Taft College Academic Senate Agenda

Monday, November 6, 2023
Cougar Room
12:10 pm - 1:00 pm

Call to Order

Public Comment

Recognition of Tenured Faculty

Action Items

Approval of the Minutes

September 27, 2023 Special Meeting
October 2, 2023 Meeting

New Business

- Academic Senate Subcommittee Charter Updates:
  - Academic Development Committee (ADC)
  - Academic Policies & Procedures (AP&P)
  - Career & Technical Education (CTE)
- [CA EDD: Displaced Oil and Gas Worker Fund (DOGWF) Grant](#)
- Implementation of new Administrative Procedure(AP) 2325: Teleconference Meetings
- ASR-05-01 Resolution in Support of Single User Toilet Facilities

Informational Items

Taft College Foundation: Student Internships
AB 1705 Funding Proposal Request Process
Comprehensive Program Review Reminder
[Resolutions Fall 2023](#)
Guidance for Implementing the New Associate Degree for Transfer Placement Requirement

Other

Adjournment

Taft College Academic Senate Agenda

Special Meeting

Wednesday September 27, 2023
Cougar Room
12:45 pm - 1:00 pm

Attendees

Based on the sign-in sheets and participation, the following faculty members attended: Abbott, A., Altenhofel, J., Bledsoe, A., Bogle, D., Cahoon, N., Carlson, K., Chaidez, J., Duron, C., Devine, W (B)., Duron, C., Eveland, S., Getty, S., Gonzalez, L., Jacobi, V., Jarrahian, A., Martinez, M., Mendenhall, J., Mendoza, T., Nishiyama, W., Oja, M., Page, J., Polski, R., Reynolds, J., Rodenhauser, D., Smith, T.
Additionally, based on the sign-in sheets and participation, the following administrators attended: Daugherty, D., Lopez, J.,. McMurray, B.

Call to Order

The meeting was called to order at 12:45pm by President Duron. She thanked the Faculty Association for allowing us to utilize some of their meeting time. Academic Senate learned of this grant opportunity last week, but the due date is this Friday.

Public Comment

There was no public commentary.

Action Items

Kern Health Systems 2023-2025 Grant and Strategic Initiative Program: includes the possible development of new curricular programs and new faculty positions.
- Dean D. Daugherty introduced the grant, sharing that Kern Health Systems reached out to Taft College to help us with the facilities, supplies, accreditation processes, and employees to get an Associates Degree of Nursing (ADN). Later questions clarified that this is similar to an RN. The grant will be for two years, but we have up to three years to complete the work.
- TC President McMurray shared that the college looks at a potential nursing program every few years, and recently started an evaluation about six months ago. What they had found was that hurdles to develop the program in the past have been decreased because there is such a need for nurses. He noted that a nursing program could help our local community, and may increase enrollment at the college.
- There were many questions. Below are a summary of the answers.

- o No decisions have been made about what facilities might be converted. The most likely candidate, however, is one of the G-module buildings or adding a modular building to that area.
- o It was clarified that this is for an Associate's degree, not a Bachelor's degree.
- o The money would be paid after we complete different steps of the process.
- o There was concern about ongoing institutional support so that this program doesn't flounder after the grant funding ended (like the struggle that Engineering has had). The response was that CTE funds and industry partners could help continue to fund the program, but that start-up costs are the most expensive part of developing a new program. It was also noted that there will likely always be student interested in the health field.
- o The timeline is to start our first cohort in two years. It was noted that curricular approval processes would be finished in January 2025 at the very earliest.
- o There was a comment that the nursing shortage may be more about compensation than the availability of people with nursing skills and education, but it was stated that the average starting salary of an RN is $90k.
- o We do not know if other colleges and universities in the county will also apply for this grant, but they are willing to write us a letter of support.
- o There is no requirement in the grant that students would have to work at a specific location.
- o The outline of the positions and funding is provided by the grant.
- To alleviate some of these issues, D. Bogle suggested that we include a counselor for Allied Health and a Biology faculty member, in addition to the other positions outlined by D. Daugherty.
- There were also many concerns that were shared that weren't questions or had not available answers at this time. These are summarized below.
  - o There was concern that Dental Hygiene was also shut down because the equipment wasn't updated or maintained.
  - o There was concern that we are already at capacity for offering Anatomy and Physiology sections.
    - It was also noted that our current Biology classes are already serving pre-nursing students. This might help those students actually get a nursing degree.
  - o There was a question about whether there are available nurses who could become faculty.
  - o There was concern noted that we have other CTE programs that don't have full-time faculty already, so it seems unwise to start a whole new program.
  - o It was asked if this program would guarantee FTE (full-time equivalent students).
  - o There is concern about all of the work that must be done by Academic Senate noted by the Past President of the Academic Senate (S. Eveland, including the following. She questioned whether we have the time.
    - Curriculum development and then review by the Curriculum committee
    - Viability of the program by other committees
    - Substantive Change reporting to ACCJC for accreditation

- - Finding locations for clinical hours
- R. Payne requested that our graduates be granted preference.
- Support was shared for developing a new program in nursing right now.
- R. Payne motioned to approve applying for this grant, but with the addition of an Allied Health counselor and a Biology instructor.
  - The motion was seconded by G. Golling.
- In discussion. K. Bandy was worried that this workload would fall in her division. She also asked what happens if we change our mind.
  - D. Daugherty said that we can always pull our participation.
- Motion passed with four nay's:
  - A. Abbott
  - S. Eveland
  - V. Jacobi
  - M. Oja

Adjournment

The meeting ran until 1:10pm when C. Duron adjourned it due to many faculty needing to go to classes or meetings.

Taft College Academic Senate Minutes

Monday, October 2, 2023
Cougar Room
12:10 pm - 1:00 pm

Call to Order

The meeting was called to order at 12:10pm by President Duron.

Attendees

Based on the sign-in sheets and participation, the following faculty members attended:
Altenhofel, J., Bogle, D., Cahoon, M., Cahoon, N., Clark, A., Duron, C., Getty, S., Gonzalez, L., Jacobi, V., Jimenez Murguia, S., Kerr, D., Martinez, M., Oja, M., Page, J., Payne, R., Reynolds, J., Richards, K., Rodenhauser, D., Smith, K.Taylor, C.
Two students attended: J. Cuevas and C. Morales
Additionally, the following administrators signed in: Lopez, J., and Minor, L.

Public Comment

There was no public commentary.

Action Items

Approval of the Minutes

August 18, 2023:   C. Duron clarified some confusion about the CTE Liaison, saying that this appointee (M. Beasley) will set on the Academic Senate Council this year as part of their duties. C. Duron also noted that these Minutes added the discussion about cultural competency that occurred during the voting on this year's goals. J. Altenhofel moved and R. Payne seconded to approve these Minutes; the motion passed.

September 11, 2023: As there were no corrections, these Minutes were approved by unanimous consent as determined by C. Duron.

New Business
- Perkins Innovation and Modernization Grant: J. Lopez introduced this grant. It is offered by the Department of Education to build the capacity of CTE programs that work with high school students (dual enrollment). The pathways that we will focus on are health care, energy, and general (education) access.
  - C. Duron noted that she plans to have the CTE Committee and the Dual Enrollment committee be involved in this process.
  - B. Devine asked about faculty duties (educational planning, career navigation) after the grant has expired.
  - J. Lopez noted that the grant will not focus on instruction, but student services support. The idea is to find what services are successful, and then have the

college continue to support those services once the grant money is gone. C. Duron noted that much of this work is related to counselors.
- ○ Answering a question from C. Duron, J. Lopez said that the college did submit a Letter of Intent already, but that that is not a commitment or an application. It's like a "save the date."
- ○ S. Eveland motioned to approve the grant, second by L. Travis. The vote passed, with one abstention (J. Altenhofel).

- ● Strengthening Community Colleges (SCC4) Training Grant: C. Duron introduced this by saying a long document with shared, but N. Cahoon created a FAQ that will be shared. J. Lopez shared that this grant is similar to the Perkins grant, but is not focused on high school students or dual enrollment. It is supposed to build the capacity of student services related to career readiness.
  - ○ J. Altenhofel asked if the grant would need faculty or staff, and J. Lopez said that it would.
  - ○ J. Altenhofel then asked how that would be funded after the grant money is gone. He said that it is expected that the funding of successful activities would be institutionalized by the college. C. Duron notes that these grants can help us determine what works so that we can fund that later. J. Lopez added that working with grants shows these funding agencies what we can do and what we need support for.
  - ○ S. Eveland noted that the grant could improve CTE areas that the CTE committee has already approved.
  - ○ V. Jacobi said that job development and job experience is one of our college's weaknesses. D. Bogle noted that the CTE Committee has discussed direct work experience and updating some Board Policies and Administrative Procedures. She agreed with V. Jacobi that having a centralized career center would be helpful, and funding to find work experience sites.
  - ○ C. Morales noted that this is an important need for students, even if it's just starting.
  - ○ V. Jacobi thanked the students for sharing, and M. Oja thank J. Lopez for coming to Academic Senate early in the grant process.
  - ○ V. Jacobi motioned to support this grant opportunity, and it was seconded by S. Eveland. The motion passed.

- ● Ad Hoc Committee: review and recommend changes to AP 5500 Standards of Student Conduct and AP 5520 Student Discipline Procedures: C. Duron shared that this concern came about of the Student Services update during August in-service, and added that VPSS D. Bell is interested in feedback on these policies. The League (Community College League of California) has suggestions for Board Policies and Administrative Procedures, and that these might not align with the suggestions.
  - ○ D. Kerr motioned to create this ad hoc committee. R. Payne seconded. The motion passed.

Informational Items
- ● Undocumented Student Action Week: October 16-20, 2023:   C. Duron shared that there are virtual events happening that we can participate in, but that the college does not have plans for any activities this year.
- ● Employee Directory website photo:
  - ○ C. Duron shared that Board Member Dr. Orrin was disappointed in the lack of participation, but noted that all of the Math faculty were involved.
  - ○ S. Groveman said that she will schedule photo shoots once or twice a year.

  ○ C. Duron will bring back feedback that the pictures are too big.

Other

C. Duron shared about a webinar on ASCCC resolutions that is being offered by the OER Initiative since Fall Plenary is coming up. Contact C. Duron or M. Oja for more information on this webinar.

D. Bogle shared that the Hall of Fame events will be Nov. 4 and 5. There will be five inductees this year. An invitation will be coming soon.

Adjournment

D. Bogle motioned to adjourn, which was seconded by B. Devine. The motion passed, and the meeting was adjourned at 12:43pm.

Academic Development Committee Charter

Mission and Purpose:

The Academic Development Committee is dedicated to enhancing student success and increasing persistence and completion of students through, but not limited to tutoring, Supplemental Instruction, counseling, and supportive services. Moreover, the committee is devoted to the ongoing improvement of transfer level success by addressing new trends in the area of academic legislation, keeping abreast of current research and best practices, and coordinating with faculty and other support professionals at Taft College in order to make effective decisions that lead to a clear pathway for students to meet their educational goals.

Committee Membership (recommended but not limited to):
Committee chair elected from voting members listed below

DSPS Faculty
Counselor
Academic Senate Member
~~Transfer level and below~~ Teaching Faculty (preferably one each from English and math)
Administrator (non-voting member) (preferably one from Learning Resource Center)
Classified Staff Member (non-voting member)
Student (non-voting member)

Committee Goals:
Ensure cohesive educational pathways for students who begin college below or at transfer level in order to help them meet their educational and career goals.
- Orientation
    1. Review orientation practices and make recommendations for students.
- Review and make suggestions to both Academic Senate and Administration for how to help students meet transfer-level legislative demands. This may include but is not limited to:
    1. Ideas for pilot projects
    2. Look at alternative forms of funding opportunities for academic development
    3. Review and discuss best practices
    4. Research and recommend professional development opportunities
    5. Make budget recommendations
    6. Reporting, planning, and oversight

Role of the Academic Development Committee Chair:
- Create agendas based on the objectives listed
- Facilitate meetings
- Provide minutes for group to review

Membership and Meeting Policies:

Quorum is based on 50% + 1 of voting membership**.** It is the responsibility of each member of the Academic Development Committee to attend each meeting and adhere to the code of conduct.

Frequency of Meetings:

The Academic Development Committee meets once per month during the Fall and Spring semesters.

Relationship with Other Committees:

The Academic Development Committee is a subcommittee of the Academic Senate. The Academic Development Committee may also make recommendations to other committees.

Self-Evaluation:

The Academic Development Committee shall:
- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

TAFTCOLLEGE

COMMITTEE CHARTER

NAME OF COMMITTEE: Academic Policies and Procedures (AP&P) Committee

MISSION: Ensure student equity and due process through the review of student petitions involving policies and procedures affecting academic policy and curriculum at Taft College.

SPECIFIC RESPONSIBILITIES:

As a sub-committee of the Academic Senate:

Make recommendations to the Academic Senate or Curriculum and General Education Committee regarding proposed changes to policies.

Review and make decisions on student petitions pertaining to:

1. Add, drop, and repeat policies
2. Modification of or substitution of an academic requirement
3. Unit limitations
4. Exceptions to student policies and procedures
5. Extenuating circumstances

MEMBERSHIP REPRESENTATION:

The Academic Policies & Procedures Committee consists of:

- Vice President, Student Services or designee – Co-Chair (non-voting unless there is a tie vote on action items)
- Academic Senate representative Co-Chair (voting, selected from Faculty representatives)
- Vice President, Instruction or designee (voting)
- Articulation Officer (voting, faculty member)
- Evaluator, Admissions and Records (voting)
- Director, Admissions and Records (voting)
- Division Representatives appointed by Academic Senate – (6 voting faculty members, including Athletic Counselor from Learning Support Division)
- Disabled Student Programs and Services Representative (voting, faculty member)
-

Total: 12-8 faculty representatives, 4 administrative and/or management representatives.

MEMBERSHIP AND MEETING POLICIES:

In accordance with Brown Act requirements, all meetings are open to the public.

To provide confidentiality of student information and abide by FERPA, documents will be redacted.

The Co-Chairs of the committee shall jointly develop and post the agenda in accordance with Brown Act requirements. Postings shall be on the committee website and the approved physical location for Taft College.

The recording secretary will be responsible to the Co-Chairs for contacting the members of the Committee, taking and distributing minutes, and setting the dates, times, and a meeting room, for each meeting.

MEETING SCHEDULING, AGENDAS, AND MINUTES: The Committee shall meet once a month to accomplish its mission and responsibilities.

REVIEW: The Charter will be reviewed annually by the Committee and recommendations for changes shall be submitted to the Academic Senate for Senate approval and then the Governance Council as an informational item.

VOTING AND QUORUM: At least 50% + 1 of the voting representation need to be present to meet quorum. At least five (5) faculty members must be present for any voting.

GUIDING PRINCIPLES AND EXPECTATIONS

Committee members shall:

- have integrity—be ethical in all of their actions
- be enthusiastic in matters pertaining to the Committee
- be knowledgeable about the issues pertaining to the Committee
- lead by example
- encourage others

Committee members further promise to:

- maintain a working familiarity with the Committee procedures
- meet the expectations being placed upon them
- take individual responsibility
- remain committed to doing the very best they can do to accomplish committee goals

CAREER TECHNICAL EDUCATION COMMITTEE
CHARTER

Role of the Career Technical Education Committee:

The Career Technical Education Committee, a standing committee of the Taft College Academic Senate:

- Reports to the Academic Senate on issues and activities related to 10 +1 responsibilities;
- Makes recommendations to the Curriculum and General Education Committee on curriculum and program needs as appropriate, and;
- Interacts with other College stakeholders to ensure collegial consultation and to support participatory governance processes.

Areas of focus for the Committee include:

- Recommendations for Program Review processes related to CTE data and decision-making processes;
- Aggregation of input from Advisory Committees across CTE programs;
- Development and evaluation of processes and practices for CTE program-specific Advisory Committees;
- Evaluation of the effectiveness and processes of advisory committee meetings;
- Make recommendations to other Academic Senate committees, or college bodies as appropriate, about the sustainability of Career Technical Education programs as part of the evaluation process;
- Present information and make recommendation to Division Chairs on new and replacement faculty positions;
- Integrate and provide relevant CTE information to related committees and agencies about student, staff/faculty, community, District and program interests and performance;
- Refer issues to other Academic Senate committees in accordance with the scope of each committee;
- Respond to requests for action or recommendations from other committees of the College; and
- Make recommendations to appropriate committee/division using annual program review findings.

Membership Representation:

The Career Technical Education Committee consists of:

1. Chair: Academic Senate member appointed from the committee membership

2. **Up to s**even Academic Senate Members with a preference for Academic Senate representatives

from each division with CTE programming

3. VP of Instruction or Designee (Non-Voting)

Resource representatives (non-voting, attendance not required but may be requested for some topics):

1. Representative from Admissions and Records

2. Representative from Counseling, preferably CTE-related

3. Articulation Officer

4. VP of Student Services or designee

Quorum and Meeting Policy:

Quorum is based on 50%+1 of voting membership.

It is the responsibility of each member of the CTE Committee to attend each meeting and adhere to the College Code of Conduct.

Meeting Schedule

Regular, monthly meetings are held during the academic year. Meeting days and times are established at the beginning of each semester to avoid conflict with on-campus instructional schedules of Academic Senate representatives. Academic Senate representatives should request committee reassignment and replacement when meetings can only be scheduled at the same time as the Senate member's on-campus teaching assignment.

Relationship with Other Committees

The Career Technical Education Committee reports to the Academic Senate.

Self-Evaluation

The Career Technical Education Committee shall:

- Review/evaluate the Committee Charter at the beginning of each academic year at the first official meeting;
- Establish action goals at the beginning of each academic year;
- Review/evaluate committee performance at the end of each academic year.

← RETURN TO SEARCH

Displaced Oil and Gas Worker Fund (DOGWF) Grant for Program Year 2023-24 (PY 23-24)

Grantor: Employment Development Department

Portal ID: 46511

Status: Active

Opportunity Type: Grant

⇄ **Last Updated:** October 3, 2023, 12:29 pm

CATEGORIES:

🌽DISADVANTAGED COMMUNITIES, 🚩DISASTER PREVENTION & RELIEF,
🏫EMPLOYMENT, LABOR & TRAINING, 🌿ENVIRONMENT & WATER

Purpose:

The DOGWF PY 23-24 program grant will address the needs of displaced workers in the oil and gas sector. This initiative aims to support these workers in transitioning into sectors that match their skills and expertise and offer comparable wages. DOGWF awardees will act as lead organizations if proposals include a consortia or multiple partnerships.

Description:

The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability A total of $36.5 million in General Fund dollars are available through this Solicitation for Proposals (SFP). The EDD anticipates funding approximately three to five awards, with individual grant amounts ranging from a minimum of $2 million to a maximum of $12 million from the State of California General Fund for the DOGWF grant opportunity for PY 23-24.

The DOGWF PY 23-24 program grant will address the needs of displaced workers in the oil and gas sector. This initiative aims to support these workers in transitioning into sectors that match their skills and expertise and offer comparable wages The mission extends beyond singular sectors, with a commitment to securing stable, well-compensated, and gratifying roles for these workers across diverse industries.

Eligible applicants for the DOGWF SFP include public and private non-profit organizations, local workforce development Areas, education and training providers, community-based organizations (CBOs) and faith-based organizations, and labor organizations. Individuals may not apply.

Proposals must be received by 3 p.m. PT on Monday, November 13, 2023. An informational webinar will be held on Tuesday, October 17, 2023, at 10 a.m. PT. Pre-registration is required for all attendees. Please register through the following link by the close of business on Tuesday, October 17, 2023 by 10 a.m. PT:

https://us02web.zoom.us/webinar/register/WN_OJL_ccXnQ-uE5nFxFtjc0Q

IMPORTANT DATES

Application deadline	*Expected award announcement*	*Period of performance*
11/13/23 15:00	**1/01/2024**	**6/01/24-3/31/27**

FUNDING DETAILS

Total estimated available funding	*Expected number of awards*	*Estimated amount per award*
$36,500,000	**3 – 5**	**Dependent**

Letter of Intent Required? No
Requires Matched Funding? No
Funding Source: Federal
Funding Source Notes: The EDD, in coordination with the LWDA, announces the availability of up to $36.5 million from the State of California General Fund for the DOGWF grant opportunity for PY 23-24.
Funding Method: Reimbursement(s)
Funding Method Notes: The EDD will contact the subrecipients to finalize the Subgrant Agreement (contract) details. The EDD may request that the contracts incorporate changes to the original project proposals. After all, exhibits are finalized, the awardee will officially enter into a contract with EDD to provide the services and serve the number of participants listed in the contract for the amount awarded.

HOW TO APPLY

The EDD encourages applicants to submit a Notice of Intent to apply by October 25, at noon to WSBSFP2@edd.ca.gov. To view this SFP, visit the EDD Workforce Development Solicitations for Proposals webpage

Eligibility Requirements

Eligible Applicants:

Business, Nonprofit, Public Agency, Tribal Government

Eligible applicants for the DOGWF SFP include public and private non-profit organizations, local workforce development Areas, education and training providers, community-based organizations (CBOs) and faith-based organizations, and labor organizations.

Eligible Geographies:

The grant targets three specific counties with particularly high concentrations of displaced or soon-to-be displaced workers: 1) Kern County, 2a) Contra Costa County, and 2b) Los Angeles County.

Matching Funding Requirement:

Matching funds are not required for this project, but applicants are encouraged to maximize impact by leveraging other resources. These may include funds, human capital, and other resources from various sources, such as businesses, industry associations, labor organizations, and government programs. Leveraged funds and in-kind resources must be consistent with allowable project activities and may be used by the awarded subrecipient.

State agencies/departments recommend you read the **full grant** guidelines before applying.

[Grant guidelines](#)

RESOURCES

[Grantor's site](#)

[Planned events](#)

For questions about this grant, contact: Brandon Raveling, 1-916-891-9189, brandon.raveling@edd.ca.gov

Similar to This Grant

DISADVANTAGED COMMUNITIES

Governor's Office of Emergency Services

2023-24 Human Trafficking Advocate (HA) Program RFP

1 month ago

More Details

CONSUMER PROTECTION

Governor's Office of Emergency Services

2023-24 Elder Abuse (XE) Program RFP

1 month ago

More Details

DISADVANTAGED COMMUNITIES

Governor's Office of Planning and Research

A Precision Medicine Approach to Improve the Prevention, Diagnosis, and Treatment of Depression

1 month ago

More Details

DISADVANTAGED COMMUNITIES

Department of Health Care Services

Children and Youth Behavioral Health Initiative Evidence-Based and Community-Defined Evidence Practices Round Five: Early Intervention Programs and Practices

2 months ago

More Details

AP 2325   Teleconferenced Meetings

Reference:
Education Code Section 72000 subdivision (d);
Government Code Sections 54952.2, 54953 et seq., and 54961

The Board may use teleconferencing for the benefit of the public and the Board in connection with any meeting. If the Board elects to use teleconferencing, the Board must comply with all of the following:

- At least a quorum of Board members must participate from locations within the District boundaries, except as provided by law;
- The Board will identify all teleconferences sites on the agenda;
- The Board will post the agenda at all teleconference sites;
- The agenda must provide an opportunity for members of the public to address the Board directly at each teleconference site;
- The Board members must vote by rollcall; and
- The Board must conduct the teleconferenced meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board.

Meetings during States of Emergency

The Board may use teleconferencing without complying with the requirements above in any of the following circumstances:

- The Board holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;
- The Board holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
- The Board holds a meeting during a proclaimed state of emergency and has determined, by majority vote that as a result of the emergency, meeting in person would present imminent risks to the health and safety of attendees.

If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without complying with the location requirement described above, the Board must, not later than 30 days after teleconferencing for the first time pursuant to the above circumstances, and every 30 days thereafter, make the following findings by majority vote:

- The Board has reconsidered the circumstances of the state of emergency; and either
- The state of emergency continues to directly impact the ability of the members to meet safely in person; or
- State or local officials continue to impose or recommend measures to promote social distancing.

Requirements for Individual Board Members Participating Remotely

The Board can use teleconferencing without posting agendas at all teleconference locations provided at least a quorum of the Board members participates in person at a single physical location within the boundaries of the District, and that location is identified on the agenda. Additionally, the Board must provide a two-way audiovisual platform or a two-way telephonic service and a live webcasting of the meeting as a means by which the public may remotely hear and visually observe the meeting and remotely address the Board.

A member of the Board must only participate in a meeting remotely if either:

- The member notifies the Board of the member's need to participate remotely for just cause. "Just cause" means a childcare or caregiving need, a contagious illness, a physical or mental disability, or travel on District business or for another state or local agency. The member may not participate remotely for just cause for more than two meetings per calendar year; or
- The member requests the Board allow the member to participate in the meeting remotely due to emergency circumstances and the Board takes action to approve the request. "Emergency circumstances" means a physical or family medical emergency that prevents a member from attending in person.

The member must participate through both audio and visual technology.

A member cannot participate in meetings of the Board solely by teleconference from a remote location for a period of more than three consecutive months or 20 percent of the regular meetings for the Board within a calendar year or more than two meetings if the Board regularly meets fewer than ten times per calendar year.

Public Access Requirements When Board Is Teleconferencing Under Amended Teleconference Rules

In each instance in which notice of the time of the teleconferenced meeting is the otherwise given or the agenda for the meeting is otherwise posted, the Board must also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda must identify and include an opportunity for all persons to attend and address the Board through a call-in option, through an internet-based service option, and at the in-person location of the meeting.

In the event of a disruption that prevents the Board from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the District's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board must take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored.

The Board must not require the public to submit comments in advance of the meeting and must provide an opportunity for the public to address the Board and offer comment in real time.

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Draft

Academic Senate Resolution
Taft College

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Title: ASR-05-01-2023 Resolution in Support of Single User Toilet Facilities

Whereas, Taft College should be an inclusive community with a diverse composition of students, faculty, and staff and there are no restrooms or toilet facilities to accommodate special needs of single user;

Whereas, using a bathroom and having privacy is a basic human need and right, and essential for successful study and work, some students and families need a single user toilet facility such as students with disabilities whose caretakers are of a different gender, transgender students and employees, and a parent caring for their child who is of a different gender such as a father with a daughter, and;

Whereas, Taft College's Mission, Vision, Goals, and Equity Plan advise the District should provide adequate facilities required for students and employees, we seek to do better for our community than the minimum requirements required by California State Assembly Bill 1732 passed and signed into law in 2016, effective March 1, 2017, "Existing law requires a public agency, as defined, that serves the public or is open to the public and maintains toilet facilities to make those facilities available to the public free of charge. Existing law requires publicly and privately-owned facilities where the public congregates, as defined, to maintain a sufficient number of temporary or permanent toilet facilities to meet the needs of the public at peak hours. Existing law also requires each business establishment to provide, within reasonable access, a sufficient number of toilet facilities for the use of the employees.";

Whereas, the Academic Senate of California Community Colleges (ASCCC) adopted resolution 13.03, "In Support of All-Gender Restrooms on California Community College Campuses" (spring 2019) urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to take immediate steps to provide all-gender restroom facilities that are accessible at all hours during which instruction occurs and in high occupancy areas of campuses; to create and make accessible maps of all-gender restrooms; to include all-gender restroom facilities in all new construction plans; and to designate a multiple-stall bathroom for gender inclusivity if single-user toilet facilities do not exist in high occupancy areas and/or new construction is not planned for those areas.

Resolve, Taft College Academic Senate urges Taft College to identify and designate space on the campus for single-user toilet facilities through collaboration with all constituent groups including the Facilities Committee, Governance Council, and Associated Student Organization (ASO); and

Resolve, Taft College Academic Senate urges Taft College to meet the basic biological needs of our most vulnerable individuals for their better success.

Author: Dr. Vicki Jacobi

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2023 Fall Plenary Session Resolutions

For Discussion at AREA MEETINGS

October 27, 2023

Disclaimer:

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

Resolutions Committee
    Erik Reese, ASCCC Resolutions Chair
    Robert L. Stewart, Jr, ASCCC Resolutions Second Chair
    Davena Burns-Peters, San Bernardino Valley College, Area D
    Sonja Downing, Merced College, Area A
    Mark Edward Osea, Mendocino College, Area B

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PLENARY RESOLUTIONS PROCESS

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

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

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

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

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

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

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

CONSENT CALENDAR

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

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

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

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

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

*04.01 F23 Communicate Requirements of Articulation of High School Courses

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

*06.02 F23 Support Vision 2030 Goals and Strategic Directions

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

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

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3 DIVERSITY AND EQUITY

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

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training 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, 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,

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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
[3] https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values
[4] https://asccc.org/resolutions/advancing-ideaa-guided-pathways
[5] https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles
[6] https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement
[7] https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa
[8] https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework
[9] https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility
[10] https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison
[11] https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations
[12] https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations

as an outcome of that collaboration, updates to title 5, §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 Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas 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, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602[16];

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

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

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

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[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
[15] https://ccconlineed.instructure.com/courses/4924~5733
[16] Title 5 §53602:
https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

4 ARTICULATION AND TRANSFER

*04.01 F23 Communicate Requirements of Articulation of High School Courses

Whereas, AB 1705 (Irwin, 2022)[17], signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school[18]; and

Whereas, California Code of Regulations title 5 §55051[19] 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[20] Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

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

Whereas, AB 607 (Kalra, 2023)[21] modifies California Education Code §66406.9[22] 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

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[17] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[18] California Education Code §78213(i)(3):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.
[19] Title 5 §55051:
https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[20] Title 5 §55051:
https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[21] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607
[22] California Education Code §66406.9:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

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

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

Whereas, California Code of Regulations, title 5, §59402[23] states that required instructional materials "means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course," (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources[24]) 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[25] as modified by AB 607 (Kalra, 2023)[26] be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402[27].

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

*06.02 F23 Support Vision 2030 Goals and Strategic Directions

Whereas, The Vision 2030[28] 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

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[23] Title 5, §59402:
https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[24] https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources
[25] California Education Code §66406.9:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC
[26] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607
[27] Title 5, §59402:
https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[28] Chancellor's Office Vision 2030 Webpage: https://www.cccco.edu/About-Us/Vision-2030

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

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

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

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form[29].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

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

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

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

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

other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251[30]);

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

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

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

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

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

Whereas, California Education Code §78052[32] 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";

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[30] California Education Code §66251:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC
[31] Procedures and Standards of the Board of Governors (December, 2022): https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6
[32] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

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

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

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

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

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

8 COUNSELING

*08.01 F23 Noncredit Counseling Professional Learning and Support for Students

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)[35] and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer[36], 4.00 S92 Counselors[37] and 8.02 F94 Role of Counseling Faculty in Noncredit Programs[38];

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[33] 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

[34] https://creativecommons.org/licenses/by-nc/2.0/

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

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

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

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

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the Fall/Spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; Student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023[39];

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

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

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

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

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

9 CURRICULUM

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

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5[40] called for the Academic Senate for California Community Colleges to work with the Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 titled 'Standards and

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[39] California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx
[40] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline

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

Whereas, In response to ASCCC Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5[41], the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of Regulations Title 5 §55002[42] and related sections during the 2022-2023 academic year, resulting in draft regulations[43] 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[44], in recognition that minor subsequent revisions may be made by the Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206[45].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

15 INTERSEGMENTAL ISSUES

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

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

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[41] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline
[42] Title 5 §55002:
https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[43]
https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf
[44]
https://www.asccc.org/sites/default/files/Agendas/Proposed%20Amendments%20to%20DEI%20in%20the%20COR%20Regulations%20%28FINAL%20v2.pdf
[45] Procedures and Standing Orders of the Board of Governors, December 2022 Edition: https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6

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

Committee[47] 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[48]:

- 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[49] and the Committee; and

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

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023[50].

Contact: Ginni May, ASCCC Intersegmental Projects Director

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[47] AB 928 Associate Degree for Transfer Intersegmental Implementation Committee: https://www.ab928committee.org/committee-membership
[48] AB 928 (Berman, 2021) §§(g)(1-3): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[49] September 18, 2023 Meeting: https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf
[50] AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023): https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfba3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf

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

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

Whereas, The AB 1111: Common Course Numbering Task Force[52] 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[53] through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

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

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

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023[54].

Contact: Ginni May, ASCCC Intersegmental Projects Director

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[51] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111
[52] AB 1111: Common Course Numbering Task Force Membership: https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91
[53] Recommended Implementation Plan as of October 2, 2023: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA
[54] Recommended Implementation Plan as of October 2, 2023: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA

17 LOCAL SENATES

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

Whereas, California Education Code §78052[55] requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented" and the Academic Senate for California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost[56]);

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[57] established that "the Chancellor's Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students' ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs";

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution 13.01 S21 Institutionalizing Open Educational Resources[58]); and

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

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[55] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC
[56] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost
[57] https://go.boarddocs.com/ca/ccccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf
[58] https://www.asccc.org/resolutions/institutionalizing-open-educational-resources

Coordinator[59]), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

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

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

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

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

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty though committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee[60] adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21 Zero Means Zero Textbook Cost[61]);

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

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

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[59] https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs
[60] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[61] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost

Community Colleges[62] indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

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

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

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

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

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

California Community Colleges

TO: Chief Instructional Officers
Chief Student Services Officers
Chief Information Systems Officers

FROM: Dr. John Stanskas, Vice Chancellor, Educational Services and Support
Office of Equitable Student Learning, Experience and Impact (ESLEI)

RE: Guidance for Implementing the New Associate Degree for Transfer Placement
Requirement

This memorandum provides guidance for colleges to plan and implement the new requirement for automatic enrollment of students who intend to transfer into an Associate Degree for Transfer program (Education Codes section 66749.8). To meet the statutory deadline of August 1, 2024, colleges may need to update their application process, student education plans, counseling practices, and opt-out procedures for the mandated exceptions to the new requirement. This guidance summarizes the requirements and provides key decision points for colleges. Where an Associate Degree for Transfer pathway exists for their intended major, the California Community Colleges will place that student on that Associate Degree for Transfer (ADT) course-taking pattern on their mandatory education plan.

Background
In 2010,the Student Transfer Achievement Reform Act established a guaranteed transfer pathway to California State University system for California community college students who earn an Associate Degree for Transfer (ADT).

Assembly Bill 928 (Berman, 2021) amended Education Code by adding Section 66749.8, the Student Transfer Achievement Reform Act of 2021, that directs the California Community Colleges "on or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans". This new procedure is intended "to maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units." This effort aligns with Vision 2030's strategic direction of "Equitable Baccalaureate Attainment." Depending on a college's calendar this effort could commence in a late summer session that begins on or after August 1, 2024, or with the Fall 2024 term.

Existing SEP Requirements Relevant for Auto-ADT Implementation
The statutory start date of "on or before August 1, 2024" indicates the expectation that newly enrolled students without a student education plan (SEP) are most affected. Students who change their educational goal to transfer on or after August 1, 2024 may also be required to auto-enroll into an ADT pathway if they do not qualify for an exception. Correspondingly, if there is an existing SEP in place then those students are not bound by this mandate.

Chancellor's Office, Educational Services and Support
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

A11Y 10/2/23

Enforcing the use of an SEP. The Student Equity and Achievement Act (SEA, Education Code 78222) requires Student Education Plans (SEPs) for all enrolled California Community College (CCC) students. As part of the matriculation process students must visit with a counselor at least once and develop some version of a SEP. If this is not accomplished, per local protocols at the earliest by the census date, or at the latest when the 15-unit requirement would be triggered (Title 5 §55530), a hold would be placed on the student's enrollment process.

Informing priority registration students. For a qualified student to activate priority registration the matriculation process, including SEP development, must be completed (Title 5 §58108). Students are typically informed of this process through the college's automated system.

Reaching financial aid recipients. To receive financial aid, the development of a SEP is necessary (Education Code 78215). In some instances, this might be programmed into the student portal but for many this is a semi-manual process where individuals work from reports generated by the college's education planning program and will contact the student through that program.

These requirements already drive students to SEP development processes of the college.

Implementation Guidance
To ensure compliance by the August 1, 2024 deadline, local decisions for the inclusion of this "auto-ADT" requirement will be necessary. Local implementation will depend on the community college's business processes, technology tools, and programming capacity and capabilities. All related third-party student information systems (SIS), education planning applications, mapping tools, and degree audit software may be leveraged to automate the enterprise system for optimal coordination, especially student-facing functions and pages. Discussion and decisions about these logistics would most likely need to include representatives from student services, information technology, research, and leadership.
When self-evaluating for automation, consider :

- How to program to facilitate this mandate?
- Is there a common SIS to SEP transition point to leverage?
- How to crosswalk to prioritize the ADTs?
- How to build in needed checks to monitor and notify students when off-track?
- What are the configuration needs?
- What historical student information will be maintained and managed?

Key Planning Decisions
Each college must operationalize how they will implement changes to meet the new auto-ADT enrollment requirement. There are three key decision points that colleges should leverage to develop a standard and actionable process to include this requirement. Rooted within the established matriculation process established by Education Code 78222 and Title 5 Section 55530 should be local practice to synthesize and assure proper ADT placements.

Decision 1: Presenting the ADTs in CCCApply

In CCCApply, students are required to select Educational Goal and Major (with the optional Major Categories). Currently, all credential options are displayed alphabetically regardless of education goal selected.

To clarify for students and assist colleges with identifying applicants requiring ADT auto-enrollment, a new CCCApply standard application filter will be added in Spring 2024 under educational goal: "obtain an associate degree and transfer to a four-year institution". When this goal is selected the student will then only view the college's associate degrees in the major area dropdown listing. CCCApply will display available associate degrees in the order of AA-T, AS-T, AA, and AS. Associate degrees will continue to be displayed in alphabetical order. The functionality of this filter will depend on the college's configuration of each award type associated with the degree in the CCCApply administrator system. All colleges can participate in the CCCApply Spring 2024 pilot period for this new feature, will control when they can set up the feature in production, and when they can activate this filter feature. Colleges should coordinate with the appropriate technology personnel to stay apprised of these updates and coordinate administrative adjustments that maximize student clarity.

College may modify the filtered major list displayed to applicants. Within the established CCCApply this listing can be managed, with some latitude, through the naming conventions used for majors and imported through the CCCApply administrative portal. For example, it is recommended where both transfer and local degrees are available in the same discipline that distinctions between those award types should be included in the degree title for display purposes (e.g., Biology Associate in Science and Biology Associate in Science for Transfer).

Another college determination is whether to use this new default major listing presentation or adjust it, to display Associate Degrees for Transfer only. Such decisions here will influence subsequent actions. If the college chooses to limit the student's options to only Associate Degree for Transfer, then the CCCApply student profile information will trigger compliance for this provision when an abbreviated education plan is generated within the student account. However, a college may prefer to maintain student choice at this preliminary application point and display a full complement of associate degrees listed in CCCApply. Thus, this choice shifts more statutory responsibility onto the college's personnel to assure ADT placement for those applicable students at the subsequent counselor visit when a comprehensive education plan is developed.

Decision 2: Developing the student education plan

The second decision point is how the college will develop the student's education plan and include the ADT pathway where required. When an abbreviated education plan or course-taking pattern is developed this could be a point that includes ADT pathway placement to provide the student with a preliminarily clarified path. Moreover, automated business processes at this juncture would assist independent student planning and further comprehensive education plan development during any subsequent counselor visit.

While Title 5 §55524 allows for either an abbreviated or comprehensive education plan, the expectation is that once a continuing nonexempt student has selected an education goal and course of study, the district shall make a reasonable effort to afford the student the opportunity to develop a comprehensive education plan. Whether at the abbreviated or comprehensive education plan point or whether automated or manually applied, if a transfer student identifies a program of study in which there is a current Associate Degree for Transfer available then the college is obliged to place the student on that pathway via the student's education plan. The new auto-ADT mandate reinforces the

importance of keeping updated student records, educational goals, and information across multiple local platforms and applications.

Decision 3: Handling the Exceptions

When validating the exceptions to the auto-ADT enrollment requirement, the third decision colleges must make is how to establish a built-in procedure to address the opt outs and exceptions provided by statute. Each community college should use their existing processes for student education plans and enrollments to implement any potential opt out or exception feature where an ADT exists.

Statutory exceptions from auto-ADT placement include:
1. an ADT pathway does not exist in the chosen major at the college.
2. the student's educational pathway is better served by a local associate degree.
3. the student plans to apply to transfer to a UC campus or an independent college or university.
4. the student is seeking to complete a community college baccalaureate degree program.
5. the student is seeking to complete a career technical education program that does not have an ADT pathway.

Colleges are advised to consider how they will automate procedures to identify and track these exceptions. If the college utilizes a degree planner tool it may be possible to create a notation of an allowable exception in the student's education plan. This might necessitate updated programming to tag exceptions and facilitate the population of that exception to other college systems.

Colleges are also advised to consider how they will strengthen the student-counselor interactions. As part of the student-counselor discussion to develop a meaningful education plan, leveraging these exceptions could be braided into existing processes. The addition of a somewhat formalized exception step here should not preclude established student-counselor interactions. Systemic transfer complexity, regional transfer pathways, and distinct university requirements encourage counselor visits and discussions to help shape the individual student's transfer approach and make informed course selections that support degree completion. These long-standing student-counselor partnerships along with this new requirement all have a goal of enhancing the probability that the student will transfer into a four-year university while earning a degree in their chosen program of study in a timely manner and minimizing excessive units.

Additional/Supplemental Considerations
Continuing students who *change their education goal* to transfer with a degree on or after August 1, 2024, will now be held within this new ADT placement mandate. While all exceptions are applicable for this student, some type of local consideration to check for this eventuality and for appropriate follow-up may be in order to conform to the statutory expectation.

Change of major initiates many subsequent effects and should be taken with a degree of informed seriousness by the student. For example, financial aid mandates a SEP and enrolled classes must be on the SEP. And now additionally, if a student wishes to change their major on or after August 1, 2024, and the new program of study aligns with an ADT then the student must be placed in that

pathway on their education plan. Colleges should ensure students are informed of the ramifications that a change of major may have on their program of study.

If an existing *ADT is discontinued* by a regional California State University, either within the entire discipline or for a major concentration option, students enrolled at the community college retain their catalog rights for the courses already completed. The systemwide TMC has not been discontinued.

The current reporting through the Chancellor's Office Management Information System identifies the student's educational goal, program of study, and final program award through discrete data elements. To facilitate the clarification of credit program information, it is expected that *student success data element SS02*, Student Credit Course of Study, which currently allows reporting with either a Control Number or TOP Code, employ the Control Number as the preferred value. Use of the TOP Code in this element is deemed too vague and less than ideal for determination of ADT program identifications in the "student success" area of the Management Information System.

Colleges are expected to update websites, facilitate professional development activities for relevant faculty and staff, and all process all relevant programming and procedures to be compliant by August 1, 2024. Please share this information with all college departments and pertinent staff that advise and support students on matters of transfer.

The Chancellor's Office is committed to supporting the field in its implementation of this updated policy and will provide additional guidance and technical assistance as needed. If you have any questions, please send them directly to transfer@cccco.edu. Any questions related to CCCApply and how it's supporting this provision please contact crms@ccctechcenter.org Then once implemented if you encounter any issues in CCCApply please open a support ticket in staffsupportccctc@openccc.zendesk.com.

cc: Academic Senate Presidents
     Transfer Center Directors
     Admissions and Registrar Professionals
     Erin Larson, Dean, Educational Services and Support
     Bob Quinn, Specialist, educational Services and Support
     All Chancellor's Office Staff
     Jane Linder, Product Manager, California Community College Technology Center