



PLENARY RESOLUTIONS

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for ~~post~~ use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101.

101 CURRICULUM

101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3) requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

*+101.02F24 Nutrition Science Integration in General Education Curriculum as a CalGETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR102) meets CSULB's local GE Category B Science, Technology and Mathematics/Quantitative Reasoning

Whereas, CalGETC Standards Version 1.0 (May 2023) requires Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological

Sciences and though CaGETC Standards

***+105.02F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Whereas, Title 5 §59404 of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the ~~Board~~ Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions to achieve Zero Textbook Cost (ZTC) status while preserving faculty's right to select appropriate instructional materials (F23 4,732 03.03);

Whereas, The ASCCC recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTCs (F2 03.05⁹); and

Whereas, The implementation of ZTC courses can be hindered by the fee (e)-6 (i) (c) 6 (a)-3.3 (i)-7.5 h) 10.1 (i)-3.2 (g)

*+105.03F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access

Whereas, Publishers and bookstore vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as “inclusive”, “equitable”, or “first day” access although the costs of the program may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22) 1702 encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they

*+105.04F24 Support the Establishment of Guidance for Course Syllabi

Whereas, The freedom to create and teach courses is a professional right of each faculty member;

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR) 66000101149.5 of the California Education Code, sections 50000 59704 of the California Code of Regulations (CCR), Title 5 2024 ACCJC Accreditation Standards, or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines; and

Resolved, That the Academic Senate for California Community Colleges shall the syllabus guidance available by Spring 2026.

Contact: Preston Pipal, San José City College Area B

*+105.05F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (

generation college students, and whose monies have been restricted to protect funding to these students (California Code of Regulations Title 5 §56209~~8~~⁸⁰); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any single student support program.

Resolved, That the Academic Senate of California Community Colleges update its Program Review: Setting a Standard (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2023 standards to reinforce the role of faculty in program review processes; and

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111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas,P

*+114.02F24 Work Experience Education Course Repeatability

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office in Memorandum ESS-2949 that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161, subdivision (f)(4)) ...and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: "4) Work Experience Education courses, as defined in section 55252."

Contact: Ashley Young, Las Positas College Area B

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