College Curriculum Committee Meeting Agenda
Tuesday, January 16, 2024
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: November 28, 2023	2:00	Action	#1/16/24-1	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)	2:22	Information		
4. Announcements a. Notification of Proposed Requisites b. ASCCC Fall Plenary Update	2:27	Information	#1/16/24-2 #1/16/24-3	CCC Team
5. New Certificate Application: Spanish	2:32	2nd Read/ Action	#1/16/24-4	Kaupp
6. Degree Deactivation: Communication Studies ADT	2:35	2nd Read/ Action	#1/16/24-5	Kaupp
7. Stand Alone Application: NCBS 440A	2:38	1st Read	#1/16/24-6	Kaupp
8. Stand Alone Application: THTR 49E	2:41	1st Read	#1/16/24-7	Kaupp
9. Updating Foothill GE	2:44	Discussion	#1/16/24-8–9	Gilstrap/ Kaupp
10. Best Practices for Equitable COR Updates	3:05	Discussion		Kaupp
11. Good of the Order	3:27			Kaupp
12. Adjournment	3:30			Kaupp

*Times listed are approximate

Attachments:

#1/16/24-1	Draft Minutes: November 28, 2023
#1/16/24-2	CCC Notification of Proposed Requisites
#1/16/24-3	ASCCC Fall 2023 Adopted Resolutions
#1/16/24-4	New Certificate Application: Spanish
#1/16/24-5	Degree Deactivation: Communication Studies ADT
#1/16/24-6	Stand Alone Application: NCBS 440A
#1/16/24-7	Stand Alone Application: THTR 49E
#1/16/24-8	Foothill GE Comparison
#1/16/24-9	Considerations for Rethinking Foothill GE

2023-2024 Curriculum Committee Meetings:

Fall 2023 Quarter	Winter 2024 Quarter	Spring 2024 Quarter
~~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).
4/19/24	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:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), 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), Don Mac Neil (KA), 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), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Erik Woodbury (De Anza CCC Faculty Co-Chair)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2023-24

Meeting Date: <u>1/16/24</u>

<u>Co-Chairs (2)</u>

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

<u>Voting Membership (1 vote per division)</u>

✔*	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔*	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
✔*	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
✔*	Sam Connell	7197	BSS	connellsamuel@fhda.edu
✔*	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
✔*	Angie Dupree		BSS	dupreeangelica@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Jordan Fong	7272	FAC	fongjordan@fhda.edu
✔*	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔*	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
	Tim Myres		APPR	timm@smw104jatc.org
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔	Eric Reed	7091	LRC	reederic@fhda.edu
✔*	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
✔*	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

<u>Non-Voting Membership (4)</u>

			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Paul Starer</u>

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, November 28, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: November 14, 2023	**Approved by consensus.**
2. Report Out and Check-in	**Speaker: All** Fine Arts & Comm: No updates to report. STEM: No updates to report. BSS: Connell asked the other reps how they communicate general curriculum info to their constituents. Kaupp forwarded the communiqué when he was a rep. Connell noted communiqué is after the fact for voting items, and asked for suggestions on how to notify faculty of those—Parikh responded, STEM reps send communiqué to all faculty, and if upcoming agenda item important for faculty to know, reps contact specific faculty to bring to their attention. Concern is that forwarding everything to all faculty could be overwhelming, so targeted approach used. Dupree noted reps' concern is they might not be voting the way the full constituency might; Kaupp noted CCC a representative group, so reps trusted to vote on behalf of their constituents. Parikh described process used by STEM reps to hold division CC meetings. Brannvall shared she and J. Fong both take notes at CCC meetings and include those notes with agenda for upcoming division CC meetings, also share communiqué. J. Fong added, they call out important CCC items (e.g., Stand Alone courses). Kaupp noted that each division has the freedom to use process which works best; helpful to get ideas from other reps and tailor process to own division. Counseling: Lee reminded the group that the UC/CSU transfer application window closing in just a few days. Refer students to the Transfer Center—in-person, Zoom, and phone drop-in available. HSH: No updates to report. Gilstrap reminded the group about the upcoming Dec. 1st deadline for IGETC & CSU GE submissions. Mentioned upcoming meeting of AB 1111 committee Dec. 7th, discussing final draft of recommendations. Language Arts: No updates to report. Apprenticeship: No updates to report. LRC: No updates to report. Kinesiology & Athletics: No updates to report.
3. Public Comment on Items Not on Agenda	Kaupp shared that the Owls Nest has events all next week. Encourage your students to attend!
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: NCEL 460; PHOT 5H, 22H. Kaupp reminded the group that new course proposals are approved by the division CCs but are info items at CCC (CCC does not take action).
5. New Certificate Application: Semiconductor Processing	**Speaker: Ben Kaupp** Second read of new Semiconductor Processing Certificate of

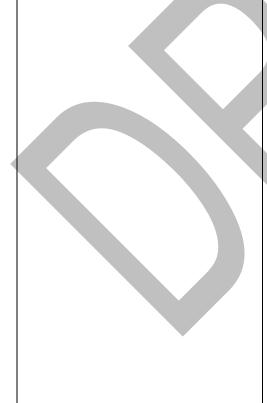|	
	Achievement. Narrative has been updated since first read, to add note re: MATH 40A coreq in Item 3. Vanatta asked for clarification on whether this is an official Apprenticeship cert. (vs. regular workforce); discussion occurred re: email thread following first read. Allen mentioned note re: MATH 40A coreq and asked whether total units for cert. need to be updated—Vanatta responded, no, can't include MATH 240A as major course, and units listed on narrative must match what's entered in state's inventory system. Parikh mentioned noncredit coreq option being created.
	Hueg confirmed need to create two certs., noting different approval processes for Apprenticeship and non-Apprenticeship certs. Parikh noted that minor edits will be needed to language in narrative, to create different versions (required courses are the same). Parikh asked about process for students, to select correct cert. and courses, noting different sections set up for Apprenticeship students vs. non-Apprenticeship. Allen clarified special sections needed for Apprenticeship because tuition is waived. Vanatta asked if CCC approval today could stand for both versions—Hueg responded, can be used for just one version; today's is Apprenticeship. Hueg will schedule meeting to discuss creation of non-Apprenticeship cert. Parikh reminded the group that edits needed to remove mentions of non-Apprenticeship students from narrative.
	Motion to approve with minor editorial changes to narrative **M/S** (Draper, Parikh). **Approved.**
6. Stand Alone Application: MUS 70R series	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for MUS 70R series. No comments. Motion to approve **M/S** (Lee, J. Fong). **Approved.**
7. New Certificate Application: Spanish	**Speaker: Ben Kaupp** First read of new Spanish Certificate of Achievement. Hueg clarified cert. is non-workforce. Second read and possible action will occur at next meeting.
8. Degree Deactivation: Communication Studies ADT	**Speaker: Ben Kaupp** First read of deactivation of Communication Studies ADT, which is being replaced by new 2.0 version. No comments. Second read and possible action will occur at next meeting.
9. Updating Foothill GE	**Speaker: Evan Gilstrap** Gilstrap reminded the group of recent changes to Title 5 language outlining local GE pattern; new pattern is based on upcoming CalGETC. Two new areas: 2 (Mathematical Concepts & Quantitative Reasoning) and 6 (Ethnic Studies); new pattern has no comparable areas to our current US Cultures & Communities and Lifelong Learning areas. What needs to be discussed by CCC: • Lifelong Learning—do we include it (we have that freedom)? • Area 2—currently, MATH courses in Communication & Analytical Thinking; do we automatically move them all over to new Area 2, or require faculty to fill out application? • Area 5 (Natural Sciences)—Title 5 language doesn't specify lab requirement; do we want to require a lab or not? • Area 6—do we allow only courses approved for CSU GE/IGETC to be included (could minimize impact for students who change their

mind and decide to use transfer GE pattern)? Or do we allow for additional ETHN courses to be included?
- What process will we use to move courses currently approved for Foothill GE to new pattern?
- What changes need to be made to GE application forms? Brand-new forms needed for new Area 2 & Area 6, and forms for other areas may need updates.

Connell asked if Area 6 will include just ETHN courses, or if other subject codes allowed—Gilstrap responded, only ETHN courses allowed, but still need to create application form listing core competencies for GE area. Noted transfer GE patterns already have core competencies for Ethnic Studies, so could use those as basis for ours, if we want. Connell mentioned onerous process of applying for Foothill GE and recommended streamlining form. Gilstrap noted CCC can consider grandfathering in courses on current Foothill GE to new pattern. Brannvall asked for clarification re: lab requirement for Area 5—Gilstrap responded, no specific language stating that lab is or is not required, but units required for Area 5 suggest that lab is not required. Noted current Foothill GE does require lab for Natural Sciences. Brannvall asked about labs in Art History courses, noting it's unusual and ends up making it more expensive for students taking Foothill Art History courses vs. other colleges (e.g., De Anza); asked about process to remove the lab—Gilstrap responded, would be major course revision. Discussion occurred about some Natural Sciences courses having imbedded lab, with others offering lab as separate coreq course.

Parikh asked for clarification that these changes are for local associate degrees only, and do not affect transfer degrees—Gilstrap responded, local GE cannot be used for transfer degrees, but noted that students are known to change their minds and might not think they want to transfer but later on decide they do want to.

Gilstrap mentioned previous impression that these changes aren't needed until fall 2025; however, recent email from ASCCC suggests colleges must implement changes sooner. No guidance or concrete deadline from state Chancellor's Office yet, but colleagues at some colleges trying to implement for next academic year. Best to get the ball rolling on this conversation as soon as possible, just in case. Lee asked if CSU GE will still exist after move to CalGETC—Gilstrap responded, not yet known yet what the plan will be for CSU GE. Lee mentioned many depts. with courses in Lifelong Learning, and the difficult discussion that needs to take place. Gilstrap interested in getting data to see how many units students are actually having to complete to fulfill Foothill GE; minimum is 30, but many students may be taking more, depending on which courses they select. Also hoping data can inform whether removal of Lifelong Learning will impact enrollment in those courses. Wonders if we could include Lifelong Learning without increasing units needed to for students to complete new Foothill GE.

Parikh noted potential concern for faculty teaching Lifelong Learning courses, if its removal results in lower enrollment. Also mentioned general concern that if we keep Lifelong Learning students might choose a different college because they won't need as many units. Gilstrap noted every college having this conversation about removing or keeping Lifelong Learning. Hueg noted specific data on Lifelong Learning courses not simple to gather, but we're trying. Noted moral dilemma of asking students to do something not required by Title 5. Bissell pointed out that Lifelong Learning mentioned in Foothill College

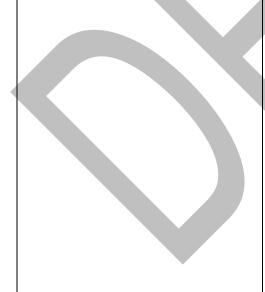|	
	Mission Statement; believes college should stand behind the concept, we talk about wellness and mindfulness all the time. Concerned the conversation is a matter of sheer numbers. Kaupp believes the conversation leaning toward figuring out a way to keep Lifelong Learning, as we still see value in it. Bissell hears from past students who value their experiences in Lifelong Learning courses. Noted faculty in Kinesiology & Athletics feel helpless in this situation. Brannvall wonders if we remove Lifelong Learning, could the courses exist elsewhere, perhaps in a new cert.—Hueg clarified, no plan to eliminate specific courses. Hueg noted many courses already included on degrees/certs., and students take courses for reasons aside from GE, which is why we don't know exactly what the impact might be if they're removed from Foothill GE. The state wants to make it faster and cheaper for students to earn degrees; these Title 5 changes are related to this. Parikh suggested we look at data to see how many students have taken more than just the 4 units currently required for Lifelong Learning. Gilstrap noted if we do continue to include Lifelong Learning, we have option to rethink the unit requirement. Connell mentioned possible changes to repeatability restrictions—CCC Team noted, unfortunately, governor vetoed that legislation. Discussion on this topic will continue next quarter.
10. Best Practices for Equitable COR Updates	**Speaker: Ben Kaupp** Kaupp mentioned some faculty have come to him with the opinion that the Guiding Principles document created last year is sufficient and faculty don't need additional direction to make equitable COR updates. Also mentioned concerns discussed at Academic Senate that adding 30 minutes/month of RSI-related training will be overwhelming for faculty; with this in mind, some are concerned that adding training re: equity in the COR will result in resistance from faculty. Training overload! Asked the group for their thoughts. Dupree recalls CCC's previous discussions have been about providing accessible resources for faculty engaged in this process, which would be user friendly and bite-sized, and not meant to be "required reading." More like gentle nudges, to help them work through necessary revisions. A helpful tool, as opposed to required training. Kaupp agreed, noting some of the resistance he's encountered seems to be more about the initiative as a whole. Asked the group for ideas re: specific topics to make "tidbits" out of—Parikh and Brannvall planning to work on that; Kaupp asked if they could perhaps come to second CCC meeting of winter quarter w/ list a dozen topics to suggest for tidbits. V. Fong wonders if there's any reason reps couldn't solicit list of topics from their constituents, so the list is more collaborative in nature. Parikh's understanding is the tidbits are a way to parse the Guiding Principles document, to help make it more digestible; not creating a new list of best practices. Kaupp agreed, this discussion is how to parse the existing document for faculty. Asked the group if a survey could be helpful, acknowledging that lots of surveys go out. Dupree asked what survey would ask—Kaupp responded, would ask faculty what they would like to see covered. Dupree noted BSS has surveyed faculty on this topic and got few responses; seems faculty don't yet know what they need or what is expected of them. V. Fong noted unclear on what is meant by nudges and tidbits, and unsure if selling the Guiding Principles document is the right vantage point for this task. Asked if Parikh and Brannvall are working to clarify the outcomes of the document—Brannvall responded, not necessarily, more like trying to

	help faculty more easily use document to update their CORs. V. Fong suggested we think through how faculty are going to actually use the document, noting that most faculty think about their CORs only when they're updating them. Kaupp noted faculty also interact with CORs when they're interpreting them, which includes reading CORs created by other faculty. Discussion on this topic will continue next quarter. Kaupp noted V. Fong has brought up valid questions that need answered before we can move forward with creating resources.
11. Credit for Prior Learning Summit	**Speaker: Ben Kaupp** Topic delayed to future meeting, due to time constraint.
12. Good of the Order	
13. Adjournment	**3:34 PM**

Attendees: Ulysses Acevedo (LA), Chris Allen (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Sam Connell* (BSS), Cathy Draper* (HSH), 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), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)
* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

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
MATH 40A QUANTITATIVE REASONING	J. Sinclair	Coreq: NCBS 440A JUST-IN-TIME SUPPORT FOR MATH 40A (optional; noncredit version of MATH 240A)	Updated requisite for 2024-25
NCBS 440A JUST-IN-TIME SUPPORT FOR MATH 40A	J. Sinclair	Coreq: MATH 40A QUANTITATIVE REASONING	New requisite for 2024-25

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2023 Fall Plenary Session

Adopted Resolutions

Resolutions Committee
    Erik D. Reese, ASCCC Area C Representative, Area C (Chair)
    Robert L. Stewart, Jr, ASCCC Treasurer, Area C (Second Chair)
    Juan Arzola, ASCCC At-large Representative, Area A
    Davena Burns-Peters, San Bernardino Valley College, Area D
    Mark Edward Osea, Mendocino College, Area B
    Krystinne Mica, Executive Director
    Austin Webster, Interim Executive Director

TABLE OF CONTENTS

RECORDING RESOLUTIONS VOTING

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

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

ADOPTED RESOLUTIONS

1 ACADEMIC SENATE

01.01 F23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of senator emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the ASCCC;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the ASCCC Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee; and

Whereas, Wheeler North was always available to provide advice, albeit weedy at times, and assistance to any faculty member and could provide any needed citation from Title 5 and Education Code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North its highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

Acclamation

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 has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials[1], 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation[2], 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission,

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[1] https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials
[2] https://asccc.org/resolutions/resolution-support-academic-freedomsolidarity-faculty-across-nation

Vision, and Values Statements that Include Anti-Racism[3], 03.01 F22 Advancing IDEAA in Guided Pathways[4], 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200[5], 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement[6], 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook[7], 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework[8], 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work[9], 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison[10];

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations[11] 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, as an outcome of that collaboration, updates to Title 5, §53602[13] 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 Practices[14] directed the 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

[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
[13] Title 5 §53602:
https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

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

hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource[15];

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, anti-racism, and accessibility elements and ensure compliance with chaptered updates to Title 5, §53602;

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to form an advocacy strategy or an action-oriented community team to safeguard diversity, equity, inclusion, and accessibility work statewide;

Resolved, That the Academic Senate for California Community Colleges urge local academic 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 and 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 by fall 2024.

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

MSC

4 ARTICULATION AND TRANSFER
04.01 F23 Communicate Requirements of Articulation of High School Courses

Whereas, AB 1705 (Irwin, 2022)[16], 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 school[17]; and

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[15] https://ccconlineed.instructure.com/courses/4924~5733
[16] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[17] 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.

Whereas, California Code of Regulations Title 5 §55051[18] 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 §55051 Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSU

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)[19] modifies California Education Code §66406.9[20] 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 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, §59402[21] 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

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[18] Title 5 §55051:
https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[19] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607
[20] California Education Code §66406.9:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC
[21] Title 5, §59402:
https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

the required objectives of a course," 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 §66406.9 as modified by AB 607 (Kalra, 2023) be interpreted to include all instructional materials as defined in California Code of Regulations, Title 5, §59402.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

06.02 F23 Support Vision 2030 Goals and Strategic Directions

Whereas, The California Community Colleges Vision 2030[22] 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 support, and equity in success and three strategic directions of equitable baccalaureate attainment, equitable workforce and economic development, and the future of learning, all of which were adopted by the California Community Colleges Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, a 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 input, 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 Form[23].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

MSC

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[22] Chancellor's Office Vision 2030 Webpage: https://www.cccco.edu/About-Us/Vision-2030
[23] Chancellor's Office Vision 2030 Feedback Form: https://www.cccco.edu/vision-2030-feedback-form

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

Whereas, The 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 other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251[24]);

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 individuals' 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

Acclamation

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[24] California Education Code §66251:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

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

Whereas, The Procedures and Standing Orders of the Board of Governors (December, 2022)[25] 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 §78052[26] 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";

Whereas, The requirement to use the CC BY license as established in Procedures and Standing Orders of the Board of Governors (December, 2022)[27] 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

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[25] 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
[26] California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC
[27] 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

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)[28] to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

Acclamation

07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer

Whereas, The California Community Colleges Chancellor's Office has interpreted AB 1705 (Irwin, 2022)[29] to require that students "begin in… math coursework that satisfies a requirement of their program," and the guidance issued in memo ESS 23-19[30] states that colleges must place students pursuing the Associate Degree for Transfer in Business Administration 2.0 into a business calculus class or other calculus class; and

Whereas, The transfer model curriculum (TMC) serves as the template for the associate degree for transfer, and the Business Administration 2.0 TMC[31] allows "finite mathematics OR business calculus OR a math course (excluding statistics) articulated for the business major at a CSU campus" to meet the Associate in Science for Transfer in Business Administration 2.0 degree requirements so long as the course has an articulation agreement for a major[32] at a California State University campus;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the guidance provided in memo ESS 23-19[33] clarifying that students pursuing the Associate Degree for Transfer in Business Administration 2.0[34] shall be placed into the program-applicable math class that best suits their academic background in math and their academic and transfer goal.

Contact: Wayne Jensen, Folsom Lake College, Area A

MSU

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[28] https://creativecommons.org/licenses/by-nc/2.0/
[29] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[30] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisities-a11y.pdf
[31] https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc
[32] https://c-id.net/cms-uploads/cms/C-ID_Glossary_2016_Final.pdf
[33] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisities-a11y.pdf
[34] https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc

07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes

Whereas, To increase transfer completion, the California legislature has prioritized data-informed reforms, such as AB 1705 (Irwin, 2022)[35], with the goal of achieving equitable outcomes;

Whereas, The current throughput model[36] uses all students enrolled in a prerequisite class in the calculation of the gateway course's success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color[37];

Whereas, Conditional throughput measures success rates exclusively for those students who enroll in and complete a gateway course and, according to the Research and Planning group's pre-calculus/business calculus research[38], shows maximized completion for those taking the prerequisite; and

Whereas, AB 1705 (Irwin, 2022)[39] does not mandate methodology for local data validation of the efficacy of prerequisite courses[40], thus allowing for local flexibility given the vast differences in math proficiency across districts[41];

Resolved, That the Academic Senate for California Community Colleges request open and public collaboration with the California Community Colleges Chancellor's Office to enhance the use of data to define and measure equitable outcomes with the goal of developing meaningful metrics;

Resolved, That the Academic Senate for California Community Colleges express its concern regarding the limitations of relying exclusively on throughput to ensure data-informed approaches to increasing equitable outcomes;

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[35] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[36] See slide 3:
https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf
[37] See pages 8-9:
https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/MaximizingCalcCompletionForBusinessAdminDegree_May2023.pdf?ver=2023-05-16-072731-540
[38] See 1:02:36 – 2:31:15 https://www.youtube.com/watch?v=whQsv4PeeDY
[39] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[40] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[41] https://caaspp-elpac.ets.org/caaspp/CompareReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCds1=19000000000000&lstCds2=21000000000000&lstCds3=15000000000000&lstNav=srch

Resolved, That the Academic Senate for California Community Colleges research and assess conditional throughput as an acceptable metric for data validation and its impact on closing equity gaps, providing feedback to colleges by the fall 2024 Plenary; and

Resolved, That the Academic Senate for California Community Colleges call for allowing local districts to include any data validation metrics that allow local districts to work with system partners to determine how conditional throughput maximizes the probability of students completing math and English in the first year, better addressing their unique needs, particularly as the data validation metrics apply to equity.

Contact: Joshua Lewis, Bakersfield College, Area A

MSC

07.05 F23 Update CCCApply to Address the Needs of Lifelong Learners

Whereas, The Academic Senate for California Community Colleges is committed to ensuring that all Californians have access to high-quality education, regardless of their age, background, or life circumstances;

Whereas, Some lifelong learners face a number of barriers to enrolling in classes, including complex application processes, lack of time and resources, and difficulty navigating the system; and

Whereas, CCCApply is the statewide online admission application center for California Community Colleges and therefore plays a vital role in making access to education more equitable;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to simplify the application process by designing it to be user-friendly and accessible to all applicants, regardless of their prior experience with higher education; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide more support for lifelong learners in the application process by creating resources for lifelong learners, such as a dedicated landing page, FAQ, and a contact form for personalized assistance.

Contact: Nicholas Petti, Mendocino College

Acclamation

07.06 F23 Support Waiver of Transcript Fees for Current and Formerly Incarcerated Rising Scholars

Whereas, California Penal Code §2053.1 directs the Department of Corrections and Rehabilitation (CDCR) to "make college programs available at every state prison for the benefit of inmates" and states that these "college programs shall only be provided by the California Community Colleges, the California State University, the University of California, or other regionally accredited, nonprofit colleges or universities," and consequently, the CDCR " shall prioritize colleges and universities that… [d]o not charge incarcerated students or their families for tuition, course materials, or other educational components" and "[w]aive or offer grant aid to cover tuition, course materials, or other educational components for incarcerated students"[42];

Whereas, The California Community Colleges Chancellor's Office Vision 2030 challenges system partners to recognize "the importance of equitable access, support and success while bringing to the forefront equitable socio-economic mobility for historically underserved communities by proactively taking college to them wherever they are: we are no longer waiting for students to come to us"[43]; and

Whereas, Education plays a pivotal role in the rehabilitation and reintegration of incarcerated individuals into society, yet the financial barriers created by rising costs of higher education, which include student fees associated with obtaining educational materials such as transcripts, can hinder these individuals' educational journeys and student success[44];

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office and the Board of Governors to adopt and implement a policy, consistent with California Penal Code §2053.1[45], to grant transcript fee waivers for incarcerated and formerly incarcerated students at all California community colleges.

Contact: Gabriel Martinez, Berkeley City College

Acclamation

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[42] https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=(a)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section.
[43] https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013
[44] https://www.ppic.org/publication/keeping-college-affordable-for-california-students/#:~:text=College%20Costs%20Can%20Be%20a%20Barrier%20to%20Access%20and%20Success,-The%20cost%20of&text=In%20a%20recent%20survey%20by,California%20Student%20Aid%20Commission%202019a).
[45] https://codes.findlaw.com/ca/penal-code/pen-sect-2053-1/#:~:text=(a)%20The%20Secretary%20of%20the,goals%20contained%20in%20this%20section

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)[46] and resolutions such as 08.01 S21 Counseling Faculty, Student Success, and Transfer[47], 04.00 S92 Counselors[48] and 08.02 F94 Role of Counseling Faculty in Noncredit Programs[49];

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, a dramatic increase in the fall/spring noncredit enrollment has occurred over the past three years, data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023, and student enrollment also has a three-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023[50];

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 regarding student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that require specialized counseling support, but currently consistent noncredit counseling support is not provided 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 by fall 2024.

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

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[46] https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges

[47] https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer

[48] https://www.asccc.org/resolutions/counselors

[49] https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs

[50] 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

MSC

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 5[51] called for the Academic Senate for California Community Colleges (ASCCC) to work with the California Community Colleges Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 Titled 'Standards and 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, the California Community Colleges Curriculum Committee engaged in the process of revision to California Code of Regulations Title 5 §55002 and related sections during the 2022-2023 academic year, resulting in draft regulations[52] 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 §55100, with recognition that minor subsequent revisions may be made by the California Community Colleges 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 206[53].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

MSC

09.02 F23 Support of an Equitable Course Prefix in Lieu of ESL

Whereas, The Academic Senate for California Community Colleges has affirmed its commitment to inclusion, diversity, equity, anti-racism, and accessibility through numerous resolutions and

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[51] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline
[52] https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf
[53] Procedures and Standing Orders of the Board of Governors, December 2022 Edition: https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6

resources that prioritize inclusive and affirming practices that recognize and help remove deficit-minded language, policies, and practices;

Whereas, The terms "English as a Second Language" and "ESL" portray multilingual students through a deficit lens, highlights their perceived lack of proficiency in English language skills, ignores that students often already speak several languages before learning English, results in the development of negative stereotypes and biases against them, and contributes to their stigmatization;

Whereas, Current scholarship in second language teaching[54], along with an increasing number of community colleges and universities in California such as Fresno City College, Ventura College, Santa Ana College, Los Medanos College, Bakersfield College, Santa Rosa Junior College, University of California Davis, University of California Irvine, University of California Santa Barbara, and the University of San Francisco, have adopted more equitable terminology; and

Whereas, AB 1111 (Berman, 2021)[55] may force these institutions to revert to the use of the stigmatized terms English as a Second Language and ESL for transfer-level courses;

Resolved, That the Academic Senate for California Community Colleges work with discipline experts to adopt more equitable terms in lieu of English as a Second Language and ESL.

Contact: Bita Bookman, Santa Rosa Junior College, Area B

MSC

13 GENERAL CONCERNS

13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses

Whereas, Fostering a safe, inclusive, equitable, nonviolent, and discrimination-free educational environment is important for all students, faculty, administrators, and staff at California community colleges;

Whereas, The prevalence of sexual harassment and discrimination, as well as inadequate institutional responses to such incidents, is still an ongoing concern at some college campuses[56]; and

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[54] For instance, TESOL Quarterly, the leading academic journal in second language teaching, no longer uses the term ESL and instead uses 'multilingual students'. See sample articles here:
https://onlinelibrary.wiley.com/action/doSearch?AllField=multilingual+students
Furthermore, a growing number of publications in second language teaching and learning have transitioned to the use of the term 'Multilingual' instead of 'ESL'. See examples here:
https://scholar.google.com/scholar?scisbd=1&q=%22multilingual+students%22&hl=en&as_sdt=0,5
[55] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111
[56] https://www.latimes.com/california/story/2023-10-16/inside-a-los-angeles-community-college-professors-sexual-harassment-fight

Whereas, All forms of sexual harassment and discrimination erode a culture of respect, undermine social justice, interfere with the mission of colleges, are incompatible with Vision 2030 goals, and jeopardize the well-being of all members of the college community;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate to their district governing boards to improve their efforts to prevent sexual harassment and discrimination, including but not limited to professional development, responding decisively to reported incidents, and ensuring a survivor-centered approach to responses, with support provided to survivors throughout the process;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to call upon their college and district administrations to conduct timely, thorough, and impartial investigations into allegations of sexual harassment and discrimination and to take appropriate disciplinary actions if violations are found;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to ensure local community colleges regularly review their policies and procedures regarding sexual harassment and discrimination to ensure their effectiveness and compliance with changing legal standards and best practices and solicit recommendations for policy improvements from all stakeholders, including students, faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus.

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

Acclamation

13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for Online Classes

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network, prior to COVID-19, promoted equity and accessibility by allowing students to take online courses and complete in-person exams at nearby participating colleges;

Whereas, In-person assessments help to mitigate inequities which exist in online assessments due to unequal access to technology and reliable internet, both of which can exacerbate test anxiety for students;

Whereas, The CVC-OEI proctoring network disintegrated during the pandemic, leading to the CVC-OEI disallowing courses with in-person testing requirements to be listed; and

Whereas, The CVC-OEI does not have the resources to rebuild the proctoring network on its own and needs the support and participation of assessment centers to establish a robust proctoring network at many locations across the state;

Resolved, That the Academic Senate for California Community Colleges support the revival of the California Virtual Campus-Online Education Initiative Proctoring Network for online classes;

Resolved, That the Academic Senate for California Community Colleges encourage all community colleges in California to participate in the revived California Virtual Campus-Online Education Initiative proctoring network;

Resolved, That the Academic Senate for California Community Colleges urge the California Virtual Campus-Online Education Initiative to reconsider its stance on not listing courses with in-person testing requirements; and

Resolved, That the Academic Senate for California Community Colleges collaborate with key stakeholders to gather support and participation from community colleges for the California Virtual Campus-Online Education Initiative proctoring network's successful revival.

Contact: George Sweeney, Santa Ana College, Area D

MSC

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)[57] was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee[58] 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 areas[59]:

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[57] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[58] AB 928 Associate Degree for Transfer Intersegmental Implementation Committee: https://www.ab928committee.org/committee-membership
[59] AB 928 (Berman, 2021) §§(g)(1-3): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

- 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 segments[60] and the committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023 are designed to improve transfer opportunities and close equity and achievement gaps for students in the California Community Colleges 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 2023[61].

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSC

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)[62] 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;

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[60] September 18, 2023 Meeting:
https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf
[61] AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023):
https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfba3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf
[62] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

Whereas, The AB 1111: Common Course Numbering Task Force,[63] 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, 2023[64] 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, after 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, 2023.

Contact: Ginni May, ASCCC Intersegmental Projects Director

MSC

15.03 F23 Requiring C grades for Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) was approved by the Intersegmental Committee of Academic Senates to be the "singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC)"[65];

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[63] AB 1111: Common Course Numbering Task Force Membership: https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91
[64] 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
[65] Cal-GETC Standards page 3: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

Whereas, The California General Education Transfer Curriculum Standards document states that "a minimum 'C' grade is required in each college course for Cal-GETC" and that "a 'C' is defined as a minimum of 2.0 grade points on a 4.0 scale"[66];

Whereas, Requiring a grade of C or higher (on a 4.0 scale) for all courses on Cal-GETC will create a system of inequity for transfer students whereby transfer students will be held to more restrictive standards for general education completion than native students of the University of California (UC) or California State University (CSU) systems, as some UCs and CSUs may allow grades of less than C in general education courses as long as students maintain an overall grade point average of 2.0[3] ; and

Whereas, The majority of California community college students transfer to a CSU, requiring them to meet the more restrictive standards of UC general education (GE) completion will potentially block community college students who would have met CSU GE requirements but under Cal-GETC are required to meet the stricter UC GE requirements for acquiring an associate degree for transfer;

Resolved, That the Academic Senate for California Community Colleges recommend to intersegmental partners that they allow completion of the California General Education Transfer Curriculum with an overall 2.0 GPA or higher (on a 4.0 scale) with C or better in Areas 1A, 1B, 1C, and 2[67].

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards do not allow the use of the College Level Examination Program (CLEP) and remain silent on other forms of credit for prior learning, such as military service credit, to meet any Cal-GETC areas[68] [69];

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[66] Cal-GETC Standards page 20: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf
[67] Areas 1A, 1B, 1C, and 2 on Cal-GETC refer to the Golden 4 areas required for minimum admission to the CSU system. Courses must be completed with grades of "C-" or higher (on a 4.0 scale) to be eligible for admission.
[68] Cal-GETC Standards p. 18: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf
[69] Although the Cal-GETC Standards mentions Credit by Exam, it does not address other forms of Credit for Prior Learning, such as Military Service Credit.

Whereas, The California State University General Education Breadth (CSU GE) has allowed credit for prior learning, such as passing scores on certain College Level Examination Program exams and military service credit[70] to complete certain CSU GE areas[71];

Whereas, Credit for prior learning, such as military service credit, often entails rigorous training and exposure to diverse experiences that are comparable to formal educational settings, thus deserving recognition and credit in academic contexts; and

Whereas, The College Level Examination Program allows students to "receive college credit for what [they] already know, for a fraction of the cost of a college course"[72] and may be used as a form of credit for prior learning, thereby allowing students to "fast track their certificates and degrees, enabling them to more directly pursue their chosen careers"[73];

Resolved, That the Academic Senate for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to allow credit for prior learning, such as use of passing College Level Examination Program scores or military service credit, on the California General Education Transfer Curriculum.

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

17 LOCAL SENATES

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

Whereas, California Education Code §78052[74] 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 (ASCCC) recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs as stated in Resolution 03.05 F21 Zero Means Zero Textbook Cost[75];

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[70] See Article 4 of the California State University's Credit for Prior Learning Policy: https://calstate.policystat.com/policy/13630631/latest. The policy states that "Credit shall be awarded for a specific university course or a specific requirement. Each campus shall determine the extent to which units earned for education, training and service provided by the Armed Forces of the United States shall be applied as major, general education, or elective credit according to established campus procedures."

[71] https://www.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx

[72] https://clep.collegeboard.org/clep-benefits-for-everyone

[73] Rostrum November 2020: https://www.asccc.org/content/credit-prior-learning-equity-lever

[74] California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

[75] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost

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 Governors[76] 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 ASCCC 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, as stated in Resolution 13.01 S21 Institutionalizing Open Educational Resources[77]; and

Whereas, Although the ASCCC 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" as directed in Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator[78], some colleges expect 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

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

[77] https://www.asccc.org/resolutions/institutionalizing-open-educational-resources

[78] https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs

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

Acclamation

17.02 F23 Part-time Faculty Inclusion in OER and ZTC Pathways

Whereas, The Academic Senate for California Community Colleges (ASCCC) 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 though committee appointments, numerous resolutions, position papers, and the adoption of Resolution 01.01 S23 Add a Designated At-Large Part-time Representative to the Executive Committee[79];

Whereas, The ASCCC "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" as stated in Resolution 03.05 F21 Zero Means Zero Textbook Cost[80];

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that include 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, the California Community Colleges system employs 36,305 (67.2%) part-time faculty—labeled as "academic, temporary" in the dashboard--in comparison to 17,727 (32.8%) full time faculty[81], 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

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[79] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[80] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost
[81] 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

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 unions 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

MSU

17.03 F23 Supporting Equal Rights for Part-time Faculty

Whereas, Many resolutions of the Academic Senate for California Community Colleges support assuring that part-time faculty have the same rights as full-time faculty in different, specific areas, including 01.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership[82], 19.01 S21 Create a Paper on Part-Time Faculty Equity[83], 17.02 S22 Increase Part-time Faculty Representation and Communication through Local Part-time Faculty Liaisons[84], and 01.01 S23 Add a Designated At-Large Part-time Representative to the Executive Committee[85];

Whereas, According to the American Federation of Teachers' *An Army of Temps: AFT Contingent Faculty Quality of Work/Life Report*, 2022[86], more than two-thirds of part-time faculty respondents to a survey have considered leaving the academy in the past two years, finding that part-time faculty struggle with low pay, inadequate access to benefits, little or no job security, a lack of professional respect; and lack of professional shared governance opportunities with or without compensation;

Whereas, Given that most disciplines and instructional areas, including non-credit, career technical education, and continuing education, have far more part-time than full-time faculty teaching courses, and faculty representation within local senates is more likely to be more accurate and complete if both part-time and full-time faculty can serve as committee representatives, senators, and officers; and

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[82] https://www.asccc.org/resolutions/develop-resource-communicate-and-encourage-part-time-faculty-leadership
[83] https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity
[84] https://www.asccc.org/resolutions/increase-part-time-faculty-representation-and-communication-through-local-part-time
[85] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[86] https://www.aft.org/sites/default/files/media/documents/2023/Contingent_Faculty_Survey_2022_interactive.pdf

Whereas, Part-time faculty have the same educational qualifications and increasingly are faced with more of the same expectations as full-time faculty, adding to the rise of a growing movement toward a "One-Tier Faculty System"[87], and thus any senate traditions, practice, language, or policy that does not allow part-time faculty to serve as representatives or senators in a voting capacity is inequitable and does not affirm equality of esteem or fair representation practice;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to enable part-time faculty to serve as senators in a voting capacity in their local or district senates;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to include part-time faculty membership in their constitutions and bylaws, and actively recruit for part-time faculty participation; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local bargaining units to advocate for part-time faculty participation by adequately compensating them.

Contact: Pablo Martin, San Diego Miramar College

MSU

17.04 F23 Addressing the Health and Well-being Crisis Among California's Community College Students

Whereas, The physical health and mental well-being of California's young adults is currently at a crisis level, with potential devastating long-term effects on both the health status and financial stability of the state[88], and the Academic Senate for California Community Colleges affirmed the value of lifelong learning courses, including health, kinesiology, and physical education, in the Spring of 2023 with Resolution 15.02[89];

Whereas, The California Community Colleges system is steadfast in its commitment to reducing equity gaps and dismantling systemic barriers within the education system, and Latinx, Black,

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[87] See "CFT task force to end the two-tier system in the community colleges convenes" (https://www.cft.org/article/cft-task-force-end-two-tier-system-community-colleges-convenes) and the CFT's March 19, 2022 Resolution: "Develop a strategic plan to end two-tier system in the community colleges" (https://www.cft.org/resolution/develop-strategic-plan-end-two-tier-system-community-colleges)

[88] California Community College Physical Education, Kinesiology, and Dance Association (2023). Health and Physical Literacy: An imperative for student success at California Community Colleges. Position statement. https://www.cccpekd.org/post/cccpekd-position-statement-for-local-degrees-and-asccc-resolution

[89] ASCCC SPRING 2023 RESOLUTION: 15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement. https://asccc.org/resolutions/include-lifelong-learning-and-self-development-graduation-and-general-education

and Native American Californians experience lower health outcomes compared to other Californians, reflecting a concerning health disparity[90];

Whereas, The implementation of the California General Education Transfer Curriculum relegates lifelong learning courses to elective status and sends a signal to students that physical literacy, health, and wellness courses are less important, thereby reducing the likelihood that students would enhance their knowledge, competency, and motivation to adopt healthy behaviors through California community college physical education, kinesiology, or health classes; and

Whereas, Decades of research identify that regular physical activity is one of the strongest markers of overall physical and mental health, with cardiorespiratory endurance as the greatest predictor of longevity[91], and, furthermore, when physical activity and health education courses are part of required curriculum, students are more physically active during and after collegiate enrollment with enhanced well-being[92];

Resolved, That the Academic Senate for California Community Colleges acknowledge and work to address the current crisis in the physical health and mental well-being of California community college students; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to initiate, reinstate, or maintain kinesiology, physical education and health education courses in local general education requirements for associate degrees to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.

Contact: Kathy O'Connor, Santa Barbara City College

MSC

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[90] Aurrera Health Group. (October 22, 2021). Health Disparities by Race and Ethnicity in California: Pattern of Inequity. California Health Care Foundation, California Health Care Almanac and Center For Disease Control. Equitable and Inclusive Activity. Active People, Healthy Nation. https://www.cdc.gov/physicalactivity/community-strategies/equitable-and-inclusive-access.html#print
[91] Ortega, F. B., Artero, E. G., Jiménez-Pavón, D., & Ruiz, J. R. (2018). Role of physical activity and fitness in the promotion of metabolic and overall health. European Journal of Human Movement, 41, 6-16.
[92] Bradley J. Cardinal , Spencer D. Sorensen & Marita K. Cardinal (2012) Historical Perspective and Current Status of the Physical Education Graduation Requirement at American 4-Year Colleges and Universities, Research Quarterly for Exercise and Sport, 83:4, 503-512, DOI: 10.1080/02701367.2012.10599139 and Moo Song Kim & Bradley J. Cardinal (2019) Differences in university students' motivation between a required and an elective physical activity education policy, Journal of American College Health, 67:3, 207-214, DOI: 10.1080/07448481.2018.1469501.

20 STUDENTS

20.01 F23 Equitable Treatment of Part-time Students for Student Tutor Positions

Whereas, California Education Code §88076[93] exempts from classified service "full-time students employed part-time" and "part-time students employed part-time in a college work-study program or in a work experience education program conducted by a community college that is financed by state or federal funds," which results in fewer opportunities for employment for part-time students even though they make up over 65% of credit students[94];

Whereas, The Academic Senate for California Community Colleges has recognized the need to adopt comprehensive strategies to support the success of part-time students[95]; and

Whereas, Creating greater flexibility for hiring part-time students as student tutors will enable more peer tutoring, which benefits students with personal connection and will help part-time student tutors with enhanced campus engagement and further strengthening of their subject matter expertise[96];

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California Legislature to revise California Education Code §88076[97] to add an additional exemption from classified service for "part-time students employed part-time as student tutors" without necessitating that the student is in a college work-study program or in a work experience education program.

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[93] California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

[94] California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved October 1, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx

[95] Resolution S23 07.03 Defining Success for Part-time Students: https://asccc.org/resolutions/defining-success-part-time-students

[96] For an example of research on the benefits of peer tutoring, see Valeria A. Russ, The Relationship Between Final Grades and Tutoring Methods of At-risk College Freshmen, (2015). *Walden Dissertations and Doctoral Studies Collection*. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1200&context=dissertations
For an example of research on the benefits for the peer tutor, see Kait Bouthillette, "Tutor, Guide, Lead: Examining the Experiences of Peer Tutors" (2016). *Higher Education Student Work*. 11. https://scholarworks.merrimack.edu/soe_studentpub/11
For a quick summary of findings on the effectiveness of peer tutoring, see Troy Markowitz, The Power of Peers In Higher Education, Forbes, July 9, 2020 https://www.forbes.com/sites/troymarkowitz/2020/07/09/the-power-of-peers-in-higher-education/?sh=2ded07de313c
For a testimonial from a student tutor on how peer tutoring benefits the tutor and tutee, see Doug Kovel, Peer Tutoring in the Pandemic, Inside Higher Education, March 23, 2021 https://www.insidehighered.com/views/2021/03/24/benefits-peer-tutoring-and-how-develop-effective-program-opinion

[97] California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

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

MSU

20.02 F23 Provide Student Access to Free Open Educational Course Resources

Whereas, Academic Senate for California Community Colleges Resolution 20.02 F20 Ensure Course Cost Transparency for Students[98] encourages "local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore";

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes"[99] but do not require that colleges provide the URLs where students can access open educational resources (OER) that may be used in lieu of commercial texts, thereby denying students the opportunity to peruse readily-available resources and, when available, to obtain print versions of those resources; and

Whereas, Faculty who are using OER in lieu of a commercial text and wish to provide access to that OER via the internet course schedule may not be provided with a mechanism for doing so;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to develop a procedure to publish URLs, where available, to free open educational resources in the course schedule; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop Title 5 language that requires districts to publish in course schedules the URLs, where available, where students may access free open educational resources.

Contact: Michelle Pilati, Rio Hondo College, Area C

MSU

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[98] https://www.asccc.org/resolutions/ensure-course-cost-transparency-students
[99] Higher Education Opportunity Act page 33: https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf

FAILED RESOLUTIONS AND AMENDMENTS

09.02.01 F23 Amend Resolution 09.02

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges express its support for the adoption of a more equitable term such as 'EMLS' (English for Multilingual Students) <u>or ESOL (English for Speakers of Other Languages)</u> in lieu of 'ESL' (English as a Second Language) in Common Course Numbering.

Contact: Richard Weinroth, San Diego College of Continuing Education

MSF

09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American Institutions and Ideals

Whereas, History and political science courses teach the nuts and bolts of our government as well as the fragility and importance of our democratic institutions and at this time in our nation's history, where our democratic institutions are under attack, the importance of civic engagement with our democratic institutions, processes, and each other;

Whereas, In Spring 2019, the Academic Senate for California Community Colleges adopted resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement[100] resolving to "explore possibilities for adding a requirement similar to the California State University's United States History, Constitution and American Ideals Requirement to the associate's degree requirements for the California Community Colleges"; and

Whereas, In Spring 2023, the Academic Senate for California Community Colleges adopted resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement[101] resolving to "renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement";

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[100] Resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: https://www.asccc.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly

[101] Resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement: https://www.asccc.org/resolutions/higher-education-and-health-democracy-solidarity-csu-faculty-colleagues-preserve

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)[102] be further amended to add the following: "(7) U.S. History and U.S. Government (minimum 6 semester/ 8 quarter units). Courses fulfilling this requirement include a baccalaureate-level course in U.S. history offered within the discipline of history and a baccalaureate-level course in U.S. government offered within the discipline of political science";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the Requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)(4)[103] be further amended to update the following: "(4) Social and Behavioral Sciences (minimum of 3 6 semester /4 8 quarter units)"; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the requirement for California community college associate degrees established in California Code of Regulations Title 5 §55061(c)[104] be further amended to update the following: "(c) A minimum of 21 30 semester units (28 44 – 31 47.5 quarter units) of general education in the areas described below." and Title 5 §55062(a)(3)[105] be further amended to update the following: "(3) Completion of a minimum of 21 30 semester units (28 44 – 31 47.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University".

Contact: Josh Franco, Cuyamaca College, Area D

MSF

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[102] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[103] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[104] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[105] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations Title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

14.01 F23 Attendance and Grading

Whereas, Title 5 §53200[106] makes grading policies the purview of the academic senate listed as number three of academic and professional matters, commonly referred to as the 10+1, which requires collegial consultation of the academic senate by a district's board;

Whereas, The Curriculum Resources for California Community Colleges website[107] attempts to answer the question of "Can an instructor assign a grade or points based on a student's attendance?" The answer is not definitive, but it appears to indicate that grading attendance is not allowed;

Whereas, A legal opinion[108] by Robert J. Bezemek, in 2009, in response to questions raised at the California Federation of Teachers (CFT) Convention on March 21, 2009, concludes that "faculty authority to include attendance in determining grades is protected by the Education Code and the parties Agreement. A regulation regulating a curriculum committee's review of the academic content of courses for purposes of new course approval cannot detract from this legal right. Hopefully college districts will afford faculty the discretion they are allowed by law and contract to determine the proper role attendance should play in grades issued in their classes."; and

Whereas, The authority relied upon in the legal opinion is primarily the California Education Code and therefore overrides Title 5 which is the sole authority that the Curriculum Resources for California Community Colleges website[109] relies on to make its determination;

Resolved, That the Academic Senate for California Community Colleges provide recommendations and share effective practices on allowed uses of attendance in grading processes and report out to the field at the spring 2024 Plenary.

Contact: Tom Boroujeni, Fresno City College, Area A

MSF

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[106] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&transitionType=Default&contextData=%28sc.Default%29

[107] https://www.ccccurriculum.net/faq

[108] https://1drv.ms/b/s!AqHw5FvHmpd-rVPmPaYERf5FdI8m?e=VFKlgY

[109] https://www.ccccurriculum.net/faq

DELEGATES

College	First Name	Last Name
Alameda, College of	Jennifer	Fowler
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Jess	Vickery
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills
Chabot College	Mona	Abdoun
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Teresa	Mendes
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean	Moore
Copper Mountain College	Jennifer	Anderson
Cosumnes River College	Jacob	Velasquez
Crafton Hills College	Meridyth	McLaren
Cuesta College	Alexandra	Kahane
Cypress College	Kathleen	McAlister
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Folsom Lake College	Paula	Cardwell
Foothill College	Patrick	Morriss
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Tom	Boroujeni
Fullerton College	Jeanette	Rodriguez
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Grossmont College	Pearl	Lopez

College	First Name	Last Name
Hartnell College	Kelly	Locke
Imperial Valley College	Ric	Epps
Irvine Valley College	Rebecca	Beck
Laney College	Leslie	Blackie
Lassen College	Adam	Runyan
Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Los Rios CCD	Alisa	Shubb
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Frank	Rivera
Moorpark College	Matthew	Morgan
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Michelle	Vogel Trautt
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Kyle	Livie
Orange Coast College	Rendell	Drew
Oxnard College	Claudia Moreno	Parsons
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Pasadena City College	Lindsey	Ruiz
Peralta CCD	Matthew	Goldstein
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Claire	Coyne

College	First Name	Last Name
Redwoods, College of the	Deanna	Herrera
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Riverside City College	Jo	Scott-Coe
Saddleback College	Margot	Lovett
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Jennifer	Boots
San Diego City College Continuing Education	Richard	Weinroth
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Sheri	Miraglia
San Joaquin Delta College	Becky	Plaza
San Jose City College	Elena	Dutra
San Mateo, College of	Tod	Windisch
San Mateo CCD	Lindsey	Ayotte
Santa Ana College	Merari	Weber
Santa Barbara City College	Kathy	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Skyline College	Cassidy	Ryan
Solano College	Joshua	Scott
Southwestern College	Andrew	Rempt
Taft College	Candace	Duron
Ventura College	Alex	Kolesnik
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

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

Foothill College
Credit Program Narrative
Certificate of Achievement in Spanish

Item 1. Program Goals and Objectives

The Certificate of Achievement in Spanish will provide students with a working tool that will make them more attractive to prospective employers. Possession of this certificate can also guarantee employment advancement, salary increments, and more attractive job qualifications.

Program Learning Outcomes:
- Students will be able to demonstrate working command of the present, preterit, and imperfect tenses to narrate events in the past and describe daily routine in the present
- Students will be able to demonstrate command of the subjunctive tense to express opinions, express formal/informal commands to give orders, and agree/disagree

Item 2. Catalog Description

The Certificate of Achievement in Spanish is designed to open employment opportunities for local students because of the large number of Bay Area companies conducting businesses and trade with Central and South America. For students planning to continue their undergraduate or graduate education in business, education, or law, this certificate will complement their studies. From a cultural standpoint, Spanish study is valuable in California, with its rich diversity of cultural traditions represented by many Spanish-speaking immigrants from all over the Hispanic World.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (15 units)	SPAN 1	Elementary Spanish I	5	First Quarter
	SPAN 2	Elementary Spanish II	5	Second Quarter
	SPAN 3	Elementary Spanish III	5	Third Quarter

TOTAL UNITS: 15 units

Proposed Sequence:
First Quarter = 5 units
Second Quarter = 5 units
Third Quarter = 5 units
TOTAL UNITS: 15 units

Item 4. Master Planning

This certificate empowers students to achieve their goals as members of the workforce, and will give them a competitive advantage, because Spanish is the most commonly used second language in California. If students wish to continue their education, this certificate is stackable towards a degree. Finally, students will gain cultural competence to become better global citizens.

Item 5. Enrollment and Completer Projections
We anticipate that for the first few years the numbers will remain flat, since most students in Spanish opt for a degree in Spanish; however, this certificate will appeal to students who are not interested in a degree but a certificate to appear in their resume and, eventually, as this certificate becomes known, the numbers will go up.

Course #	Course Title	Year 1: 2021-22		Year 2: 2022-23	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
SPAN 1	Elementary Spanish I	20	394	17	306
SPAN 2	Elementary Spanish II	8	180	8	177
SPAN 3	Elementary Spanish III	6	128	5	106

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College already offers a Spanish AA degree and AA-T degree. This certificate is stackable toward those degrees.

Item 7. Similar Programs at Other Colleges in Service Area
This certificate is similar to language certificates offered by De Anza College, such as Spanish and Mandarin.

Additional Information Required for State Submission:

TOP Code: 1105.00 - Spanish

Annual Completers: 5

Faculty Workload: 2.6

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: 2025

Distance Education: 100%

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

Spanish Language & Hispanic Cultures B.A.

MAJOR PREPARATION INFORMATION FOR COMMUNITY COLLEGE STUDENTS

To be admitted to CSU Monterey Bay, a community college transfer student must have completed 60 transferable credit units, of which 30 must be applicable to General Education. Oral and written communication (areas A1 and A2), critical thinking (area A3) and mathematics (area B4) must be completed with a grade of C- or better prior to admission acceptance.

CSUMB requires the completion of one foreign language to the level of the third semester (201) for the B.A. degree. The language requirement for the B.S. degree can be met in a number of ways. Consult with an advisor for complete information about this requirement.

Please consult the current catalog (catalog@csumb.edu) for information about grade requirements in majors. A grade lower than a C will earn credit for a course, but it may not satisfy the department's requirements or serve as a prerequisite for other courses. Please consult with an advisor or admissions counselor for futher information.

PREPARATION COURSES FOR THE MAJOR

SPAN 101 - Beginning Spanish I (3.00)	←	**SPAN 1** - Elementary Spanish I (5.00)
SPAN 102 - Beginning Spanish II (3.00)	←	**SPAN 3** - Elementary Spanish III (5.00)
SPAN 201 - Intermediate Spanish I (3.00)	←	**SPAN 4** - Intermediate Spanish I (5.00)
--- Or ---		
SPAN 212 - Spanish for Spanish Speakers (3.00)	←	**SPAN 10A** - Spanish for Heritage Speakers (5.00)

Recommended; Not required for the major

SPAN 200 - Beginning Spanish Conversation (1.00 - 4.00)	←	No Course Articulated
SPAN 260 - Contemporary Chicano Literature: Survey (3.00)	←	**ENGL 31** - Latino/a Literature (4.00)
SPAN 262 - Latin American Literature in Translation (4.00)	←	No Course Articulated

END OF AGREEMENT

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: University of California, Santa Cruz 2022-2023 General Catalog, Quarter	From: Foothill College 2022-2023 General Catalog, Quarter

Spanish Studies B.A.

GENERAL INFORMATION FOR ALL MAJORS

All transfer applicants must satisfy University of California admissions eligibility requirements as well as meet campus selection criteria. All admission requirements must be completed by the end of spring prior to transfer. For more information on UC admissions eligibility requirements and admission to UC Santa Cruz, please visit the Admissions website: https://admissions.ucsc.edu/attend-ucsc/transfer-students.

This articulation agreement lists course-to-course, sequence-to-sequence or requirement substitutions for preparation in the major. **Transfer students are strongly encouraged to complete as many major preparatory courses as possible prior to enrolling at UCSC. <u>Completion of all major preparatory courses is not an admissions requirement, but some majors require certain courses to be completed prior to transfer with a specified GPA</u>, and completion or near completion of major preparatory courses will help students move more efficiently toward graduation after transfer.**

UC Santa Cruz Advanced Placement (AP) and International Baccalaureate (IB) credit policies are detailed in the link below:

UC Santa Cruz AP/IB Chart 2022-2023

SPANISH STUDIES B.A.

Please visit the department's website to learn more about this major: https://language.ucsc.edu

PREPARATION FOR THE MAJOR

SPAN 1: First-Year Spanish

SPAN 2: First-Year Spanish

LING 50: Introduction to Linguistics

Plus one of the following courses:

HIS 11A: Latin America: Colonial Period

HIS 11B: Latin America: National Period

HIS 12: Introduction to Latino American History

Transfer students are strongly advised to complete the UCSC general education requirements or the Intersegmental General Education Transfer Curriculum (IGETC). In addition, transfer students are strongly encouraged to complete two years of Spanish language study at an accredited two- or four-year institution. While two years of prior Spanish language study is strongly advised, transfer students should be able to complete the Spanish Studies major in normative time as long as they place into Spanish language Level 4 (Level 5 for students entering UC Santa Cruz in the winter term) upon arrival at UCSC.

THIS IS A NON-SCREENING MAJOR. While completion of specific major courses is not required prior to transfer, students are encouraged to complete as much of the lower-division major preparation as possible as this may affect time to degree.

For more information on major requirements please visit the Admissions website: https://admissions.ucsc.edu/posts/non-screening-majors

PREPARATION FOR THE MAJOR

SPAN 1 - First-Year Spanish (5.00) ←	**SPAN 1** - Elementary Spanish I (5.00) • *Minimum grade required: B- or better* --- And --- **SPAN 2** - Elementary Spanish II (5.00) • *Minimum grade required: B- or better* --- And --- **SPAN 3** - Elementary Spanish III (5.00) • *Minimum grade required: B- or better*

SPAN 2 - First-Year Spanish (5.00)	←	**SPAN 1** - Elementary Spanish I (5.00) • *Minimum grade required: B- or better* **--- And ---** **SPAN 2** - Elementary Spanish II (5.00) • *Minimum grade required: B- or better* **--- And ---** **SPAN 3** - Elementary Spanish III (5.00) • *Minimum grade required: B- or better*
LING 50 - Introduction to Linguistics (5.00)	←	This course must be taken at the university after transfer

Select 1 Course from the following		
HIS 11A - Latin America: Colonial Period (5.00)	←	No Course Articulated
HIS 11B - Latin America: National Period (5.00)	←	No Course Articulated
HIS 12 - Introduction to Latino American History (5.00)	←	No Course Articulated

END OF AGREEMENT

Degree Deactivation: Associate in Arts in Communication Studies for Transfer Degree (ADT)

The Communication Studies department respectfully requests deactivation of the Communication Studies ADT. The reason for deactivation is that the state-approved Communication Studies 2.0 ADT is now available to students, necessitating the end of the original ADT.

FAC Division Curriculum Committee Approval: 11/7/23

NCBS F440A : JUST-IN-TIME SUPPORT FOR MATH 40A

Proposal Type
New Course

Effective Term
Summer 2024

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F440A

Department
Mathematics (MATH)

Division
Science Technology Engineering and Mathematics (1PS)

Units
0

Former ID

Cross Listed

Related Courses
MATH F240A - JUST-IN-TIME SUPPORT FOR MATH 40A

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 440A is a corequisite support course for MATH 40A. Each time a student takes this pair of courses together, NCBS 440A will be used to address the student's current needs for success in MATH 40A. For example, one quarter it might be solving linear equations and another quarter it might be solving exponential equations, or one quarter this might be workload analysis and another quarter it might be collaboration skills.

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 40A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 40A. 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 Quantitative Reasoning. Intended for students who are concurrently enrolled in MATH 40A 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 40A.

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. Plan, implement, and assess their work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using group member knowledge, reading strategies, and the internet.
3. Read, comprehend, and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement.
4. Demonstrate an understanding of mathematics by writing complete and correct responses to questions.
5. Use algebraic notation and symbol manipulation strategies.
6. Use dimensional analysis to solve complex problems.

Course Content

1. Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning
    1. Workload analysis
        1. School/study time calculation
        2. Plotting weekly calendar
    2. Math support resources

1. Classmates
2. Instructor
3. Tutoring resources
3. Learning opportunities in math
   1. Productive struggle
   2. Deliberate practice
   3. Explicit connections
   4. Collaboration and teamwork
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using team member knowledge, reading strategies, and the internet
   1. Build collaboration skills
   2. Mathematical identity development
   3. Cultural capital recognition and development
   4. Quantitative communication skill development
3. Read and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement
   1. Reading comprehension strategies
      1. Comprehension and Synthesis Chart
      2. Qualitative information and vocabulary
      3. Quantitative information and vocabulary
      4. Plan of action
   2. Reading apprenticeship routines, such as:
      1. "Think Aloud" or
      2. "Talk to the Text"
   3. Discussion strategies and norms
      1. Think time before share
      2. Whip around discussion format
4. Employ strategies for writing complete and correct responses to questions
   1. Simple and complete
   2. Specific
   3. Stand-alone
5. Use algebraic notation and symbol manipulation strategies
   1. Variables
      1. Subscripts
   2. Order of operations
   3. Units and dimensional analysis
   4. Solve equations
      1. Linear
      2. Radical
      3. Exponential
      4. Quadratic
   5. Inequalities
   6. Evaluating formulas

6. Use dimensional analysis to solve complex problems with multiple pieces of information and steps
    1. Units
        1. Conversions
        2. Equivalencies
    2. Application to real life problems
    3. Equations and proportions

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 40A

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 <u>does not require</u> 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):

<u>Link: Improvement Plan Form (for reference only)</u>

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).

[X] 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: *

[X] 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.

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

[X] 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."

[X] 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".

[X] 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

[X] 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

[X] for BSTEM math

[X] 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)

[X] 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.

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

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

[X] 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.

[X] 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.

[X] 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.

THTR F049E : PERFORMANCE PRODUCTION V

Proposal Type
New Course

Effective Term
Summer 2024

Subject
Theatre Arts (THTR)
Course Number
F049E

Department
Theatre Arts (THTR)

Division
Fine Arts and Communication (1FA)

Units
6

Former ID

Cross Listed

Related Courses

Maximum Units
6

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
1

Weekly Lab Hours
15

Weekly Out of Class Hours
2

Special Hourly Notation

Total Contact Hours
192

Total Student Learning Hours
216

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

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:
Transfer

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

See attached documentation confirming UC transfer approval

Attach evidence
UC TCA Documentation for THTR 49E.pdf

Need/Justification
This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area; the course is transferable towards degree credit at many institutions.

Course Description
Supervised performance participation of rehearsal into performance of scheduled productions of the Theatre Arts Department. Particular focus rendered towards enhanced vocal and physical representation of characterization and process preparation. Culminates in a fully staged theatrical production.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Completion of THTR 49A-D; enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

Course Objectives

The student will be able to:

1. Develop enhanced and sophisticated methods of approaching character portrayal by the practice of combining vocal, physical, and psychological performance methodologies through demanding performance circumstances.
2. Experience and embody personal techniques and self-analysis of developing a personal process for performance preparation and execution through live public performance.

Course Content

1. Detailed examination of psychological and behavioral prompts of characters within the framework of a complete script in preparation for performance
    1. Assess, identify, and employ physical posture and gesture choices as dictated by script analysis, leading to personality and behavior deductions, interpreted through the lens of production concepts
    2. Assess the social and interpersonal circumstances of the character and script into performance choices as they relate to the demands of assigned production
    3. Compiling physical and vocal choices into rich, embodied character performance within the construct of the assigned production
2. Development of a personal preparation and execution process for thriving through the demands of a rigorous, repeated performance process
    1. Mental focus preparation techniques
    2. Physical and vocal preparation exercises and theories
    3. Body/mind integration techniques
    4. Experimenting and identifying individualized preparation techniques

Lab Content

1. Participation and observation of rehearsal process for scheduled production
2. Perform various, necessary production support functions, including but not limited to costume fittings, publicity, other preparation or technical support
3. Plan, prepare, and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum
4. Fulfill the necessary group project requirements of public performance through personal preparation, through warm-up, make-up application, costume preparation, and other necessary elements

Special Facilities and/or Equipment

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Proficiency by successful completion of designated class project/performance assignment for public presentation
Proficiency through detailed instructor feedback and evaluation at every phase of the production process
Proficiency through evaluation of written character studies, background research, peer and self-evaluation

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture: presentation of theory and foundational premises of prescribed performance material
Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
Cooperative learning exercises: ensemble performance projects
Oral presentations: solo performance exercises
Laboratory: rehearsal and preparation
Demonstration: peer and instructor modelling and self-assessment through performance presentations
Trial and error experimentation towards fulfillment of prescribed course project of a full-length production for public performance

Representative Text(s)

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

Other Materials

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

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

1. Read and study assigned play scripts
2. Research and study project related background materials
3. Performance assignment memorization
4. Read related project articles assigned by instructor
5. Write self-reflection journal

Authorized Discipline(s):
Theater Arts

Faculty Service Area (FSA Code)
DRAMA/THEATER ARTS

Taxonomy of Program Code (TOP Code)
1007.00 - Dramatic Arts

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
9/14/23

Division Dean Only

Seat Count
100

Load
.260

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143101 - Theatre Arts

Account Code
1320

Program Code
100700 - Dramatic Arts

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UC Transfer Course Agreement
(Theatre Arts)

Foothill College
Academic Year 2023-2024

IMPORTANT

This agreement lists courses transferable for unit credit at all UC campuses.

It is based on information from the current California community college catalog and is valid for the academic year indicated at the top of this agreement.

Courses marked with "UC-" will satisfy the five areas of the seven-course requirements:
E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences.

INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

Honors Course Credit Limitation

• Duplicate credit will not be awarded for both the honors and the regular versions of a course.

• Credit will be awarded only to the first course completed with a grade of C or better.

Course Repeatability

• An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies.

• Since campus policies on repeatability vary, the "ea" indicator does not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript. See the UC TCA for possible credit limitations.

Theatre Arts

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 1	Introduction to Theatre	3A	4.00	UC-H
THTR 2A	History of Dramatic Literature: Classical to Moliere	3A, 3B	4.00	UC-H
THTR 2F Same as: MUS 2F	History of American Musical Theatre	3A	4.00	UC-H
THTR 7	Introduction to Directing		4.00	
THTR 8	Multicultural Theatre Arts in Modern America	3A	4.00	UC-H

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UC Transfer Course Agreement - Theatre Arts

Foothill College
Academic Year 2023-2024

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 20A	Acting I		4.00	
THTR 20B	Acting II		4.00	
THTR 20C	Acting III		4.00	
THTR 21A	Scenery & Property Construction		4.00	
THTR 21B	Intermediate Scenery & Property Construction		4.00	
THTR 21C	Advanced Scenery & Properties Construction		4.00 ea	
THTR 22	Auditioning for Theatre		2.00	
THTR 24	Readers Theater		4.00	
THTR 25	Introduction to Fashion & Costume Construction		4.00	
THTR 25B	Fashion & Costume Construction II		4.00	
THTR 25C	Fashion & Costume Construction III		4.00	
THTR 26	Introduction to Fashion History & Costume Design	3A	4.00	UC-H
THTR 27	Lighting Design & Technology		4.00	
THTR 31	Management for the Theatre & Stage		4.00	
THTR 38A	Movement Practicum I		2.00	
THTR 38D	Stage Combat		2.00	
THTR 40A	Basic Theatrical Makeup		4.00	
THTR 40B	Theatrical Makeup for Production		4.00	
THTR 42	Introduction to Theatre Design		4.00	
THTR 43A	Script Analysis		4.00	
THTR 43C	Foundations in Classical Acting		4.00	
THTR 43E	Improvisation		4.00	
THTR 45A	Technical Theatre in Production I		4.00	
THTR 45B	Technical Theatre in Production II		4.00	
THTR 45C	Technical Theatre in Production III		4.00	
THTR 45D	Technical Theatre in Production IV		4.00	
THTR 45E	Technical Theatre Management in Production		6.00	
THTR 45F	Technical Theatre Management in Production II		6.00	
THTR 47A	Introduction to Musical Theatre Production		6.00	
THTR 47B	Intermediate Music Theatre Production Workshop		6.00	
THTR 47C	Advanced Music Theatre Production Workshop		6.00	
THTR 47D	Advanced Music Theatre Production Workshop II		6.00	
THTR 48A	Vocal Production & Speech		4.00	
THTR 48B	Singing Technique for Musical Theatre		4.00	
THTR 48C	Musical Theatre Repertoire for Singers		4.00	

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Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 48F	Musical Theatre Repertoire for Singers II		4.00	
THTR 48G	Introduction to Voice-Over Acting		4.00	
THTR 49A	Performance Production I		6.00	
THTR 49B	Performance Production II		6.00	
THTR 49C	Performance Production III		6.00	
THTR 49D	Performance Production IV		6.00	
THTR 49E Effective Su2024	Performance Production V		6.00	

END OF LIST

FHGE Comparison

Current Foothill GE AA/AS Degree Requirements			Recently Approved CCC General Education		
Area	**Description**	**Units**	**Area**	**Description**	**Units**
II/ English Compentency	English	5	1A	English Composition	5
V	Communication & Analytical Thinking	4 or 5	1B	Oral Communication & Critical Thinking	4 or 5
Math Competency	Mathematics		2	Mathematical Concepts & Quanitative Reasoning	5
I	Humanities	4 or 5	3	Arts & Humanities	4 or 5
IV	Social & Behavioral Sciences	4 or 5	4	Social & Behavioral Sciences	4 or 5
III	Natural Sciences	5 or 6	5	Natural Sciences	4 to 6
Grad Requirement	Ethnic Studies effective Fall 2024		6	Ethnic Studies	4
VI	U.S. Cultures & Communities	4 or 5			
VII	Lifelong Learning	4*			
	Total:	**30-35**		**Total:**	**30-35**

RETHINKING FHGE

- What needs to be discussed/addressed by CCC?

  - Lifelong Learning

  - Area 2- Mathematics & Quantitative Reasoning

  - Lab for Area 5- Natural Science

  - Area 6- Ethnic Studies

  - Process to move over current approved FHGE courses to the new pattern

  - Process of updating the local GE forms