

(7) the employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

(8) that work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and

(7) any other matters deemed appropriate by the district.

(b) The appropriate college representative, the employer, and the student shall sign a learning agreement prior to the student commencing work experience employment. The learning agreement shall document the following:

(1) the work experience education student's individual educational objectives;

(2) the hours of work and a clear explanation of the student's work experience job duties;

(3) the identity of the responsible supervisors at the college and the employment site;

(4) a schedule to discuss mutual expectations and for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals with a term;

(5) a commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives;

(6) any other matters deemed appropriate by the district.

(c) Work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify

work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

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§ 55253. College Credit ~~and~~, Attendance Accounting, and Course Repetition.

(a) ~~For~~ Units of credit for work experience education shall be calculated as follows:

(1) work experience education offered as a credit course: one semester unit of credit will be awarded for every 60 hours of work experience, or one quarter unit for every 50 hours of work experience, and may be awarded in increments of .5 units; and

(2) work experience education integrated as a component of a course: units of credit will follow the satisfactory completion of standards for credit hour calculations in section 55002.5 for all types of Cooperative lecture, activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).

(b) Work experience education, courses will be subject to apply the alternative attendance accounting formula procedure described in subdivision (f), of section 58003.1 in calculating FTES.

(c) ~~Students may earn up to a total of 16 semester credit hours (or 24 quarter credit hours, subject to the following limitations:~~

~~(1) General Work Experience Education.~~

~~A maximum of six semester work experience education as part of their educational pathway with a limit of eight credit hours or nine quarter credit hours may be earned of work experience during one enrollment period in general work experience education, or the required clock hours for vocational noncredit courses.~~

~~(2) Occupational~~

~~(d) Student Repetition of Work Experience Education.~~

~~A maximum of eight credit hours. Students may be earned during one enrollment period permitted to re-enroll in occupational work experience education-~~

~~(b) courses up to the limits set forth in subdivision (c), and subject to the district policy on course repetition policies adopted pursuant to section 55040 may permit a student to repeat a cooperative work experience course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a).~~

~~Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.~~

§ 55254. Student Qualifications Records.

~~In order to participate in Cooperative Work Experience Education students shall meet~~

~~Districts shall retain as student educational records the following criteria:~~

~~(a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.~~

~~(b) Have on-the-job learning experiences that contribute to their occupational or education goals.~~

~~(c) Have the approval of the academic personnel.~~

~~(d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:~~

~~(1) Assist the student in identifying new or expanded on the job learning objectives.~~

~~(2) Assist in the evaluation of the student's identified on the job learning objectives.~~

~~(3) Validate hours worked.~~

~~§ 55255. District Services.~~

~~(a) The district shall provide sufficient services for initiating and maintaining on the job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on the job supervision, which shall include but not be limited to:~~

~~(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.~~

~~(2) Written evaluation of students' progress in meeting planned on the job learning objectives.~~

~~(3) Consultation with students in person to discuss students' educational growth on the job.~~

~~(b) The district shall provide the above services at least once each quarter or~~

~~semester documents for each student enrolled in the Cooperative Work Experience Education.~~

~~Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.~~

~~(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.~~

~~§ 55256. Records.~~

~~(a) The district shall maintain records which shall include at least the following:~~

~~(1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.~~

~~(2) A record of the work permit issued, if applicable, signed by the designated issuing agent.~~

~~(3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed upon learning objectives. Work hours may be verified either by work experience education student: learning agreements; weekly or monthly time sheets or~~

~~by a summary statement at verifying hours worked; records of consultation with the end of the enrollment period.~~

~~(4) New or expanded on the job measurable employer; records of faculty consultation; evaluations of student achievement of learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.~~

~~(b) Records must be maintained which are signed and dated by academic personnel documenting:~~

~~(1) Consultation(s) in person with the employer or designated representative.~~

~~(2) Personal consultation(s) with the student.~~

~~(3) Evaluation of the student's achievement of the on the job learning objectives.~~

~~(4); the work permit for minor students; and records of the final grade.~~

~~§ 55256.5. **Work Experience Credit.**~~

~~(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.~~

~~(b) The learning experience and the identified on the job learning objectives shall be sufficient to support the units to be awarded.~~

~~(c) The following formula will be used to determine the number of units to be awarded:~~

~~(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.~~

~~(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.~~

~~(3) Units may be awarded in 0.5 unit increments.~~

~~§ 55257. **Job Learning Stations.**~~

~~Job learning stations shall meet the following criteria:~~

~~(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on the job learning objectives.~~

~~(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.~~

~~(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on the job learning objectives.~~

~~(d) Employers agree to comply with all appropriate federal and state employment regulations.~~

§ 58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and ~~cooperative~~-work -experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and ~~cooperative~~ work -experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and ~~cooperative~~-work -experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and ~~cooperative~~-work -experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by

17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

- (A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,
- (B) the weekly student contact hours as derived above in this section, by
- (C) the primary term length multiplier of 17.5, and
- (D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study, correspondence and ~~cooperative-work~~-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

§ 58009. Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience and Certain Distance Education Courses.

(a) For independent study, correspondence, ~~cooperative-work~~-experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

§ 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students for enrollments in credit courses for state apportionment only if so authorized by this section and if all other requirements of this division are satisfied. For purposes of this section, the definition of enrollment found in section 55000 shall apply.

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

(c) A district may claim state apportionment for the attendance of students for enrollments totaling a maximum of three times per credit course and if all other requirements of this division are satisfied.

(d)(1) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(2) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students in active participatory credit courses that are related in content, in physical education, visual arts, or performing arts, as provided in section 55040(c), for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(e) Notwithstanding subdivisions (b), (c), (d) and (e) of this section, a district may claim state apportionment for one additional enrollment if all other requirements of this division are met and only in the following circumstances:

(1) The attendance of a student for an enrollment in a credit course resulting in that student's repetition of the credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously successfully completed the course, unless an exception to the 36 month requirement applies.

(2) The attendance of a student for an enrollment in a credit course which is a repetition of the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041.

(f) Notwithstanding subdivisions (b), (c) and (d) of this section, a district may claim state apportionment for the attendance of students in credit courses for enrollments in the credit courses without limitation if all other requirements of this division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section 55040(b)(8).

(2) The attendance of a student with a disability may be claimed for state apportionment for each enrollment by that student in a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029.

(3) Except for active participatory courses in physical education, visual arts, or performing arts, the attendance of a student for each enrollment in a portion of a variable unit open entry/open exit credit course, that is necessary for the student to complete one time the entire curriculum of the course as described in the course outline of record, may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.

(4) The attendance of a student for each enrollment in a ~~cooperative~~ work experience education course pursuant to section 55253.

(5) The attendance of a student for each enrollment in a direct-assessment competency-based education module pursuant to Sections 55270 and 55270.13.

(6) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).

(7) The attendance of a student receiving a military withdrawal ~~(“MW”)~~ pursuant to section 55024(d)(1).

(8) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).

(9) The attendance of a student in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure as set forth in section 55040(b)(9).

(g) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.



California Community Colleges

Title 5 Changes Work Experience Education

§55250 - §55257

Current Title 5

Current § 550250. Approved Plan Required

- The plan adopted by the district shall set forth a systematic design of Work Experience Education.

Current § 550250.2. Laws or Rules Applicable to Minor Students in Work Experience

- All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work experience education courses

Current § 550250.3. Work Experience Education

- Authorizes the employment of students in part time jobs.

Current § 550250.4. Funds for Work Experience Programs for Students with Disabilities

- Allows students with development disabilities to participate in Work Experience Education.

Current § 550250.5. Work Experience involving Apprenticeable Occupations

- Allows for Work Experience involving apprenticeable occupations as outlined in Chapter 4, Division 3 in Labor Code.

Current § 550250.6. Work Experience outside of District

- Allows for Work Experience outside of the college district.

Current § 550250.7. Wages and Workers Compensation

- Allows Districts to provide students in Work Experience programs employment with public and private employers and pay student wages as well as provide workers compensation payments if necessary. Districts may not pay employers for student training.

Current § 550251. Requirements of Plan

- Details the requirements of the District plan.

Current § 550252. Types of Cooperative Work Experience Education

- Defines the difference between General Work Experience and Occupational Work Experience

Current § 550253. College Credit and Repetition

- (a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:(1) General Work Experience Education. A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.(2) Occupational Work Experience Education. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

Current § 550254. Student Qualifications

- Details qualifications for students to participate in Work Experience Education as well as defines the plan on how it will contribute to the student's overall educational goals.

Current § 550255. District Services

- Defines the services the District will provide to support on the job training: Instructor/Coordinator consultation; Written evaluation; Consultation with students to discuss educational growth.

Current § 550256. Records

- Establishes the types of records the District must maintain: Types and Units of Cooperative Work Education; Work Permits issued; Student hours worked.

Current § 550256.5. Work Experience Credit

- Defines student contact hours according to the following formula:
 - Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.
 - Units may be awarded in 0.5 unit increments.

Current § 550257. Job Learning Station

- Defines criteria Job Learning Stations must meet: Student learning objectives; Adequate supervision, facilities and equipment.

Title 5
Proposed Revisions

§55250 - §55257

Proposed Revisions – General

- Simplify regulations to allow local districts to increase work experience opportunities for students and expand beyond a strict focus on CTE programs. Existing regulations include onerous and archaic requirements that stifle innovation and expansion of work experience
- Rename from “Cooperative Work Experience” to “Work Experience Education”
- Establish new numbering for all of Article 4 on Work Experience Education, currently organized as §§55250 – 55257 with revised regulations organized as §§55250 – 55254.
- Collapse 14 existing separate sections into more intentionally organized and sequenced 5 sections.

Proposed Revisions – Alignment with System Goals

The revision to regulations is structured to align with equity imperatives, including:

- Expanding opportunities for students to engage in experiential learning through work experience education
 - Integrate high-quality work experience opportunities as a part of the learning process an expanded range of courses and instructional programs
- Ensuring implementation supports equitable action and completion
 - Emphasize and support paid opportunities for EDS students; Prioritize high-need students
 - Emphasize a focus on building students' social capital
 - Ensure students with jobs are not excluded; supports CPL

Proposed Revisions – Highlights

- Rename "Cooperative Work Experience" to "Work Experience Education"
- Specifically permits noncredit work experience education
- Removes requirement for "Local Plan" and replaced with requirement for local board policy and procedures.
- Removes distinction between "Occupational" and "General" work experience
- Revises and simplifies credit hour calculation for work experience
- Emphasis on economically disadvantaged students in paid work experience
- Clarifies record-keeping requirements



California Community Colleges

Title 5 Changes Cooperative Work Experience

§55250 - §55257

Next Steps

- April 2022: Field vetting
- May 2022: Present to Consultation Council
- May 2022: BOG first reading
- July 2022: BOG second reading



California Community Colleges

Title 5 Changes Cooperative Work Experience

§55250 - §55257

We want your feedback

Use this survey to provide feedback on these proposed changes: [Cooperative Work Experience title 5 Comments \(alchemer.com\)](https://alchemer.com/surveys/55250-55257)

Appendix

Title 5

Proposed Revisions

§55250 - §55257

Proposed Revisions §55250

- Revisions eliminate old §55250 requirement for district plan; existing “plan” requirements replaced in new §55251 with new requirement for district policy and procedures aligned with revised regulations.
- New §55250 articulates purpose and definitions for Work Experience Education to align with Vision goals and emphasizes:
 - Integration of high-quality work experience opportunities as a part of the learning process for an expanded range of instructional programs
 - Integration with student educational and occupational goals, including developing career awareness, learning industry culture, and developing professional networks in career field.
- New §55250 eliminates existing distinction between occupational and general work experience, replacing it with an expanded definition focused on student career goals.
- New §55250 allows noncredit work experience education courses or course components.
- New §55250 allows work experience education to be integrated as a component of a course with lecture, lab, or activity elements.

Proposed Revisions - §55250.2 through §55250.7

§55250.2: Revisions eliminate this section and move statement on following employment law related to minors into new §55252(a)(8).

§55250.3: Revision eliminates this section and includes statement allowing employment in part-time jobs in new §55250 definition of Work Experience Education

§55250.4: Revisions eliminate this section and move the content on funds for students with developmental disabilities into new §55251(c)

§55250.5: Revisions eliminate this section and move content into new §55252(a)(6) on work experience documentation.

§55250.6: Revisions eliminate this section and move content into new §55251(e) which allows districts to authorize work experience opportunities outside of district boundaries.

§55250.7: Revisions eliminate this section and move content to new §55251(c) which covers funding sources for work experience education.

Proposed Revisions - §55251

- Substantially revises existing section, eliminating the old requirements of the plan. Reorganizes some of this content into new requirements for district policy in new §55251(a)
- New §55251 retitled "District Responsibilities"
- New §55251(a)(1-3) covers requirements for board policy and procedures
- Other new sections cover identification of appropriate employers, district use of funds, workers compensation, and requirements for sufficient administrative services to support students.
- New §55251(d) requires districts to ensure preference for ED students to be placed into paid work experience education.

Proposed Revisions - §55252

- Eliminates existing text of §55252 that defined difference between “general” and “occupational” work experience.
- Definitions for work experience are established in new §55250. The distinctions between types of work experience in the old regulations was not aligned with contemporary practices in work experience nor with Vision and equity goals.
- New §55252 covers district requirements for work experience education documentation, including: supervisory obligations, prohibitions on discrimination, and the requirements for a learning agreement signed by district, employer, and student.

Proposed Revisions - §55253

- Revision eliminates distinction between general and occupational work experience education unit limits and replaces with single limit of 16 semester credit hours with a limitation of 8 hours in any single term.
- Incorporates content on credit hour calculation from old §55256.5 but makes substantial revisions to old regulations, including:
 - 60 hours of work experience education = 1 unit of credit
 - Specifically allows work experience education to be integrated into a single Course Outline of Record that can include lecture, lab, or activity hours in addition to work experience hours
- Includes change to attendance accounting formula.
- No change to course repetition standards.

Proposed Revisions - §55254 – 55257

§55254: Revisions eliminate this section. Revised in new §55252

§55255: Revisions eliminate this section. Revised in new §55251 and §55252

§55256: Revisions eliminate this section. Moved into new §55254

§55256.5: Revisions eliminate this section. Revised in new §55253

§55257: Revisions eliminate this section. Revised in new §55252



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: May	Year: 2022
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Educational Services and Support Division
California Community Colleges Curriculum
February 25, 2022
9:00 AM – 12:00 PM
ZOOM

2021-2022 5C Membership

ASCCC: Stephanie Curry (co-chair) Michelle Bean, ~~Robert L. Stewart Jr.~~ Nili Kirschner, Mark Osea, Erik Shearer, Randy Beach, ~~Amber Gillis~~ **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fulbright, Jennifer Vega La Serna, ~~Jennifer Zellet~~ **CCCCO:** Raul Arambula, Aisha Lowe, Imran Majid, Marc Le Forestier **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik, Christopher Sweeten **SSCCC:** Gerardo Chavez **CCCAOE:** Maniphone Dickerson

1. Welcome and attendance at 9:04 a.m.
2. Approval of agenda (attachment)—with date updated.
3. Approval of minutes (attachment)—approved with no corrections.
 - a. January 28, 2022
4. January meeting debrief and moving forward discussed in light of the tone at last meeting. Lowe expressed apologies and desire to keep teamwork that has been most of the meetings this year. Group members shared appreciation for the intentional space to re-center in humanity, empathy, and trust.
5. Work Experience Regulations Plan—Lowe reviewed below timeline. Workgroup members expressed appreciation for the clear timeline to move the work forward. Young said that Brook Oliver president of CIWEA (California Internship and Work Experience Education) has should review the work and the organization would like to see the updates happen.
 - a. February-March: CO makes immediate revisions/additions
 - b. March 25: 5C approves
 - c. March-April: CO vets with stakeholder groups
 - d. April 21: Consultation Council
 - e. May 23: BOG 1st read
 - f. July 25: BOG 2nd read
 - g. 2022-2023: Ideological transformation work
6. Reviewing Title 5 Going Forward—Curry reviewed the below elements as a framework to doing the title 5 work.
 - a. Holistic reviews to address anticipated BOG concerns
 - b. Filters as we review regulation moving forward: Vision for Success, Guided Pathways, DEISA/IDEAS, asset-based/student focused language, align with programs of study

c. Communication with CCCCCO and Workgroups

Lowé shared the need for using a critical thinking approach to the impact and needed guidance on the work to align with BOG vision and system initiatives. CO has created a form to ask those questions as workgroups engage in regulation updates. Beach asked for the form to include a timeline model. Curry suggested that the form be a tool that is a living document and updated as needed. Young expressed the need for legal counsel to be consistent in the process. Lowé will send the form to the group and will take any suggestions or additions.

7. CCCCCO Update (Aisha)

- DEI in Curriculum Model Principles and Practices review by CO Exec
Lowé shared that CO Exec was excited about the framework principles the workgroup created. Lowé sent Bean minor suggestions. CO interested in supporting the road show and PD out to the field on the principles.
- Surveyed articulation officers and specialist on the proposed COCI closure weeks. Some concern on the summer dates, so CO revised summer dates. Fowler expressed appreciation for the process and asked if the dates will be adjusted if they do not work well in the first year; Lowé said yes. Vega La Serna asked how CIOs could help support and train the field on how to submit timely and completely. Shearer suggested that we consider creating collaborative cross-functional teams for local curriculum committee visits as a standing process available. Members expressed interest and support for this kind of partnering, also with training at CIO conference and Curriculum Institute pre-sessions.
- No new updates from CO on AB 928 or AB 1111. Bean updated on the consensus process in ICAS AB 928 subcommittee and ICAS work on a new general ed pattern to be completed by May 2022.
- Ethnic Studies Taskforce had second meeting in February and four subgroups are working on products, such as implementation timeline and guidance memo.
- Beach asked for guidance on CBE and impacts from AB 928. Lowé suggested this be a future agenda item for 5C to start planning what that might mean and what action could be to unpack that. Beach clarified that colleges are writing competencies for CBE now and need guidance if GE pattern will change. Lowé said we have to go with what pattern is now and not foreshadow or even pause on progress.
- Lowé and Le Forestier shared the baccalaureates and program changes needing to be changed per legislation that will go to BOG in May. Beach asked if Curriculum Institute will include a general session on baccalaureates.

8. Workgroup Updates

a. DEI and Curriculum (Michelle)

- i. Feedback on draft—Lowé shared comments from IEPI. Discussion on the background and the update to the 5C priorities. Lowé will compare with Bean's updates for revision.

b. Review of Title 5 Updates 55063 and surrounding sections (Randy)—Beach shared a summary report of all the changes ([Google slides here](#)). Discussed suggestion of removing disciplines and moving to competencies instead. Discussion on the courses

below transfer and impacts on math. Suggestions from members on staying away from hierarchies and tiers.

9. Constituency Reports

- a. ASCCC--spring Plenary April 7-9 with theme of Strengthening Teaching, Leading, and Learning through Racial Justice and Academic Freedom. Strands will be academic freedom, equitable teaching and learning, governance, and racial justice. Curriculum regionals on February 28 at 9am-12pm and March 2 at 12-3pm. Rostrum articles coming on cross listing and equivalency soon. ASCCC will be publishing a special Rostrum this summer with the theme of Answering the Call to Action: Racial Equity, Reckoning, and Academic Accountability Since the Murder of George Floyd. Please consider submitting an article for publication to rostrum@asccc.org by Monday, April 18, 2022.
- b. ACCE—spring conference on March 3-4; go to acce.org to register.
- c. CCCAOE--spring conference is April 6-8th in Sacramento Hyatt conference center in-person. Registration is open at <https://cccae.org/>.
- d. CCCCIO—spring conference will focus on equity and presenters for Academy of College Excellence and Chancellor Lowe. Elections soon.
- e. CCCSSO—following closely AB 1705 and mental health leg; working to get Basic Skills Coordinators in place on campuses.
- f. 4Cs--will reach out to specialist to get feedback on AB 1111 as it rolls out.
- g. SSSCC—no report.



Accreditation Committee

March 21, 2022
12:30pm – 1:30pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android:
<https://yccd-edu.zoom.us/j/8326191425>

Meeting Summary

Members Present: Christopher Howerton (chair), Carrie Roberson (2nd), Laura Adams, Robert Steinberg, Van Rider, Kevin Bontenbal, (ACCJC), Jeff Lamb (CIO Rep.)

Members Absent: Jamar London, Alicia Lopez

Guests: N/A

Meeting began at 12:30pm

1. Committee Procedural Items:

- Approval of Agenda by consensus
- Minutes taken by Carrie Roberson
- Approval of minutes –done via email

2. ACCJC and CIO Liaisons Check-In

- No updates at this time

3. Debrief from the Accreditation Institute

- Participant Survey Results for Discussion
 - i. Committee members shared thoughts and feedback on Accreditation Institute event.
 - ii. Reviewed survey results collectively and at next meeting will discuss take-aways for further recommendations. Committee members were asked to review the survey results further and come prepared to begin documenting our recommendations and suggestions for potential future institutes.
 - iii. The chair thanked the committee for their work to provide a well-organized institute and appreciate the commitment to the event.
 - iv. Thank you notes were sent to guest presenters.

4. Announcements – Information/Discussion – the chair shared the following announcements.

- Area meetings held 3/18 & 3/19
- Next ASCCC Executive Committee Meeting, April 6
- [Spring Plenary Session 2022](#), April 7-9, 2022 (Hybrid)
- [Career and Noncredit Education Institute 2022](#), May 12-14 (Hybrid)
- [Faculty Leadership Institute 2022](#), June 16-18 (Hybrid)
 - possible pre-session on June 15
- Special Rostrum Call for Articles:
 - The Academic Senate for California Community Colleges (ASCCC) embraces diversity and strives to deliberately create a safe and inclusive environment valuing social justice and honoring diverse voices (Inclusivity Statement). In 2020, standing in solidarity with our Black colleagues, ASCCC published a special summer edition of the Rostrum featuring the voices of Black community college faculty. In honor of the California Community Colleges systemwide Diversity, Equity, and Inclusion (DEI) Awareness month (April) and as a follow up to the 2020 summer Rostrum edition, the ASCCC Equity and Diversity Action Committee (EDAC) invites you to submit articles written in the theme of *Answering the Call to Action: Racial Equity, Reckoning, and Academic Accountability Since the Murder of George Floyd*.
 - Chair asked committee members to please consider (or asking someone you know can contribute) to submit an article for publication to rostrum@asccc.org by Monday, April 18, 2022. Articles may be 1,500 words maximum and address topics of educational accountability, social justice, and racial equity in California Community Colleges and how colleges have actualized, operationalized, and worked toward becoming anti-racist institutions. Articles may share how colleges have engaged in topics such as the following: faculty perspectives and stories on racial injustice and anti-racism, culturally responsive curriculum and student services, student programs (such as Umoja and Black Student Unions), or any other topic of interest to community college faculty following the theme noted above.

5. Committee Meetings (Spring 2022): - All meetings from 12:30pm-1:30pm

- ~~January 24, 2022~~
- ~~February 14, 2022~~
- ~~March 21, 2022~~
- April 18, 2022
- May 16, 2022

6. Committee Next Steps and Adjournment

- Draft end-of-the-year report
- Adjourn at 1:09pm

Status of Previous Action Items

A. In Progress –

- a. Draft end-of-the year report and recommendations

B. Completed –

- a. Crafting Accreditation Institute Marketing Blurb
- b. First draft Institute Program presented to ASCCC Exec Nov. 3
- c. Theme and structure for institute approved
- d. Second draft Institute Program presented to ASCCC Exec Dec. 4
- e. Third and final draft of Institute Program presented and approved by ASCCC Exec. Jan. 7
- f. Secured keynote speaker and partnership presenters
- g. AI Program uploaded with Welcome Message
- h. Presenters' registration and template information sent
- i. 2022 Accreditation Institute Completed, survey administered and returned



Equity and Diversity Action Committee

March 14, 2022

10:00 a.m.—12:00 p.m.

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

Zoom Meeting Summary

I. Call to Order and Roll Call at 10:04 a.m.

Michelle Bean—Chair	Juan Arzola	Hermelinda Rocha
Robert Stewart, Jr.	Nadia Khan	Roberto Rubalcaba
	Mohamed Sharif-Idiris	Leslie Shull

II. Land Acknowledgement

III. Adoption of Agenda, Minutes Volunteer, and Google Shared Folder

- Committee approved of the March meeting agenda. No changes were suggested for February meeting minutes and have been sent into ASCCC for Exec agenda report section.
- Juan Arzola volunteered to take minutes for the March meeting.

IV. Shout-outs, Affirmations, and Lean In

- A2MEND Summit went well with EDAC and Black Caucus presentations.
 - Michelle provided a brief synopsis of the A2Mend Summit.
- Equivalency Rostrum article published—check it out! Congrats to Hermelinda and Nadia.
 - Michelle lifted up Hermelinda and Nadia’s work to submit an Equivalency Rostrum article.
- Mohamed and Leslie with *Rostrum* articles in the clutch!
 - Michelle acknowledged Mohamed and Leslie’s work for their Rostrum article too.
- Juan advised the Committee of Michelle’s decision to run for ASCCC Presidency. He also advised the Committee of his decision to run for At-Large Representative.

V. Community Agreements

1. Acknowledge and value our diverse lived experiences and perspectives
 2. Empower each other to lead
 3. Create a non-judgmental, safe space where we come with a growth mindset and help each other learn and grow
 4. Be authentic and accountable to each other with clear communication, timelines, and knowledge of structures
 5. Advocate to the Executive Committee on behalf of the EDAC
- Community Agreements were reviewed and affirmed.

- VI. In-Person Meeting
- A. Travel Reimbursement (account@asccc.org after event)
 - B. COVID Waiver (melissa@asccc.org before event)
 - C. Map and Hotel Recommendation—Rob
 - D. Lunch and Agenda—focus on Special Rostrum articles and CRT Toolkit
 - E. Wi-Fi and Plugs
 - Michelle covered item A in preparation for next month’s in-person meeting in San Diego. Asked Rob to let his senate president know we will be on campus.
 - Dr. Rob discussed items B - E with specific details on hotel and lunch accommodations and other logistics. Reviewed COVID protocols: everyone vaccinated and wearing masks please on his campus while indoors.
 - We will meet at City College at 10 a.m. and then caravan in two cars to Chicano Park and lunch at Las Cuatro Milpas.
- VII. Cultural Humility Tool--Graphic Designer and Executive Director working on publishing
- Michelle gave an update on the Cultural Humility Tool, which is currently being worked on by ASCCC graphic designer.
- VIII. Spring Plenary: Strengthening Teaching, Leading, and Learning Through Racial Justice and Academic Freedom
- A. Resolutions Draft Packet
 - B. Breakout Sessions
 1. Cultural Humility Tool (Michelle, EDAC Member) Thursday, April 7 at 1:00p – 2:15p
 2. Hiring and Retaining BIPOC Faculty (and key collaborations with HR) (Michelle and Cheryl) Friday, April 8 at 1:30p – 2:45p
 - Michelle discussed the Plenary theme and possible breakout sessions. Also, she oriented the Committee to the Resolutions Draft Packet and encouraged members to attend their Area meeting.
 - Michelle also solicited Committee members to identify a breakout session that they would be willing to present. Several members stepped up to assist and will be attending Plenary:
 - April 7 at 1pm--Hermelinda and Nadia for Cultural Humility Tool
 - April 7 at 1pm--Robert and Rob for STEM
 - April 8 at 1:30pm--Leslie and Mohamed for Hiring and Retaining BIPOC faculty
- IX. Critical Race Theory Toolkit
- A. Approved Outline
 - B. Review comments from Executive Committee
 - C. Volunteers for writing sections and collaborations—to be completed by April 18 (first draft to May Exec meeting)
 - Michelle advised the Committee on this item. While there is a sense of urgency, the Toolkit could be handed off to next year’s EDAC. Also, she informed the Committee that some changes were made to the outline based on feedback by ASCCC Executive Committee and Ethnic Studies Council.
 - Michelle shared the updated outline and solicited Committee members on their interest to participate on writing sections for the Toolkit:
 - Background and ASCCC Context (Juan)
 - History of Critical Race Theory (Juan)
 - Definition and History of CRT (Carlos)
 - CRT and Academic Freedom (Michelle and Leslie)
 - Introduction to Toolkit (Michelle)
 - Creating Culture: Using CRT for Social Justice (Hermelinda and Rob)

- Avoiding Dangers: Equity Detours (Hermelinda)
 - Effective Practices –look at Portland Community College Take 5 (Hermelinda)
 - Critical Race Theory Tools and Resources (Juan)
 - Social Justice Tools and Resources (Juan)
 - Hermelinda informed the Committee that Portland Community College has given their approval that we could use their CRT Toolkit (Take 5), as long as we give proper attribution.
- X. Special *Rostrum*: Theme: Racial Equity, Reckoning, and Academic Accountability Since George Floyd
- A. Call for Articles due April 18
- B. EDAC articles:
1. Anti-racism Pledge—Nadia leading; will finish at in-person meeting.
 2. Any others—EDAC to write anecdotes to the push back social justice warriors receive.
- C. Any articles from colleges?
- Michelle discussed this item beginning with acknowledging that Nadia has committed to an article on Antiracism Pledge.
 - Juan asked if it might be possible to write an article on the obstruction and, worse, efforts to rollback any efforts on Antiracism work.
 - Hermelinda suggested an article on women in social justice work.
- XI. Spring *Rostrum* Articles
- A. Cluster Hiring—Muhamad and Michelle submitted
- B. Professional Learning—Dr. Janue Johnson submitted
- C. Sexual Violence Prevention Programs/Models (resolution from 2015)—Leslie and Michelle submitted
- D. Future Article for Next Year--All Gender Bathrooms (work with Emilie Mitchell)
- Michelle reviewed this item and recommended the All Gender Bathroom article for next year’s EDAC.
- XII. DEIA Chancellor’s Office Workgroup
- A. DEIA Competencies and Criteria
- B. Title 5 Updates
- Michelle advised the Committee on the updates that are happening with regulations related to Diversity, Equity, Inclusion, and Accessibility. Support for the DEIA competencies into regulations is needed by local colleges. New regs will be read at next BOG meeting.
- XIII. Legislation—see ASCCC Report
- Michelle gave an update on this item.
- XIV. Announcements
- A. Upcoming ASCCC events
1. FACCC Legislative Advocacy Webinars @ 6pm: March 22, April 26, May 24
 2. Area Meetings: March 18 and 19
 3. Plenary in Burbank April 7-9
 4. Various CTE webinars and coffee hours
- B. CO Vision Resource Center Implicit Bias Modules
- C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
- D. Application for Statewide Service
- A quick update on these upcoming events.
- XV. Closing Comments

- A. In Progress and 2021-2022 EDAC Work Plan Goals
- B. Any other final comments or suggestions—none.

XVI. Adjournment at 12:02 p.m.

In Progress:

- *Rostrum* articles for spring publication
- Plenary sessions
- Critical Race Theory Toolkit
- Special *Rostrum* articles

Completed Tasks:

- A2MEND Conference Sessions: 1) A Thousand Words: Deconstructing and Reimagining Black Male Representation in the Age of Social Media, 2) Creating Radical Conditions for Black Student Success: The Power of Storytelling, Empathy, and Confidence
- Part-time Faculty Institute sessions: 1) Opportunity Awaits: Getting That Job, 2) IDEA Practitioners: Considerations for Part-time Faculty
- Model Cultural Humility Tool and Inventory
- CCCCCO/ASCCC Transforming Institutional Culture through Effective Antiracist Practices sessions: DEIA Competencies and Criteria and faculty breakout session
- *Rostrum* Article “The Strength of Inclusivity: Changing Our Language and Culture”
- *Rostrum* Article “To Promote or To Prevent Opportunity? Using an Equity-Minded Lens to Dispel Myths in the Equivalency Process”
- ACHRO/ASCCC Equity-minded Hiring Principles and Practices webinars
- *Rostrum* Article “Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges”
- Professional Development Webinar for Real Estate faculty on DEI in Curriculum
- EDAC 2021-2022 Workplan and Goals
- Caucus leaders invited to Executive Committees to give liaison reports
- Fall Resolutions: Resource for Racial Justice and Critical Race Theory; Equity in Science, Technology, Engineering, and Math (STEM); Support for Mental Health Awareness and Trauma Informed Teaching and Learning
- Fall *Rostrum* Article: Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges
- Recommendations on Committee Appointment Process—S&P assigned to complete process update



Equity and Diversity Action Committee

April 4, 2022

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

10:00 a.m.—3:00 p.m.

Location: San Diego City College

1313 Park Blvd, San Diego, CA 92101

Zoom also available

Meeting Summary

I. Check in at 10:06 a.m. **SDCC Room MS-351**

https://www.sdcity.edu/about/docs/campus_map.pdf

Michelle Bean—Chair	Juan Arzola (absent)	Hermelinda Rocha
Robert Stewart, Jr.	Nadia Khan	Roberto Rubalcaba
	Mohamed Sharif-Idiris	Leslie Shull

II. Caravan to lunch and tour of Chicano Park: 10:15—12:00 p.m. at Las Cuatro Milpas, 1857 Logan Ave, San Diego, CA 92113

III. Return to SDCC ROOM: MS - 351

- Land Acknowledgement—Rob shared and acknowledged the air and land we begin the meeting on of the Kumeyaay and shared Lemon Grove history of discrimination and segregation in this area.
- Community Agreements—Michelle reviewed and members chimed in with gratitude for norms set from the beginning of year.
 1. Acknowledge and value our **diverse lived experiences** and perspectives
 2. **Empower** each other **to lead**
 3. Create a **non-judgmental, safe space** where we come with a growth mindset and help each other learn and grow
 4. Be **authentic** and **accountable** to each other with clear communication, timelines, and knowledge of structures
 5. **Advocate** to the Executive Committee on behalf of the EDAC
- Travel Reimbursement (account@asccc.org with receipts and map)--Michelle reviewed forms; you have 20 days to submit for reimbursement.

- [Cultural Humility Toolkit](#)—Michelle showed the latest version. Hermelinda suggested incentivizing the use of toolkit and Nadia suggested to add a logo to email signature for “cultural humility” certified.

IV. Review and Engage in Writing Groups (12:15—2:45 p.m.)

- Critical Race Theory Toolkit—see Google folder to see your writing assignments. Thank you to Carlos for adding in content. Michelle will loop back with EDAC after plenary to give a writing deadline for CRT toolkit.
- Special *Rostrum*: Theme: Racial Equity, Reckoning, and Academic Accountability Since George Floyd
 1. Call for Articles due April 18.
 2. EDAC articles to finish today:
 - a. Anti-racism Pledge—Nadia will work on after the meeting.
 - b. EDAC Telling of the Push Back Overview article—EDAC wrote together.
 - c. Leslie will work with generalizing Debra’s article.
 - d. Others—Michelle emailed student from SSCCC conference who is interested in writing an article.

V. Closing comments and appreciations at 2:45 p.m. Adjourned at 3:00 p.m.



Legislative and Advocacy Committee

March 29, 2022
3:30 pm-5:00 pm

Minutes

Members Present: Ginni May (chair), Christopher Howerton (2nd), Kathleen Bruce, Ric Epps, Maria Figueroa, Jeffrey Hernandez, June Yang (joined at 3:52pm)

Liaisons: Jasmine Prasad (SSCCC), Sarah Thompson (FACCC)

Guests: Karla Kirk, ASCCC North Representative

Meeting Started at 3:32pm

1. Minutes taken by Christopher Howerton
2. Approval of Agenda – (M/S/C)
3. Approval of minutes: done via email
4. Announcements: The chair shared the following.
 - a. Legislative and Advocacy Webinars with FACCC – April 26, and May 24; 6:00 pm – 8:00 pm
(February 15 video recording: <https://www.youtube.com/watch?v=r7GpFrD5tgk>)
 - b. Committee member M. Figueroa and others shared what their local senates are doing to invite more overall conversations about legislation including visits by FACCC members.
5. **Discussion/Action:** Legislation
 - a. Review Legislative Report The chair shared an update report on many of the following bills. Of note,
 - i. AB 1606 author has changed, currently we are not considering adjusting our support at this time on this bill.
 - ii. AB 1964 Course articulation for Ethnic Studies and concerns expressed by the LACCD – Next steps include working with various Ethnic Studies groups and concerns with legislated curriculum. May will work with ASCCC President Davison and others to consider responding. The committee will keep this as a “monitor” status and see if there are any amendments

- iii. AB 2255 – Affordable Broadband Service for California Dreamers – this was a spot bill and may align with one of our legislative priorities. We will continue to monitor.
- iv. AB 2456 – This was also a spot bill that has been adjusted.
- v. AB 2738 – The committee may consider suggested amendments for this bill. There will be meetings with the author and staff.
- vi. SR 45 – Discussion about the process and strategy for starting with a senate resolution on a topic.
- vii. AB1705 – FACCC is taking a position of oppose on this bill. Other professional organizations such as CMC³ have also formally submitted a position of opposition.

Active			
Bill Number (Author)	Title	Status	Notes
AB 1187 (Irwin)	Community colleges: Tutoring	Two-year bill In Senate and ordered to Committee on Rules 1/25/22	ASCCC Support (2/5/22)
AB 1505 (Rodriguez)	Community colleges: full- time faculty obligation.	Two-year bill In Senate and ordered to Committee on Rules 2/1/22	ASCCC Support (2/5/22) Co-sponsored by FACCC, CFT, CCCI
AB 1606 (Irwin Ramos)	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.	Amended and Re-referred to Committee on Higher Education 3/16/22	ASCCC Support (2/5/22) – Reconsider support?
AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Referred to Committee on Higher Education 2/3/22	Revisions to AB 705 (Irwin, 2017)
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Referred to Committee on Higher Education 2/10/22	See Resolutions for Discussion S22 06.01
AB 1752 (Santiago)	Community colleges: part-time employees.	Referred to Committee on Higher Education 2/10/22	Pay parity; Co-sponsored by FACCC
AB 1856 (Medina)	Community colleges: part-time employees.	Referred to Committee on Higher Education 2/18/22	Increase maximum hours to 85% of full-time; Co- sponsored by FACCC
AB 1964 (Fong)	California State University and California Community Colleges: course articulation: ethnic studies.	Re-referred to Committee on Higher Education 3/24/22	LACCD Board of Trustees March 16, 2022
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Referred to Committee on Higher Education 2/18/22	See Resolutions for Discussion S22 05.01
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Amended and Re-referred to Committee on Higher Education 3/10/22	See Resolutions for Discussion S22 05.01

AB 2255 – (Fong)	The Affordable Broadband Service Program for California Dreamers.	Amended and Re-referred to Committee on Higher Education 3/22/22	<i>Was a spot bill...ASCCC priority?</i>
AB 2315 (Arambula)	Community colleges: records: preferred or affirmed names	Amended and Re-referred to Committee on Higher Education 3/24/22	Sponsored by FACCC
AB 2449 (Blanca Rubio)	Open meetings: local agencies: teleconferences	Referred to Committee on Local Government 3/3/22	Not an academic and professional matter.
AB 2456 (McCarty)	Cal Grant Program: student eligibility.	Amended and Re-referred to Committee on Higher Education 3/24/22	<i>Was a spot bill...</i>
AB 2624 (Kalra)	Public postsecondary education: course materials.	Referred to Committee on Higher Education 3/10/22	
AB 2738 (Reyes)	Public postsecondary education: community colleges: matriculation: assessment.	Referred to Committee on Higher Education 3/17/22	
AB 2820 (Medina)	The California Online Community College.	Referred to Committee on Higher Education 3/17/22	Co-sponsored by FACCC
SB 885 (Laird)	Community colleges: Current and former foster youth support: NextUp.	Amended and Re-referred to Committee on Education 3/1/22; Do Pass and Re-referred to Committee on Human Services 3/9/22	Hearing set for March 29
SB 886 (Wiener)	California Environmental Quality Act: exemption: public universities: housing projects.	Amended and re-referred to Committee on Environmental Quality 3/21/22	
SB 1141 (Limón)	Public postsecondary education: exemption from payment of nonresident tuition	Referred to Committee on Education 2/23/22; Hearing on March 30 set 3/15/22	See SB 68 – this is designed to expand AB 540. Request LAC to consider recommending support. Hearing set for March 30
SR 45 (Min)	Relative to Academic Freedom	Amended and Re-referred to Committee on Judiciary 3/16/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; Sponsored by FACCC Hearing set for March 29

- b. **Action:** Consider recommending to the ASCCC President to take a position of support on SB 1141

The Chancellor’s Office has requested the ASCCC along with other practitioner groups such as FACCC, the Student Senate for CCC, the Community College League of California, and the faculty unions to take a position of support on SB 1141. Attached is the fact sheet prepared by the author’s office (Senator Limón). Here are some past ASCCC positions specifically addressing expanding AB 540 eligibility:

- <https://www.asccc.org/resolutions/supporting-dream-resource-liaisons>
- <https://www.asccc.org/resolutions/access-noncredit-courses-undocumented-students>

In addition the ASCCC has actively supported resources, support, and programs for DACA students.

Request: During the LAC meeting on Tuesday, March 29, the LAC to recommend that the ASCCC support SB 1141.

The ASCCC can take positions on bills in the following ways:

- By resolution during a plenary session
- By vote of the ASCCC Executive Committee based on past positions of the ASCCC
- By the President of the ASCCC based on passed positions of the ASCCC – this time the president is requesting a recommendation from the LAC. There is a hearing on SB 1141 on Wednesday, March 30

Should the LAC make this recommendation, the ASCCC will send a letter of support Tuesday evening to the author and make public comment during the hearing on Wednesday in support.

Motion (Hernandez/Figueroa) Passes: the LAC recommends the ASCCC take a position of support for SB 1141 (as of March 29, 2022). The chair will share this action with ASCCC Executive Director and forward a letter of support (that was approved by the LAC committee) for consideration.

6. **Planning:** [Spring Plenary Session 2022](#), April 7-9, 2022 (Hybrid) – Slides attached – The committee worked on the plenary breakout session presentation.
 - a. Breakout Session – Thursday, 2:45-4:00

Legislation, Regulation, and Guidance...and Academic Freedom?

Ric Epps, Imperial Valley College
 María Figueroa, MiraCosta College
 Jeffrey Hernandez, East Los Angeles College
 Karla Kirk, ASCCC North Representative
 Virginia “Ginni” May, ASCCC Vice President, Chair
 June Yang, Grossmont College

Over the last dozen years, adopted initiatives and mandates resulting from legislation sponsored by special interest groups, regulation approved by the Board of Governors, goals in the Vision for Success, and guidance from the California Community Colleges Chancellor’s Office have had a significant impact on curriculum and instruction in the California community colleges. Nationally, statutes are also threatening academic freedom. Join the Legislative and Advocacy Committee for an overview of these initiatives and mandates, followed by a candid discussion on issues ranging from student agency in course-taking, educational pathway options, Ethnic Studies education, to most critically, academic freedom.

- b. Elections: <https://www.asccc.org/asccc-executive-committee-elections>
 Voting starts at 8:30 am, practice voting 8:00-8:30

- c. Resolutions: <https://www.asccc.org/events/april-7-2022-900am/2022-spring-plenary-session-hybrid-event>
Voting to start no earlier than 9:30 am
7. **Events** and Important Dates – The committee was notified of the following events and meetings.
 - a. **Career and Noncredit Education Institute 2022**, May 12-14 (Hybrid)
 - b. **Faculty Leadership Institute 2022**, June 16-18 (Hybrid) – possible pre-session on June 15
 8. Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: <https://asccc.org/directory/legislative-and-advocacy-committee>
 9. Future Agenda Items:
 - a. Positions on bills/budget
 - b. Liaison Letters
 - c. April 26: Recommendation from Hernandez, Yang, Epps on Chancellor’s Office questions regarding budget proposal in response to [F20 20.01](#) The Role of Student Employees in Advancing Faculty Diversification
 10. Adjourn – The meeting adjourned around 5:00 pm.

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
For consideration by the delegates at the 2022 Spring Plenary Session:
 - Resolution 5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
 - Resolution 6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
 - March Letter for ASCCC Legislative Liaisons, under review
 - Submitted for Rostrum *Ensuring your Faculty Voice is Loud, Clear, and Heard*, by Ginni May, April 2022, under review
 -
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
 - November Letter for ASCCC Legislative Liaisons
 - [Resolution 4.01 F21 Transfer Pathway Guarantees](#) – approved by delegates at 2021 Fall Plenary Session
 - [Resolution 11.01 F21 Equitable Access to Technology](#) – approved by the delegates at 2021 Fall Plenary Session
 - January Letter for ASCCC Legislative Liaisons

- Rostrum article addressing Resolution F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#) – on *Cultivating Faculty Diversity: Support for Peer Mentors and Tutors* by the LAC, February 2022
- Legislative and Advocacy Day
- Rostrum Article on *Increasing Student Enrollment and Reducing Student Unit Accumulation: A Community College Paradox?* by May and Brill-Wynkoop, February 2022
-

Committee Priorities – Tracking Resolutions and other Assignments

F20 [20.01](#) The Role of Student Employees in Advancing Faculty Diversification

- In Progress

F21 [03.03](#) Support Mental Health Awareness and Trauma Informed Teaching and Learning

- Brought to LAC 2-15-2022



Legislative and Advocacy Committee

April 12, 2022
3:30 pm-5:00 pm

Minutes

Members Present: Ginni May (chair), Christopher Howerton (2nd), Kathleen Bruce, Rie Epps, Maria Figueroa, Jeffrey Hernandez, June Yang

Liaisons: Jasmine Prasad (SSCCC), Sarah Thompson (FACCC)

Guests:

Meeting started at 3:35pm

1. Minutes taken by Christopher Howerton
2. Approval of Agenda – (M/S/C)
3. Approval of minutes – (Minutes from 3/29/2022 – approved) Minutes from this meeting will be approved via e-mail.
4. Announcements: The chair shared the following announcements:
 - a. Legislative and Advocacy Webinars with FACCC – April 26, and May 24; 6:00 pm – 8:00 pm
(February 15 video recording: <https://www.youtube.com/watch?v=r7GpFrD5tgk>)
 - b. 2022 Plenary Session Elections – Congratulations to those elected and those who will continue into their second year.

ASCCC Executive Committee Election Results 2022-2023

- **President:** Ginni May, *Sacramento City College*
- **Vice-President:** Cheryl Aschenbach, *Lassen College*
- **Secretary:** LaTonya Parker, *Moreno Valley College*
- **Treasurer:** Michelle Velasquez Bean, *Rio Hondo College*
- **At-large:** Juan Arzola, *College of the Sequoias*
- **North-Rep:** Eric Wada, *Folsom Lake College*
- **South-Rep:** Robert Stewart Jr., *LA Southwest College*
- **Area C:** Erik Reese, *Moorpark College*
- **Area B:** Karen Chow, *DeAnza College*
- **Area D (1-year):** Manuel Vélez, *San Diego Mesa College*

Positions not up for election and continuing 2nd year of term.

- **Area A:** Stephanie Curry, *Reedley College*
- **North-Rep:** Christopher Howerton, *Woodland College*
- **South-Rep:** Amber Gillis, *Compton College*
- **At-Large:** Carrie Roberson, *Butte College*

- The committee discussed the breakout session provided during the plenary. Overall, it was well attended with great conversation.
- SSCCC check-in – There will be a new representative joining
- The Chair reminded the committee about the upcoming special Rostrum publication. Deadline for submission is 4/18.

5. **Discussion/Action:** Legislation

AB 1705 – Resolutions at Plenary Session passed – The CCCCCO has met with various groups that are supporting this bill. There is intent to add amendments, but not sure what they will be at this time, nor is it clear that it will be in alignment with ASCCC’s preferences. G. May will be providing testimony during an upcoming hearing on 4/26 and will share the ASCCC positions and concerns with this bill.

AB 1746 – An ASCCC resolution 6.01 passed to support.

AB 1987 -ASCCC resolution 5.01 passed with a position of support

AB 2255 – During this meeting the committee will consider a possible action item (see below after the Leg Report)

The chair highlighted other updates as found in the report.

a. Review Legislative Report

AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Referred to Committee on Higher Education 2/3/22	Hearing on April 26, 1:30 pm. Revisions to AB 705 (Irwin, 2017) See Resolutions S22 03.04, 6.03, 6.04, 6.05
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Referred to Committee on Higher Education 2/10/22	See Resolutions S22 06.01
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Re-referred to Committee on Appropriations 4/6/22; Read second time and amended 4/7/22	See Resolutions S22 05.01
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Re-referred to Committee on Appropriations 4/6/22	See Resolutions S22 05.01
AB 2255 (Fong)	The Affordable Broadband Service Program for California Dreamers.	Amended and Re-referred to Committee on Higher Education 3/22/22	<i>Was a spot bill...ASCCC priority?</i>

SR 45 (Min)	Relative to Academic Freedom	Adopted 4/4/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; Sponsored by FACCC
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- b. **Action:** Consider recommending to the ASCCC Executive Committee to take a position of support on AB 2255.

The ASCCC has actively supported resources, support, and programs for DACA students, and has a resolution as well as a legislative priority for Equitable Access to Technology.

Request: During the LAC meeting on Tuesday, April 12, the LAC to recommend that the ASCCC support AB 2255. – The committee moved to recommend ASCCC Executive Committee to support AB 2255 (Fong): Motion (Hernandez/ Figueroa) passes with full committee support.

The ASCCC can take positions on bills in the following ways:

- By resolution during a plenary session
- By vote of the ASCCC Executive Committee based on past positions of the ASCCC
- By the President of the ASCCC based on passed positions of the ASCCC – this time the president is requesting a recommendation from the LAC.

Should the LAC make this recommendation, the ASCCC will consider a position of support during the May 2022 Executive Committee meeting.

6. **Events** and Important Dates – The chair shared the following calendar of ASCCC events.
 - a. Career and Noncredit Education Institute 2022, May 12-14 (Hybrid)
 - b. Faculty Leadership Institute 2022, June 16-18 (Hybrid) – possible pre-session on June 15
A portion of this event will be in collaboration with the SSCCC.
7. Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: <https://asccc.org/directory/legislative-and-advocacy-committee>
 - a. Remaining Meeting dates: 4/26, 5/10, 5/24
8. Future Agenda Items:
 - a. Positions on bills/budget
 - b. Liaison Letters
 - c. April 26: Recommendation from Hernandez, Yang, Epps on Chancellor’s Office questions regarding budget proposal in response to F20 20.01 The Role of Student Employees in Advancing Faculty Diversification
9. Adjourn – Meeting concluded at 4:08pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
For consideration by the delegates at the 2022 Spring Plenary Session:

-

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

- [November Letter](#) for ASCCC Legislative Liaisons
- [Resolution 4.01 F21 Transfer Pathway Guarantees](#) – approved by delegates at 2021 Fall Plenary Session
- [Resolution 11.01 F21 Equitable Access to Technology](#) – approved by the delegates at 2021 Fall Plenary Session
- [January Letter](#) for ASCCC Legislative Liaisons
- Rostrum article addressing Resolution [F20 20.01 The Role of Student Employees in Advancing Faculty Diversification](#) – on *Cultivating Faculty Diversity: Support for Peer Mentors and Tutors* by the LAC, February 2022
- Legislative and Advocacy Day
- Rostrum Article on *Increasing Student Enrollment and Reducing Student Unit Accumulation: A Community College Paradox?* by May and Brill-Wynkoop, February 2022
- Rostrum Article on *Ensuring your Faculty Voice is Loud, Clear, and Heard*, by Ginni May, April 2022
- Resolution 5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- Resolution 6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- [March Letter](#) for ASCCC Legislative Liaisons
-

Committee Priorities – Tracking Resolutions and other Assignments

F20 20.01 The Role of Student Employees in Advancing Faculty Diversification

- In Progress

F21 03.03 Support Mental Health Awareness and Trauma Informed Teaching and Learning

- Passed resolution [5.01 S22] to requesting funding for Mental Health Resources, Service and Professional Learning and two bills on mental health services (will provide links and specifics when resolutions are published).



-
- I. Call to Order
 - a. Welcome/ Attendance:
Juan Arzola, Ian Colmer, Mussie Okbamichael, Carrie Roberson, Anthony Stevens, Anastasia Zavodny
 - b. Notetaker- Carrie Roberson, Chair took notes

 - II. Adoption of the Agenda- adopted by consensus

 - III. Approval of Minutes
 - a. 1.24.2021
 - i. Chair reminded committee that meeting summary was approved via email

 - IV. ASCCC Information
 - a. ASCCC [2018 – 2023 Strategic Plan](#)
 - b. [ASCCC Part-Time Faculty Institute SURVEY RESULTS](#)
 - i. Committee reviewed survey results collectively (sent via email previously) and discussed takeaways from the event.

 - V. ASCCC Part-Time Faculty Committee Priorities/ Tasks ([Google Drive](#))
 - a. Resolution to consider for ASCCC Spring 2022 Plenary session
 - i. Committee finalized two resolutions for ASCCC Spring Plenary- ASCCC Part-Time Faculty liaison, ASCCC Liaison training/ orientation
 - b. Part-Time Faculty MEMO
 - i. Committee discussed putting out a MEMO after spring 2022 Plenary (include resolutions, if passed)

 - VI. 2022-2023 ASCCC Part-Time Faculty Committee
 - a. Events- Spring 2022 Webinars?
 - i. Committee determined no webinars are needed for this spring, however consider different timing for professional development as per discussion
 - b. ASCCC Part-Time Faculty Committee SURVEY for paper development
 - i. Committee worked on the SURVEY and members contributed acknowledgement to Anastasia for significant work on it. Committee agreed to review and provide final feedback by the end of the week.

 - VII. ASCCC Updates
 - a. Future of ASCCC Part Time Faculty “events”

The ASCCC Executive Committee suggested changing the format of the institute to a regional approach to address specific concerns within the Part-Time Faculty community. Also discussed the idea of bringing back a summer event and future partnering with FACCC. Roberson will share Executive Committee feedback with Part-Time Faculty committee bring a proposal for consideration at a future meeting.

 - i. Committee received feedback from the Chair about discussion at the ASCCC Exec and the committee. The committee determined that it would provide a recommendation for future professional learning opportunities for the May ASCCC Executive Committee meeting. Committee will

consider different ideas as per discussion and bring recommendations to the next meeting.

- b. CCCCCO/EdInsights PTF Professional Development Survey
 - i. Did not get to this item

VIII. Announcements/ Next Steps

- a. Committee member FYI or updates
- b. Spring 2022 meeting days/times:

April 11th 4:00pm – 5:30pm
[ZOOM](#)

May 9th 4:00pm – 5:30mp
[ZOOM](#)

- c. ASCCC Events: <https://www.asccc.org/calendar/list/events>

IX. Adjournment

Status of Previous Action Items

In Progress:

PTFI Institute Planning

ASCCC PT memos to listserv- December, January, February, March, April, May

Completed:

Presentation at ASCCC Fall 2021 Plenary session- Hot Topics for Part-Time Faculty

Part-Time Faculty MEMO- November

Committee name change on website: Part-Time Committee to Part-Time Faculty Committee

Part-Time Faculty Institute- Hot Topics in a Hybrid World: Connecting it all Together

FUTURE AGENDA ITEMS (TBD):



- I. Call to Order
 - a. Welcome/ Attendance:
Ian Colmer, Carrie Roberson, Anthony Stevens, Anastasia Zavodny
Absent: Juan Arzola, Mussie Okbamichael
 - b. Notetaker- Carrie Roberson

- II. Adoption of the Agenda- adopted by consensus after Anthony brought up the number of units that students are completing in HS- does it impact enrollment and are there concerns for PT. Committee had brief discussion and determined we can put resources in our [Google Drive](#)

- III. Approval of Minutes
 - a. 3.28.2022 – approved by consensus

- IV. ASCCC Information
 - a. ASCCC [2018 – 2023 Strategic Plan](#)
Ideas for future ASCCC strategic planning/ end-of-year report?
Committee discussed the following ideas:
 - *more members for the ASCCC Part-Time faculty committee (institute planning, availability, professional learning opportunities, etc.)
 - *through future ASCCC Strategic Planning process consider goals and objectives with a part-time faculty lens
 - *remove barriers to part-time faculty related to ASCCC Rules, Bylaws, election process, local senate handbook, paper development, committee makeup, and other standards and practices
 - *review events and professional learning for part-time faculty to bolster engagement by reviewing event communication, scholarships, engagement in presentations, inform part-time faculty of opportunities to write Rostrum articles, resolutions, attend meetings, other
 - *consider a FACCC part-time faculty liaison to the ASCCC Part-Time Committee
***FUTURE OF PTFI:**
Committee discussed the following ideas:
 - *Collaborate with FACCC Symposium (PTFI institute is a lot of sitting through lengthy days, time of year is not conducive, other as per previous conversation)
 - *Create a Canvas “course” that runs for a week, has modules, sessions or breakouts, handouts (articles, Ppts, etc.), opportunity for interaction (like a drop in time or record “live” sessions” for future). The Canvas “course” can be used at a later date
 - *1x/month webinar series (Fridays 12-1) on various topics- what is ASCCC/PTFC?, getting a job, effective teaching strategies, other
 - *Drop-in hours for networking, fieldwork, other
 - *Offer certificates of completion or badges for part-time faculty participation in events or professional learning opportunities

Chair informed committee regarding:

Resolution 17.02- added a resolved, passed by delegates through the voting on [April 9th Resolutions](#) at Spring 2022 Plenary Session.
Resolution 17.04- passed, stayed on consent agenda through Resolution process

Chair discussed that next steps will be to generate a description/ expectations of a Part-Time Faculty Liaison through ASCCC processes

- V. ASCCC Part-Time Faculty Committee Priorities/ Tasks ([Google Drive](#))
 - a. Determine timing and recommendation to ASCCC Executive Committee
 - i. SURVEY dissemination
 - 1. Committee reviewed and finalized the DRAFT SURVEY with some minor edits to be completed by the next ASCCC meeting (agenda deadline). The committee determined that is was ideal to disseminate ASAP upon ASCCC Exec approval- Chair will review the number of readings before action required.
 - ii. ASCCC paper outline to ASCCC Exec
 - 1. Chair will send link and request feedback on the [DRAFT PAPER](#) outline to be brought to the ASCCC Exec Committee. The committee discussed recent realities (pandemic, natural disasters, legislation, other) that have and will impact the development of the paper.
 - b. Part-Time Faculty MEMO
Committee discussed including the following in the next MEMO
 - Resolutions
 - Survey
 - Rostrum- encourage writing/info
 - Legislation INFO?
 - Resources (Google Drive links, listservs, Nexus, other)
- VI. ASCCC Updates
 - a. [ASCCC Events](#)
- VII. Announcements/ Next Steps
 - a. Committee member FYI or updates
 - *No updates were given, as committee had discussion prior to meeting and during the Welcome.
 - b. Spring 2022 meeting days/times:
May 9th 4:00pm – 5:30mp
[ZOOM](#)
- VIII. Adjournment – 5:34pm

In Progress:

Rostrums

ASCCC PT Memo for Spring 2022

Completed:

Presentation at ASCCC Fall 2021 Plenary session- Hot Topics for Part-Time Faculty

Part-Time Faculty MEMO- November

Committee name change on website: Part-Time Committee to Part-Time Faculty Committee

Part-Time Faculty Institute- Hot Topics in a Hybrid World: Connecting it all Together

ASCCC Spring Plenary resolutions:

17.02 S22 INCREASE PART-TIME FACULTY REPRESENTATION AND COMMUNICATION THROUGH LOCAL PART-TIME FACULTY LIAISONS **ERROR! BOOKMARK NOT DEFINED.**

17.04 S22 ONGOING SUPPORT FOR ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES LIAISONS TO LOCAL COLLEGES

FUTURE AGENDA ITEMS (TBD):

ASCCC Part-Time Liaison INFO to website/ local AS Presidents/ other

End of Year Committee Report to ASCCC

Welcome!

Student Equity and Achievement Program Workgroup
March 22, 2022

Please note: Meeting will be recorded for note-taking purposes



Agenda

- **Welcome/Introductions**
- **SEA Program Update**
 - 2020-2021 SEA Program Expenditures Report
 - 2020-2021 SEA Annual Report
 - 2021-2022 Budget Increase to SEA Program
 - SEA Program Regulations
 - Pathways to Equity Learning Series: “Learn, Act, Change”
 - Student Equity Plan 2.0 training webinars
 - LGBTQ+ Funding
- **Break**
- **2022 Student Equity Plan Demo and Update**
- **Walk-ons/Closing**



Check-In

- In the chat please share:
 - Your name
 - College/Organization/Affiliation
 - Please answer: If you could go on an RV trip across any continent, which one would you choose?



3

2020-2021 SEA Program Expenditures Report

- Live in NOVA: July 1, 2022
- Due date: October 1, 2022
- Please update contacts and roles in NOVA
- Must be approved by College President and Academic Senate President by October 1, 2022 as well



4

2020-2021 SEA Annual Report

- All SEA Annual Reports have been submitted and approved
- Exception: two colleges that received SEA Program funding for first time in 2020-2021
 - CO will support completion
- 2021-2022 SEA Annual Report
 - Live for editing on October 31, 2022
 - Deadline: January 1, 2023



5

2021-2022 Budget Increase to SEA Program

- Increase of \$18,585,429
- Funding is in addition to base allocation colleges are receiving (\$455M).
 - Funding formula in final stages
 - Memo and Guidance to Come
 - Disbursement will be P2



6

SEA Program Regulations

- CO will begin the process of creating regulations for the SEA Program
- CO will create a task force to identify the needed regulations
- Any proposed regulations constrained by Education Code will prompt a change to the legislation
- Will be an 18 - month process



7

Pathways to Equity (P2E): Learn. Act. Change.



8

Pathways to Equity: “Learn”

- “Learn” Webinar Series
 - Total Attendance: 1735
 - Attendees varied in position from System Administrators to Adjunct Faculty to Community College Staff
 - Students attended every Webinar
 - But many more students were registered and unable to attend.
 - Next Steps:
 - Building communities of continuous improvement and practice.
 - Leveraging ‘Learn’ Webinars to cultivate networking between colleges across the state.
 - Encouraging more meaningful student involvement and representation in our equity presentations and efforts.
 - Acknowledging Webinar fatigue, beginning the 2-Year Cycle of ‘Learn’



9

Pathways to Equity: “Act”

- Held on March 16
- MC: Dean Gina Browne
- Opening remarks: Deputy Chancellor Dr. Daisy Gonzales
- Keynote: Dr. Abdimalik Buul
- Student keynote: Gerardo Chavez
- Student panel
- Recordings available in Vision Resource Center early April 2022.
- 19 different presentations
- Thank you to Conference Planning Committee



10

Pathways to Equity: “Change”

Bay Area, North, and Far North

- Friday, April 15
- Friday, April 22
- Friday, May 6

Los Angeles, Orange County, and South Central Coast

- Friday, April 22
- Friday, May 6

San Diego/ Imperial

- Friday, April 15

Inland Empire /Desert

- Friday, April 22

Central Valley/ Mother Load

- Friday, May 6



11



Break Time!

- Please return at 11:05AM

- “I need a quick break from today!”



12

Student Equity Plan 2.0 Demo and Update



13

Student Equity Plan 2.0 Resources and Support

- Template/NOVA
 - End of March/Early April
- Webinars from WestEd
 - April 28, 2022
 - May 5, 2022
 - Additional 'Data-Specific' Office Hours to Follow
- Office Hours for Student Equity Plan
 - Beginning in April - November
 - Details to come after release of SEP 2.0



14

Walk-on/Closing



15



Next SEA Workgroup meeting:

- **June 13, 2022**
- **1:00PM-3:00PM**



16



Student Senate for California Community Colleges Liaison Report

Submitted by Michelle Velasquez Bean

Meeting Date: April 16, 2022

SSCCC Meeting Highlights

- Randy Beach and Raul Arambula shared proposed updates to title 5, section 55063 and others for CCC associate degrees (55060—55062 in alignment to 55002 and adding non-credit as CPL from 55064).
- Yanna Iatritas shared changes to Work Experience title 5, sections 55250--550257.
- Legislation—see all in this [folder](#).

ASCCC Report

- Shared April 2022 newsletter, spring *Rostrum*, spring plenary resolution packet, and academic freedom webinar link.
- Gave affirmation and gratefulness at seeing student at plenary and debate mic.