

College Curriculum Committee Meeting Agenda

Tuesday, October 31, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: October 17, 2023	2:00	Action	#10/31/23-1	Kaupp
2. Report Out and Check-in	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. ASCCC Fall Plenary Resolutions b. Notification of Proposed Requisites c. Credit for Prior Learning Conference— November 3rd	2:17	Information	#10/31/23-2 #10/31/23-3	CCC Team
5. Stand Alone Application: ALCB 452Y	2:27	2nd Read/ Action	#10/31/23-4	Kaupp
6. Stand Alone Application: MATH 233	2:30	1st Read	#10/31/23-5, 7	Kaupp
7. Stand Alone Application: NCBS 433	2:33	1st Read	#10/31/23-6, 7	Kaupp
8. Best Practices for Equitable COR Updates	2:36	Discussion		Kaupp
9. Title 5 Regulations Changes for Local AA/AS Degrees	2:56	Discussion		Gilstrap
10. Non-transcriptable Certificates	3:17	Discussion	#10/31/23-8	Hueg/Kaupp
11. Good of the Order	3:27			Kaupp
12. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

- #10/31/23-1 Draft Minutes: October 17, 2023
- #10/31/23-2 2023 Fall Plenary Session Resolutions for Discussion at Area Meetings
- #10/31/23-3 CCC Notification of Proposed Requisites
- #10/31/23-4 Stand Alone Application: [ALCB 452Y](#)
- #10/31/23-5 & 7 Stand Alone Application: [MATH 233](#)
- #10/31/23-6 & 7 Stand Alone Application: [NCBS 433](#)
- #10/31/23-8 Non-transcriptable certificates in 2023-24 catalog

2023-2024 Curriculum Committee Meetings:

<u>Fall 2023 Quarter</u>	<u>Winter 2024 Quarter</u>	<u>Spring 2024 Quarter</u>
10/3/23	1/16/24	4/16/24
10/17/23	1/30/24	4/30/24
10/31/23	2/13/24	5/14/24
11/14/23	2/27/24	5/28/24
11/28/23	3/12/24	6/11/24

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2023-2024 Curriculum Deadlines:

- 12/1/23 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/23 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).

- TBD* Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
- 6/1/24* Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD* Deadline to submit course updates and local GE applications for 2025-26 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Ulysses Acevedo (LA), Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Angie Dupree (BSS), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Ram Subramaniam (Dean, STEM), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 10/31/23Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<u>✓*</u>	Ulysses Acevedo	7507	LA	acevedoulysses@fhda.edu
<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
_____	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
<u>✓*</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓</u>	Eric Reed	7091	LRC	reederic@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
<u>✓*</u>	Ram Subramaniam	7426	Dean—STEM	subramaniamram@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen*, Cathy Draper*, Paul Starer

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, October 17, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: October 3, 2023	<p>Lee requested correction to comments in Item 3—students can check Counseling website for availability (in addition to front desk). Vanatta will amend the minutes.</p> <p>Approved by consensus.</p>
2. Report Out from Division Reps	<p>Speaker: All</p> <p>Gilstrap shared AB 811 unfortunately vetoed by Gov. Newsom; was proposal to allow credit courses in certain disciplines to be repeated up to three times. Also shared news of Title 5 changes to dual enrollment; parents/guardians may now grant blanket consent for dual enrollment courses (no longer required for each individual course). Gilstrap working w/ Comm. Studies faculty on course changes related to CalGETC; meeting w/ Math faculty to discuss open access courses.</p> <p>HSH: Campbell shared DMS faculty working on new orientation course. Paramedic faculty might also create similar course. Vanatta asked how this differs from existing 200-level DMS course—Campbell responded, existing course is program prereq; new course covers different content.</p> <p>Counseling: Lee mentioned tomorrow’s Transfer Fair, in the small gym.</p> <p>Apprenticeship: Allen shared division currently discussing impact of recent changes to regulations on our CWE courses.</p> <p>Language Arts: Acevedo shared reps met w/ Spanish faculty this morning to discuss prereq for new course.</p> <p>Hueg mentioned college’s need to create formal process for program discontinuation, and that CCC may be involved. Vanatta noted CCC created process last year; Subramaniam clarified that process is used after decision has been made, but we still need process to determine how decision is made to discontinue a program. Hueg also mentioned changes to Guided Pathways project; currently working w/ Natalie Latteri on streamlining processes.</p> <p>STEM: Taylor shared details about some changes to ENGN courses. Noted division tabled discussion about semiconductor processing cert.</p> <p>BSS: No updates to report.</p> <p>Fine Arts & Comm: Brannvall mentioned div. faculty showing a lot of interest in noncredit courses; scheduling first division CC meeting soon.</p> <p>Library: No updates to report.</p> <p>Kinesiology & Athletics: No updates to report.</p> <p>SRC: No updates to report.</p>
3. Public Comment on Items Not on Agenda	<p>No comments. The group discussed specifics of who may speak during this public comment period—Kaupp will research and confirm.</p>

	<p>Motion to approve M/S (Subramaniam, Parikh). Approved.</p>
<p>9. Stand Alone Applications: LINC 79A, 79B, 79C, 79D</p>	<p>Speaker: Ben Kaupp Second read of Stand Alone Approval Requests for LINC 79A, 79B, 79C & 79D. No comments.</p> <p>Motion to approve M/S (Brannvall, Subramaniam). Approved.</p>
<p>10. Cross-List Application: C S 81</p>	<p>Speaker: Ben Kaupp Cross-listed Course Approval Request for C S 81—new course, to add to established cross-listing of BIOL 81, CHEM 81 & MATH 83. Campbell asked if any negative impacts of cross-listing—Subramaniam explained this particular course originally created by Biology faculty, other STEM depts. wanted to create a version their faculty could teach. No downside to cross-listing in this situation; more like a combined statement by STEM depts. that they care about this topic. Parikh noted one downside is any changes to course must be agreed on by all depts. included in cross-listing and all CORs updated to match. Campbell asked if these are all the same course but might be more attractive to students because they see the course listed within their major’s subject code—Subramaniam responded, yes, and explained scheduling-related details for cross-listed courses. Connell asked if any faculty in these depts. can teach the course—Subramaniam responded, yes.</p> <p>Motion to approve M/S (Subramaniam, Parikh). Approved.</p>
<p>11. Cross-List Application: HUMN 12H & MDIA 12H</p>	<p>Speaker: Ben Kaupp Cross-listed Course Approval Request for HUMN 12H & MDIA 12H—both new courses, honors versions of cross-listed HUMN 12 & MDIA 12. No comments.</p> <p>Connell asked as a point of order if materials reviewed today were distributed for reps to send to div. faculty for discussion—Kaupp responded, yes, w/ agenda on Friday. Connell concerned this doesn’t provide enough time for faculty to review and respond. Kaupp concerned sending agenda earlier could create issues re: timeliness of documents; Parikh mentioned before becoming a rep sometimes STEM reps would ask for input on specific items on upcoming CCC agenda. Brannvall asked if reps are expected to share agenda and attachments with div. faculty—Kaupp responded, that’s a decision for reps to determine for their division. V. Fong noted each division has its own division curriculum committee, with members who represent their depts, and suggested distributing CCC materials to those folks.</p> <p>Motion to approve M/S (Parikh, Dupree). Approved.</p>
<p>12. Stand Alone Application: ALCB 452Y</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for ALCB 452Y. Will be permanently Stand Alone. Hueg asked how this course differs from existing ALCB courses—Kaupp responded, this course replacing a loosely-defined course, to tighten up the content being delivered.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. Best Practices for Equitable COR Updates</p>	<p>Speaker: Ben Kaupp Topic delayed to future meeting, due to time constraint. Kaupp asked the group to consider the following: would we rather tackle topic of implementing equitable COR practices as a whole group at CCC, or create a subcommittee to discuss and make recommendation to CCC.</p>
<p>14. AB 928—singular transfer GE pathway (CalGETC); auto-enrolling students into ADT pathway</p>	<p>Speaker: Evan Gilstrap General education will be one of our highest priorities, both transfer and local, due to state-wide changes being made. AB 928 creates a singular</p>

transfer GE pathway (AKA CalGETC), and also mandates placement of students on ADT pathway. CalGETC pattern established in May, 2023 by ICAS (Intersegmental Committee of Academic Senates); AB 928 committee has been created to implement and provide recommendations. Community colleges required to place students on ADT pathway starting Aug. 1, 2024.

CalGETC comprised of six GE areas, requires 11 courses (45 quarter units); goes into effect fall 2025. Will be singular transfer GE pattern for students completing an ADT, with no partial certification allowed. Gilstrap will be submitting courses for CalGETC in December, 2024. Vanatta asked what partial certification means—Gilstrap responded, sometimes a student can't complete the full transfer GE, so we send a partial certification (there are some restrictions) to the transfer institution; if it's accepted, the student finishes their GE after they transfer. Subramaniam noted discrepancy between semester and quarter units for CalGETC (semester = 34 units, which should be 51 quarter, not 45)—Gilstrap responded, has mentioned this many times and been told not to worry about it. Gilstrap calculated that most Foothill students will complete CalGETC in 49-56 quarter units. Noted even though students will receive only 45 quarter units for GE when they transfer, those add'l units will still count as transfer units. Connell asked if this is related to our offering 5 unit courses (vs. 4 units)—Gilstrap responded, yes, CalGETC is calculated based on 4 unit courses.

Gilstrap outlined the GE Areas for CalGETC. Subramaniam asked if students transferring to CSU will still need to fulfill the US History requirement—Gilstrap responded, yes, and that course can also be used to partially satisfy Area 4. Gilstrap outlined differences between CalGETC and other GE patterns: Oral Communication included, but colleges need to resubmit those courses (Gilstrap working w/ faculty to make necessary changes and determine which courses they want to resubmit); Arts & Humanities limited to two courses; Social & Behavioral Sciences limited to two courses; Lifelong Learning & Self Development not included; Ethnic Studies included. Also shared list of Foothill courses currently on CSU GE which will not be on CalGETC.

The other aspect of AB 928 is auto-enrolling students into ADT pathways; if an ADT pathway exists, colleges must place a student on the ADT pathway if student declares a goal of transfer. Students may opt out (e.g., if they want to complete a local degree, transfer to UC or independent institution). Parikh asked about Engineering students, since there's no ADT—Gilstrap responded, since there's no Engineering ADT, those students would not be auto-enrolled. Gilstrap noted Student Services leadership currently working on how this process for students will work. Parikh asked to be included in those discussions. V. Fong asked for clarification, as Gilstrap earlier expressed concern that fewer students might complete an ADT due to CalGETC, but auto-enrollment requirement seems to counteract that—Gilstrap responded, a lot of this depends on CSU's plans, as they have not yet decided to get rid of CSU GE. Gilstrap believes ADTs will decrease because CalGETC doesn't allow for partial certification; students could complete their transfer requirements without completing CalGETC. Vanatta clarified these students wouldn't be able to earn an ADT, since CalGETC would be required—Gilstrap responded, that's correct, but many students transfer without completing an ADT.

Gilstrap provided overview of AB 928 committee recommendations. Also noted the law doesn't allow for a version of CalGETC for STEM,

	<p>but the plan is to make some sort of exception to give those students an additional 6 semester units of transfer GE (8 quarter units). Subramaniam asked if there is any plan to evaluate the impact of these changes after a few years—Gilstrap unsure but hopes there will be. Brannvall asked if these changes will impact Guided Pathways—Gilstrap responded, yes, Program Maps will need to be changed. Gilstrap also noted AB 1111 (Common Course Numbering) will require rearticulation of our courses to meet new descriptors. Campbell asked how this affects local Foothill GE, noting students usually aim to complete GE with the least units—Gilstrap plans to present at a future meeting about Title 5 changes which will affect local GE. Lee asked if CalGETC will replace IGETC—Gilstrap responded, yes. Lee commented that because current situation is complicated for students, with so many transfer options, initially counselors were excited to hear about creation of singular transfer GE pattern, but actual reality seems to be creating its own confusion, especially if CSU GE stays on the books.</p>
15. Good of the Order	
16. Adjournment	3:31 PM

Attendees: Ulysses Acevedo* (LA), Chris Allen* (Dean, APPR), Micaela Agyare* (LRC), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Sam Connell* (BSS), Angie Dupree* (BSS), Jordan Fong* (FAC), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Sarah Parikh* (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Ram Subramaniam* (Dean, STEM), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta



ACADEMIC SENATE
for California Community Colleges
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2023 Fall Plenary Session Resolutions

For Discussion at AREA MEETINGS

October 27, 2023

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 18, 2023.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair

Robert L. Stewart, Jr, ASCCC Resolutions Second Chair

Davena Burns-Peters, San Bernardino Valley College, Area D

Sonja Downing, Merced College, Area A

Mark Edward Osea, Mendocino College, Area B

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PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by email using resolutions@asccc.org.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

- *03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes
- *04.01 F23 Communicate Requirements of Articulation of High School Courses
- *06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9
- *06.02 F23 Support Vision 2030 Goals and Strategic Directions
- *07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)
- *07.02 F23 Clarification of Licensing Requirement and Inclusion of CC-BY-NC License in Procedures and Standards of the Board of Governors
- *08.01 F23 Noncredit Counseling Professional Learning and Support for Students
- *09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record
- *15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of September 8, 2023

- *15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023
- *17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts
- *17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways

3 DIVERSITY AND EQUITY

***03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes**

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹; 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation²; 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism³; 03.01 F22 Advancing IDEAA in Guided Pathways⁴; 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200⁵; 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement⁶; 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook⁷; 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework⁸; 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work⁹; 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison¹⁰;

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations¹¹ directed the Academic Senate for California Community Colleges to "encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes" and "work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes,"¹² and,

¹ <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

² <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

³ <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

⁴ <https://asccc.org/resolutions/advancing-ideaa-guided-pathways>

⁵ <https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles>

⁶ <https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>

⁷ <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa>

⁸ <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

⁹ <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

¹⁰ <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

¹¹ <https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹² <https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

as an outcome of that collaboration, updates to title 5, §53602¹³ were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices¹⁴ directed the Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602¹⁶;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring/community building; and

Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements.

Contact: Karen Chow, ASCCC Executive Committee, ASCCC Equity and Diversity Action Committee

¹³ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁴ <https://asccc.org/resolutions/support-diversity-equity-and-inclusion-focused-hiring-practices>

¹⁵ <https://ccconlineed.instructure.com/courses/4924~5733>

¹⁶ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

4 ARTICULATION AND TRANSFER

***04.01 F23 Communicate Requirements of Articulation of High School Courses**

Whereas, AB 1705 (Irwin, 2022)¹⁷, signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school¹⁸; and

Whereas, California Code of Regulations title 5 §55051¹⁹ has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations title 5 §55051²⁰ Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

***06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9**

Whereas, AB 607 (Kalra, 2023)²¹ modifies California Education Code §66406.9²² to expand the cost information required in course schedules, requiring that colleges:

Prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly

¹⁷ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

¹⁸ California Education Code §78213(i)(3):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.

¹⁹ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁰ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²² California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

related to those materials, for no less than 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

Whereas, Restricting “course materials” to “digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions” places inappropriate limits on the estimated costs to be included in course schedules by excluding homework systems, art supplies, uniforms, safety equipment, and other expenses that students should be informed of when registering for classes; and

Whereas, California Code of Regulations, title 5, §59402²³ states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources²⁴) establishing the definition of “instructional materials” to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9²⁵ as modified by AB 607 (Kalra, 2023)²⁶ be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402²⁷.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***06.02 F23 Support Vision 2030 Goals and Strategic Directions**

Whereas, The Vision 2030²⁸ merges elements of the Vision for Success and the Governor’s Roadmap for California Community Colleges into three goals of Equity in Access, Equity in

²³ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁴ <https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources>

²⁵ California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

²⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²⁷ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁸ Chancellor’s Office Vision 2030 Webpage: <https://www.cccco.edu/About-Us/Vision-2030>

Support, and Equity in Success and three strategic directions of Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and The Future of Learning, which were adopted by the Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, public input form, stakeholder town halls, and statewide events, the California Community Colleges Chancellor's Office has solicited input into Vision 2030 and, as a result of inputs, has made revisions and will continue to revise the Vision 2030 metrics and actions until action by the Board of Governors in January 2024, with a plan to revisit metrics and actions annually;

Resolved, That the Academic Senate for California Community Colleges formally support the high-level goals and strategic directions of Vision 2030; and

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form²⁹.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)**

Whereas, California Department of Corrections and Rehabilitation (CDCR), county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas, and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the memorandum of understanding between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students;

Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program; yet, the CCCApply standard application creates challenges for incarcerated individuals aspiring to pursue higher education through a California community college; and

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or

²⁹ Chancellor's Office Vision 2030 Feedback Form: <https://www.cccco.edu/vision-2030-feedback-form>

other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251³⁰);

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue with faculty teaching in carceral institutions regarding modification of the CCCApply standard application to remove all known barriers affecting current incarcerated individual's ability to successfully apply for admission to a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the standard application for CCCApply is modified to allow for the collection of data on justice-involved students needed to advocate for equitable allocation of student services and resources.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

***07.02 F23 Clarification of Licensing Requirement and Inclusion of CC-BY-NC License in Procedures and Standards of the Board of Governors**

Whereas, Procedures and Standards of the Board of Governors (December, 2022)³¹ requires that "any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY)," allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052³² establishes that "it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses," and \$115 million dollars have been appropriated to the California Community Colleges Chancellor's Office to disperse to the colleges to establish zero-textbook-cost pathways that "prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content";

³⁰ California Education Code §66251:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

³¹ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³² California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

Whereas, The requirement to use the CC BY license as established in Procedures and Standards of the Board of Governors (December, 2022)³³ can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

Whereas, When authoring or creating new content, faculty may want to prevent the commercialization of their work and choose to use CC BY-NC since the CC BY license does not prohibit the use of openly-licensed resources from being monetized;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that any licensing requirement established by the California Community Colleges Board of Governors applies only to content authored or created using public funds, as opposed to curated collections of resources that may not be in conflict with the licensing mandates established by the Board of Governors; and

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)³⁴ to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

8 COUNSELING

***08.01 F23 Noncredit Counseling Professional Learning and Support for Students**

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)³⁵ and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer³⁶, 4.00 S92 Counselors³⁷ and 8.02 F94 Role of Counseling Faculty in Noncredit Programs³⁸;

³³ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³⁴ <https://creativecommons.org/licenses/by-nc/2.0/>

³⁵ <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

³⁶ <https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer>

³⁷ <https://www.asccc.org/resolutions/counselors>

³⁸ <https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs>

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the Fall/Spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; Student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023³⁹;

Whereas, Noncredit course and program offerings are equity-driven opportunities for all students, including providing opportunities for first-generation students, second language learners, adult learners, and students looking to upskill, which require academic and personal counseling support; and

Whereas, Noncredit students have individualized needs on student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that need specialized counseling support; currently, there is not consistent noncredit counseling support across the California Community College System;

Resolved, That the Academic Senate for California Community Colleges encourage all local academic senates to prioritize a discussion on supporting the counseling needs for noncredit students, whether through an identified noncredit counselor or counseling faculty who are supported with professional development on counseling for noncredit students; and

Resolved, That the Academic Senate for California Community Colleges provide resources and tools to support and share effective practices in counseling noncredit students.

Contact: Stephanie Curry, ASCCC Executive Committee, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

9 CURRICULUM

***09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record**

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴⁰ called for the Academic Senate for California Community Colleges to work with the Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 titled 'Standards and

³⁹ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

⁴⁰ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

Criteria for Courses’ to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled”; and

Whereas, In response to ASCCC Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴¹, the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of Regulations Title 5 §55002⁴² and related sections during the 2022-2023 academic year, resulting in draft regulations⁴³ available for consideration at the ASCCC Fall 2023 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations title 5 §55001, §55001.5, §55002, and §55100⁴⁴, in recognition that minor subsequent revisions may be made by the Chancellor’s Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206⁴⁵.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

15 INTERSEGMENTAL ISSUES

***15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023**

Whereas, AB 928 (Berman, 2021)⁴⁶ was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation

⁴¹ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁴² Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴³

[https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20\(strikethrough%20&%20underline\)%20.pdf](https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf)

⁴⁴

<https://www.asccc.org/sites/default/files/Agendas/Proposed%20Amendments%20to%20DEI%20in%20the%20COR%20Regulations%20%28FINAL%20v2.pdf>

⁴⁵ Procedures and Standing Orders of the Board of Governors, December 2022 Edition: <https://www.cccco.edu/-/media/CCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

⁴⁶ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

Committee⁴⁷ consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas⁴⁸:

- Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state;
- STEM: Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California;
- Reengagement: Reengaging Associate Degree for Transfer earners who do not transfer or apply for transfer into a four-year postsecondary educational institution;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments⁴⁹ and the Committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of, 2023 are designed to improve transfer opportunities and close equity and achievement gaps for the students in the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023⁵⁰.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁴⁷ AB 928 Associate Degree for Transfer Intersegmental Implementation Committee:
<https://www.ab928committee.org/committee-membership>

⁴⁸ AB 928 (Berman, 2021) §§(g)(1-3):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁴⁹ September 18, 2023 Meeting:
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf>

⁵⁰ AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023):
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfb3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf>

***15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023**

Whereas, AB 1111 (Berman, 2021)⁵¹ was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

Whereas, The AB 1111: Common Course Numbering Task Force⁵² consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities carefully created the Recommended Implementation Plan as of October 2, 2023⁵³ through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

Whereas, The Recommended Implementation Plan as of October 2, 2023 through several revisions has been designed to be iterative and nimble in order to respond to unanticipated or changing needs that may arise in implementing a common course numbering system in the largest system of higher education in the United States of America; and

Whereas, The Recommended Implementation Plan as of October 2, 2023 models existing processes and structures of the C-ID Course Numbering Identification System which was designed and is led by the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023⁵⁴.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁵¹ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁵² AB 1111: Common Course Numbering Task Force Membership: <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91>

⁵³ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

⁵⁴ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

17 LOCAL SENATES

***17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts**

Whereas, California Education Code §78052⁵⁵ requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and the Academic Senate for California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁵⁶);

Whereas, The Burden-Free Instructional Materials Task Force was convened to “provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term,” and Resolution Number 2023-18 of the California Community Colleges’ Board of Governors⁵⁷ established that “the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs”;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution 13.01 S21 Institutionalizing Open Educational Resources⁵⁸); and

Whereas, Although the Academic Senate for California Community Colleges has urged “local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program” and encouraged “local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college’s open educational resources and Zero Textbook Cost Program efforts”(Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty

⁵⁵ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

⁵⁶ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁵⁷ [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/\\$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf)

⁵⁸ <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>

Coordinator⁵⁹), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing zero-textbook-cost pathways requires substantial and on-going work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for the establishment of a local faculty coordinator position reassigned from their usual duties to lead their college's zero-textbook-cost efforts.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

***17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways**

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty through committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee⁶⁰ adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁶¹);

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that included part-time faculty authors showing that adequately compensating part-time faculty supports their involvement in the creation and adaptation of OER; and

Whereas, As of Fall 2022, there are 36,305 (67.2%) part time faculty (labeled as “academic, temporary” in the Dashboard) compared to 17,727 (32.8%) full time faculty in the California

⁵⁹ <https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs>

⁶⁰ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁶¹ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

Community Colleges⁶² indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review their local policies and practices related to part-time faculty participating in open educational resources and zero-textbook-cost efforts to ensure that they do not create barriers for efforts that require a long-term commitment;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their union and administrative colleagues to secure the participation of part time faculty in adopting and adapting open educational resources and in the creation of zero-textbook-cost pathways by adequately compensating them for their work.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

⁶² California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx.

CCC Notification of Proposed Prerequisites and Corequisites

The following courses are implementing new requisites or updating current requisites and have completed the required Content Review form in CourseLeaf. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
EMS 52 EMERGENCY MEDICAL TECHNICIAN: BASIC PART A	D. Huseman	Prereq: EMS 50 EMERGENCY MEDICAL RESPONSE	New requisite for 2024-25
EMS 401 EMERGENCY MEDICAL TECHNICIAN: BASIC PART A NONCREDIT	D. Huseman	Prereq: EMS 50 or EMS 400 EMERGENCY MEDICAL RESPONSE (credit or noncredit)	New requisite for 2024-25
ENGR 61B VACUUM SYSTEMS	S. Parikh	Prereq: CHEM 1A GENERAL CHEMISTRY	New requisite for 2024-25
MATH 2BL APPLIED LINEAR ALGEBRA LABORATORY	J. Anderson	Coreq: MATH 2B LINEAR ALGEBRA	New requisite for 2024-25
MATH 12 CALCULUS FOR BUSINESS & ECONOMICS	P. Morriss	Prereq: Intermediate Algebra or equivalent	Update for 2024-25 (replacing prereq of MATH 48A)
MATH 33 MATH FOR FINANCIAL THRIVING	J. Sinclair	Prereq: Intermediate Algebra or equivalent Coreq: MATH 233 or NCBS 443 JUST-IN-TIME SUPPORT FOR MATH 33 (credit or noncredit), for students who do not meet the prereq	New requisites for 2024-25
MATH 233 JUST-IN-TIME SUPPORT FOR MATH 33	J. Sinclair	Coreq: MATH 33 MATH FOR FINANCIAL THRIVING	New requisite for 2024-25
NCBS 433 JUST-IN-TIME SUPPORT FOR MATH 33	J. Sinclair	Coreq: MATH 33 MATH FOR FINANCIAL THRIVING	New requisite for 2024-25

ALCB F452Y : MULTIMEDIA VISUAL ART

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Adaptive Learning: Community Based (ALCB)

Course Number

F452Y

Department

Adaptive Learning (A L)

Division

Student Resource and Support Programs (1SR)

Units

0

Former ID**Cross Listed****Related Courses****Maximum Units**

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2

Weekly Lab Hours

0

Weekly Out of Class Hours

0

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

24

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

Repeated enrollment in this course will further enhance the student's skill and breadth of knowledge.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

No

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This specialized course is one of the community-based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The courses were developed in response to site coordinator requests, based upon individual site need and demands from local residents.

Attach evidence

Need/Justification

Equity in education for disabled, nontraditional students, which include older retirees, is a longstanding priority for Foothill. In addition, it is mandated and subsidized by the State. Zero-credit enrichment courses, such as multimedia visual art, firmly belong in this category. The course is one of several that demonstrate Foothill's commitment, unmatched elsewhere in the Bay Area, to deliver quality enrichment classes directly to disabled students in their group residences, without requiring them to commute to campus.

Course Description

By offering a variety of techniques and art options (painting, drawing, collage, plastic clay, etc.), this multimedia art course encourages the disabled student to develop their creative

potential. Activities are designed to enhance physical skills and cognitive awareness and enable the student to develop independent creative thinking.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Through exposure to different art media, explore ways to express oneself creatively
2. Demonstrate the ability to use a variety of art materials
3. Make independent choices for subject matter and materials

Course Content

1. Through exposure to different art media, students will be able to explore ways to express themselves creatively
 1. Choose subject matter for projects
 2. Select media that best matches what they'd like to create
2. The student will demonstrate the ability to use a variety of art materials
 1. Introduction to different tools to assist in completion of artwork
 2. Seek particular tools to help with working on project
3. Student will make independent choice for subject matter and materials
 1. Selecting materials that best suit art projects
 2. Show facility in use of selected materials

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. The facility should provide surfaces (tables) and a work space appropriate for art-making with seating enough apart so that the student won't be hampered by having their classmates seated too close by.
2. When taught online/virtual: students and faculty need internet access with Zoom-capable computer, monitor, and speakers.

Methods of Evaluation

<p>Methods of Evaluation may include but are not limited to the following: Students will be tracked to evaluate their facility in using materials and producing an art project to their satisfaction</p>

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Instructor will provide both written and verbal instruction

Instructor will provide demonstration

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Materials

Various art materials, as needed, e.g., watercolor or acrylic paints, pastel pencils or chalk, paint brushes, appropriate paper (e.g., watercolor or drawing), art paper (multi-colored), erasers, scissors, plastic clay.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

Not applicable.

Authorized Discipline(s):

Specialized Instruction (Disabled Student Programs and Services): Noncredit

Faculty Service Area (FSA Code)

OAS/LIFE LONG LEARNING

Taxonomy of Program Code (TOP Code)

4930.30 - Learning Skills, Disabled

Articulation Office Only

C-ID Notation**IGETC Notation****CSU GE Notation****Transferability**

None

Validation Date

N/A

Division Dean Only

Seat Count

30

Load
.030

FOAP Codes:

Fund Code
122010 - DSP&S Special Ed FH

Org Code
131021 - FH Adapt Learning: Community Based

Account Code
1320

Program Code
493030 - Learning Skills, Disabled

MATH F233. : JUST-IN-TIME SUPPORT FOR MATH 33

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Mathematics (MATH)

Course Number

F233.

Department

Mathematics (MATH)

Division

Science Technology Engineering and Mathematics (1PS)

Units

2.5

Former ID**Cross Listed****Related Courses**

NCBS F433. - JUST-IN-TIME SUPPORT FOR MATH 33

Maximum Units

2.5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2.5

Weekly Lab Hours

0

Weekly Out of Class Hours

5

Special Hourly Notation**Total Contact Hours**

30

Total Student Learning Hours

90

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

Yes

Basic Skills Level

Does Not Apply

Grading

Pass/No Pass Only

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course is needed to provide corequisite support for a transfer level math class. This will enable more students to complete a transfer level math class. See Section 5 of attached file (AB705 Math Improvement Plan, March 11, 2022).

Attach evidence

AB705 - Math Improvement plan.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 33. The course provides just-in-time remediation of prerequisite skills necessary for MATH 33. Additionally, the course provides support in study skills and habits.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Math for Financial Thriving. Intended for students who are concurrently enrolled in MATH 33 at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including proportional reasoning, order of operations,

simplifying expressions, solving equations, use of variables, creating and using graphical displays.

Course Prerequisites

Course Corequisites

Corequisite: MATH 33.

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Objectives

The student will be able to:

1. Explore and assess ways to be a more effective learner
2. Use algebraic notation and symbol manipulation strategies
3. Explore relationships via tables and graphs
4. Identify important features of graphs
5. Describe estimation strategies

Course Content

1. Explore and assess ways to be a more effective learner
 1. Study skills
 1. Time management
 2. Organization
 3. Deep learning
 4. Strategic learning
 5. Test-taking strategies
 6. Authentic relating
 2. Self-assess using performance criteria and mastery levels to judge and improve one's own work
 1. Rubrics
 2. Identifying weaknesses and setting goals
 3. Learning from mistakes
 3. Leverage learning resources
 1. Study groups
 2. Canvas
 3. Video playlists
 4. Collaboration tools
 1. Microsoft 365
 2. Google
 3. Zoom
 5. Computer labs

6. Tutoring
2. Use algebraic notation and symbol manipulation strategies
 1. Variables
 2. Order of operations
 3. Units
 4. Dimensional analysis
 5. Conversions
 1. Percents
 2. Decimals
 3. Fractions
 6. Solve single variable equations
 1. Linear
 2. Exponential and logarithmic
 3. Quadratic and square root
 7. Solve multivariable equations as needed
3. Explore relationships via tables and graphs
 1. Linear
 2. Exponential
 3. Logarithmic
 4. Multivariable
4. Identify important features of graphs
 1. Vertical axis variable and units
 2. Horizontal axis variable and units
 3. Slope of linear function
5. Describe estimation strategies
 1. Rounding
 2. Counting up
 3. Equivalencies
 4. Proportional reasoning

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. For all sections of this course, students will need access to a computer and the internet.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
 Group and independent exploratory activities
 Homework
 Performance in MATH 33

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Materials

No course materials.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)

MATHEMATICS

Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

5/31/23

Division Dean Only

Seat Count

40

Load

.056

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125051 - Mathematics

Account Code

1320

Program Code

170100 - Mathematics, General

NCBS F433. : JUST-IN-TIME SUPPORT FOR MATH 33

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Non-Credit: Basic Skills (NCBS)

Course Number

F433.

Department

Mathematics (MATH)

Division

Science Technology Engineering and Mathematics (1PS)

Units

0

Former ID**Cross Listed****Related Courses**

MATH F233. - JUST-IN-TIME SUPPORT FOR MATH 33

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2.5

Weekly Lab Hours

0

Weekly Out of Class Hours

0

Special Hourly Notation**Total Contact Hours**

30

Total Student Learning Hours

30

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

NCBS 433 is a corequisite support course for MATH 33. Each time a student takes this pair of courses together, NCBS 433 will be used to address the student's current needs for success in MATH 33. For example, one quarter this might be using the order of operations to simplify expressions and another quarter it might be using dimensional analysis for unit conversions, or one quarter this might be time management and another quarter it might be leveraging collaboration tools for group projects.

Credit Status

Non-Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

Yes

Basic Skills Level

Does Not Apply

Grading

Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course is needed to provide corequisite support for a transfer level math class. This will enable more students to complete a transfer level math class. See Section 5 of attached file (AB705 Math Improvement Plan, March 11, 2022).

Attach evidence

AB705 - Math Improvement plan.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 33. The course provides just-in-time remediation of prerequisite skills necessary for MATH 33. Additionally, the course provides support in study skills and habits.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Math for Financial Thriving. Intended for students who are concurrently enrolled in MATH 33 at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including proportional reasoning, order of operations, simplifying expressions, solving equations, use of variables, creating and using graphical displays.

Course Prerequisites**Course Corequisites**

Corequisite: MATH 33.

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Objectives

The student will be able to:

1. Explore and assess ways to be a more effective learner
2. Use algebraic notation and symbol manipulation strategies
3. Explore relationships via tables and graphs
4. Identify important features of graphs
5. Describe estimation strategies

Course Content

1. Explore and assess ways to be a more effective learner
 1. Study skills
 1. Time management
 2. Organization
 3. Deep learning
 4. Strategic learning
 5. Test-taking strategies
 6. Authentic relating
 2. Self-assess using performance criteria and mastery levels to judge and improve one's own work
 1. Rubrics
 2. Identifying weaknesses and setting goals

3. Learning from mistakes
3. Leverage learning resources
 1. Study groups
 2. Canvas
 3. Video playlists
 4. Collaboration tools
 1. Microsoft 365
 2. Google
 3. Zoom
 5. Computer labs
 6. Tutoring
2. Use algebraic notation and symbol manipulation strategies
 1. Variables
 2. Order of operations
 3. Units
 4. Dimensional analysis
 5. Conversions
 1. Percents
 2. Decimals
 3. Fractions
 6. Solve single variable equations
 1. Linear
 2. Exponential and logarithmic
 3. Quadratic and square root
 7. Solve multivariable equations as needed
3. Explore relationships via tables and graphs
 1. Linear
 2. Exponential
 3. Logarithmic
 4. Multivariable
4. Identify important features of graphs
 1. Vertical axis variable and units
 2. Horizontal axis variable and units
 3. Slope of linear function
5. Describe estimation strategies
 1. Rounding
 2. Counting up
 3. Equivalencies
 4. Proportional reasoning

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. For all sections of this course, students will need access to a computer and the internet.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Group and independent exploratory activities
Homework
Performance in MATH 33

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Materials

No course materials.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)

MATHEMATICS

Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

Articulation Office Only

C-ID Notation**IGETC Notation**

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

40

Load

.056

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125051 - Mathematics

Account Code

1320

Program Code

170100 - Mathematics, General



California
Community
Colleges

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

[Link: Improvement Plan Form \(for reference only\)](#)

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: _____

College: _____

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, ***all colleges*** should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math This will be our quantitative reasoning course + coreq

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

Not sure if we should check BSTEM here also since we did the work to build coreq's for Pre-Calc was done 2+ years ago.

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.

You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

Department	Certificate Title	Certificate Type
Anthropology	Applied Anthropology	Certificate of Proficiency
Anthropology	Archaeological Field School	Certificate of Proficiency
Anthropology	Archaeology	Certificate of Proficiency
Anthropology	Cultural Anthropology	Certificate of Proficiency
Anthropology	Cultural Resource Management	Certificate of Proficiency
Anthropology	Forensic Anthropology	Certificate of Proficiency
Anthropology	Medical Anthropology	Certificate of Proficiency
Anthropology	Physical Anthropology	Certificate of Proficiency
Apprenticeship - Sheet Metal	Sheet Metal Air Conditioning Specialist	Career Certificate
Graphic & Interactive Design	Garment Printing	Skills Certificate
Music Technology	Music and Medicine	Certificate of Proficiency
Music Technology	Music Business	Certificate of Proficiency
Music Technology	Pro Tools	Certificate of Proficiency
Photography	Photo Criticism	Skills Certificate
Sociology	General Sociology	Certificate of Proficiency
Sociology	Social Welfare	Certificate of Proficiency
Theatre Technology	Theatre Technology	Career Certificate
Theatre Technology	Theatre Costume and Makeup	Career Certificate
Theatre Technology	Theatre Production Organization	Career Certificate