



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2024 Spring Plenary Session Resolutions

For Discussion at AREA MEETINGS

March 22, 2024

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on April 20, 2024.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair

Robert L. Stewart, Jr., ASCCC Resolutions Second Chair

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

Mark Edward Osea, Mendocino College, Area B

Krystinne Mica, ASCCC Executive Director

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
PLENARY RESOLUTIONS PROCESS.....	3
CONSENT CALENDAR.....	4
NEW CATEGORIES PILOT.....	5
101 CURRICULUM.....	6
*101.01 S24 Update the Paper <i>The Course Outline of Record: A Curriculum Reference Guide Revisited</i>	6
111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES.....	7
*111.01 S24 Adopt <i>Part-time Faculty: Equity, Rights, and Roles in Governance</i> Paper.....	7
112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS.....	7
*112.01 S24 Disciplines List — Artificial Intelligence.....	7
*112.02 S24 Disciplines List – Nursing.....	8
*112.03 S24 Disciplines List – Art.....	9
113 LEGISLATION AND ADVOCACY.....	10
*113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program.....	10
*113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day.....	11

PLENARY RESOLUTIONS PROCESS

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

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

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

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

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

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

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

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

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

CONSENT CALENDAR

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

Resolutions may be removed from the consent calendar at area meetings, making requests of the Resolutions Committee, and immediately before adopting the consent calendar on the last day of plenary session. Reasons for removing a resolution from the consent calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

- *101.01 S24 Update the Paper The Course Outline of Record: A Curriculum Reference Guide Revisited
- *111.01 S24 Adopt “Part-time Faculty: Equity, Rights, and Roles in Governance” Paper
- *112.01 S24 Disciplines List — Artificial Intelligence
- *112.02 S24 Disciplines List — Nursing
- *112.03 S24 Disciplines List — Art
- *113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program
- *113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

NEW CATEGORIES PILOT

New resolutions categories that more closely align with the purview of the ASCCC are being piloted for the 2024 Spring Plenary Session. Numbering of these new pilot categories will begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The new categories being piloted this spring are:

- 101) Curriculum
- 102) Degree and Certificate Requirements
- 103) Grading Policies
- 104) Educational Program Development
- 105) Student Preparation and Success
- 106) Governance Structures
- 107) Accreditation
- 108) Professional Development
- 109) Program Review
- 110) Institutional Planning and Budget Development
- 111) Academic Senate for California Community Colleges
- 112) Hiring, Minimum Qualifications, Equivalency, and Evaluations
- 113) Legislation and Advocacy
- 114) Consultation with the Chancellor's Office

101 CURRICULUM

101.01 S24 Update the Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*¹ in Spring 2017 and has not updated it since;

Whereas, The adoption of California Code of Regulations title 5 sections 51200² and 51201³ in 2020 established a commitment by the Board of Governors of the California Community Colleges to ground the educational mission of the California Community Colleges in the principles of diversity, equity, inclusion, and accessibility (DEIA) in order “to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community”;

Whereas, The Academic Senate for California Community Colleges has grounded itself in DEIA and antiracist work through the infusion of inclusion, diversity, equity, antiracism and accessibility in its mission statement, vision statement, goals, and strategic directions; and

Whereas, The Academic Senate for California Community Colleges adopted resolutions 09.01 Fall 2021⁴ and 09.01 Fall 2023⁵ in support of requiring the incorporation of DEIA principles and practices into course outlines of record;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*⁶ to reflect the shift to infuse diversity, equity, inclusion, accessibility, and antiracism in curricular matters and present it for adoption at the Fall 2025 Plenary Session.

Contact: Robert L Stewart Jr, ASCCC Executive Committee, ASCCC Curriculum Committee

¹ https://www.asccc.org/sites/default/files/COR_0.pdf

²

[https://govt.westlaw.com/calregs/Document/15F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/15F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

³

[https://govt.westlaw.com/calregs/Document/15F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/15F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴

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

⁵ <https://www.asccc.org/resolutions/support-revisions-title-5-include-deia-course-outline-record>

⁶ https://www.asccc.org/sites/default/files/COR_0.pdf

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 S24 Adopt the Paper *Part-time Faculty: Equity, Rights, and Roles in Governance

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity⁷, which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

Whereas, Part-time faculty have contributed their lived experiences and expertise both through participation on the 2021-2022, 2022-2023, and 2023-2024 ASCCC Part-Time Faculty Committees and a statewide survey;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*⁸ and disseminate the paper to local academic senates upon its adoption.

Contact: María-José Zeledón-Pérez, ASCCC Executive Committee, ASCCC Part-Time Faculty Committee

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

***112.01 S24 Disciplines List — Artificial Intelligence**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the Artificial Intelligence discipline:

Master's in artificial intelligence/machine learning, computer science, electrical engineering and computer science, data science, or cognitive science,

OR

the equivalent; and

⁷ <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

⁸

<https://asccc.org/sites/default/files/2024-03/Part-time%20Faculty%20Equity%2C%20Rights%2C%20and%20Roles%20in%20Governance%20%20ca.docx>

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for artificial intelligence.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

***112.02 S24 Disciplines List – Nursing**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Nursing discipline:

Master's in nursing

OR

Bachelor's in nursing AND Master's in health education or health science

OR

the equivalent

OR

the minimum qualifications as set by the Board of Registered Nursing; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for nursing.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

***112.03 S24 Disciplines List – Art**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the Art discipline:

Master’s in fine arts, art, or art history

OR

Bachelor’s in any of the above AND Master’s in humanities

OR

the equivalent

(NOTE: “Master’s in fine arts” as used here refers to any master’s degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the “Master of Fine Arts” (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

113 LEGISLATION AND ADVOCACY

***113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program**

Whereas, California’s long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications⁹;

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of RNs¹⁰ and California’s nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a Bachelor of Science in Nursing (BSN) program there were only 12,963 spaces available of which only 9,179 ultimately enrolled¹¹;

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges with prioritization of programs in allied health fields¹²; and

Whereas, SB 895 (Roth, as of March 9, 2024)¹³ would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.
2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:
 - (A) There is equitable access between the northern, central, and southern parts of the state to the pilot program.
 - (B) Priority is given to community college districts in underserved nursing areas.
 - (C) The community college district has a nationally accredited nursing program.
3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district’s associate degree in nursing class size.

⁹ [Spetz J., Chu L., Blash L., Forecasts of the Registered Nurse Workforce in California, Phillip R. Lee Institute for Health Policy Studies, August 2022](#)

¹⁰ [American Association of Colleges of Nursing \(AACN\) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023](#)

¹¹ [Spetz J., Chu L., Blash L., California Board of Registered Nursing 2021-2022 Annual School Report, August 2023](#)

¹² [ASCCC Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health](#)

¹³ SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

4. Require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program;

Resolved, That the Academic Senate for California Community Colleges support SB 895 (Roth, as of March 9, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

Contact: Angela Echeverri, Los Angeles Community College District Academic Senate, ASCCC Legislative and Advocacy Committee

***113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day**

Whereas, Assembly Concurrent Resolution 147 (Alvarez as of February 16, 2024) calls for the California Legislature to designate November 8, 2024, as "California's First-Generation College Celebration Day" to recognize the significant role of first-generation college students in developing the state's future workforce and to celebrate their achievement; and

Whereas, According to the California Community Colleges Chancellor's Office, 35% of students enrolled in California's community colleges identify as first generation, highlighting the important role that community colleges play in their educational process;

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147 (Alvarez as of February 16, 2024) and the designation of November 8, 2024, as "California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

Resolved, That the Academic Senate for California Community Colleges work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, supporting their access to higher education and fostering their retention and completion rates.

Contact: Manuel Velez, ASCCC Executive Committee, ASCCC Legislation and Advocacy Committee