



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Celebrating 50 years

53rd SPRING SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS ON MARCH 22-23, 2019

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 to be debated and voted on by academic senate delegates at the Plenary Session on April 13, 2019.

Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Sam Foster, ASCCC Area D Representative

Darcie McClelland, El Camino College, Area C

Eric Narveson, Evergreen Valley College, Area B

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate 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, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All 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 (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on 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*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)
- *5.02 S19 Guided Pathways Budget Development
- *9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge*
- *9.03 S19 Documenting Open Educational Resource Options in Course Outline of Record
- *11.01 S19 CCCApply Technical Limitations
- *11.02 S19 Ensure Appropriate Processes for System Technology Procurement
- *13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- *13.02 S19 Support for Faculty Open Educational Resources Coordinators
- *16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College*
- *16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring*
- *21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges*

TABLE OF CONTENTS

3.0	DIVERSITY AND EQUITY	1
*3.01	S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011).....	1
5.0	BUDGET AND FINANCE.....	2
5.01	S19 Funding for Guided Pathways Transformation	2
*5.02	S19 Guided Pathways Budget Development	3
6.0	STATE AND LEGISLATIVE ISSUES	4
6.01	S19 Provisionally Support AB 130 (Low, as of 25 February 2019).....	4
6.02	S19 Provisionally Support SB 3 (Allen, as of 28 February 2019).....	5
6.03	S19 Support for SB 291 (Leyva, as of 1 March 2019)	6
9.0	CURRICULUM	7
9.01	S19 CB21 Rubrics for Coding Course Outcomes.....	7
*9.02	S19 Adopt the Paper <i>Noncredit Instruction: Opportunity and Challenge</i>	7
*9.03	S19 Documenting Open Educational Resource Options in Course Outline of Record.....	8
10.0	DISCIPLINES LIST.....	8
10.01	S19 Disciplines List – Homeland Security	8
11.0	TECHNOLOGY	9
*11.01	S19 CCCApply Technical Limitations	9
*11.02	S19 Ensure Appropriate Processes for System Technology Procurement ...	10
13.0	GENERAL CONCERNS	10
*13.01	S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules.....	10
*13.02	S19 Support for Faculty Open Educational Resources Coordinators.....	11
16.0	LIBRARY AND LEARNING RESOURCES	12
*16.01	S19 Adopt the Paper <i>The Role of the Library Faculty in the California Community College</i>	12
*16.02	S19 Adopt the Paper <i>Effective Practices for Online Tutoring</i>	12
21.0	CAREER TECHNICAL EDUCATION.....	12
*21.01	S19 Adopt the Paper <i>Work-Based Learning in California Community Colleges</i>	13

3.0 DIVERSITY AND EQUITY

*3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)¹ prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities²;

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

*(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, **the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students.** The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall*

¹ ADA.gov United States Department of Justice, Civil Rights Division
https://www.ada.gov/2010_regs.htm

² U.S. Equal Employment Opportunity Commission
https://www.eeoc.gov/eeoc/newsroom/wysk/hiv_aids_discrimination.cfm

become a part of the personnel record of the employee and shall be open to the employee or his or her designee.

(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);³

Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH)⁴ is quite extensive and includes diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases (STDs), and others; and

Whereas, The act of requiring a medical certificate showing that the applicant is free from any communicative disease such as HIV/AIDS constitutes a violation of workplace rights and civil rights under the Americans with Disabilities Act, and requiring the same for STDs constitutes a grave violation of privacy, and such violations expose districts to litigation;

Resolved, That the Academic Senate for California Community Colleges work with stakeholders to remove all language from Education Code §87408 that is discriminatory towards individuals who may be afflicted with diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases, and others.

Contact: Leigh Ann Shaw, Skyline College, Equity and Diversity in Action Committee

5.0 BUDGET AND FINANCE

5.01 S19 Funding for Guided Pathways Transformation

Whereas, The California Community Colleges Chancellor's Office (CCCCO) released the *Vision for Success* in 2017 with aspirational goals for system-wide improvement in key metrics, such as increasing by at least 20% the number of California Community Colleges students annually who complete, increasing by 35% the number of students who transfer annually to a California State University/University of California over the next five years, and closing all equity gaps within ten years;

Whereas, The *Vision for Success* states, “the Chancellor’s Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success” and student equity, and all 114 community colleges are currently participating in the California Guided Pathways Award Program and receiving a portion of the \$150 million dollars in funding allocated for 2017-2022;

³http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=87408.

⁴ California Department of Public Health Communicative Disease Control
<https://www.cdph.ca.gov/Programs/PSB/Pages/CommunicableDiseaseControl.aspx>

Whereas, The allocation formula and implementation timeline place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the “California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary” that “full scale adoption is not expected for every college on every element within the five-year time frame”⁵;

Resolved, That the Academic Senate for California Community Colleges engage with stakeholders and the California Community Colleges Chancellor’s Office in a dialogue regarding realistic, dedicated, and sustainable funding to support inquiry, design, and implementation of guided pathways frameworks across California’s community colleges to ensure colleges make progress toward achieving the goals of the *Vision for Success*.

Contact: Gretchen Ehlers, West Valley College, Guided Pathways Task Force

***5.02 S19 Guided Pathways Budget Development**

Whereas, In recognizing that academic senates and faculty leadership and involvement are critical if any guided pathways effort is to succeed, the California Education Code §88922 requires that colleges participating in the California Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model”;

Whereas, The California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent:

(g) Participating community colleges may use grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to, any, or any combination, including all, of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and support services[,] (2) Professional development in areas related to guided pathways[,] (3) Administrative time to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs[,] (4) Upgrades to computer and student information systems to improve tracking of student progress and feedback to students;

⁵ <https://cccgp.cccco.edu/Portals/0/GPWorkPlanInstructions.pdf>

Whereas, Title 5 §53200 delineating academic senates' responsibilities in academic and professional matters includes "(10) processes for institutional planning and budget development" which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

Whereas, The California Community Colleges Chancellor's Office will distribute Guided Pathways Grant Program funds for year two, yet there are limited data on how the funds for year one were spent, whether or not the funds were sufficient to support local design and implementation, and if collegial consultation with academic senates was used in developing local guided pathways budget processes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S19 Provisionally Support AB 130 (Low, as of 25 February 2019)

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California Higher Education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, AB 130 (Low, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, "review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce coordination" and "act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies," thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC;

Whereas, The Office of Higher Education Performance and Accountability-created AB 130 (Low, as of 25 February 2019) would be overseen by an executive director and would include an advisory board consisting of "the Chairperson of the Senate Committee

on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education”; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support AB 130 (Low, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

6.02 S19 Provisionally Support SB 3 (Allen, as of 28 February 2019)

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, SB 3 (Allen, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “periodically provide independent oversight on the public postsecondary segments’ and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education,” thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC; and

Whereas, The Office of Higher Education Performance and Accountability would be required by law to, “In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and by region” and “In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region” and therefore the functionality and benefits of the office

would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include the appointment of faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.

Contact: Executive Committee

6.03 S19 Support for SB 291 (Leyva, as of 1 March 2019)

Whereas, As of 2017, approximately 46 percent of California Community College students receive need-based financial aid, compared to about two-thirds of resident undergraduate students enrolled in the University of California and the California State University systems⁶;

Whereas, Many state and federal student aid programs are structured to help full-time students, which do not benefit community college students who attend college part time;

Whereas, Research conducted by the Institute for College Access and Success (TICAS) has determined that, after factoring in financial aid, the net cost of college is actually more expensive for California Community College students than for their counterparts at the University of California or California State University in seven of the nine regions studied, and that in none of the nine regions was the community college found to be the least expensive option⁷; and

Whereas, Senate Bill 291 (Leyva, as of 1 March 2019), “would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges”;

Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of 1 March 2019) and communicate that support to the legislature and other constituents as appropriate.

⁶ The 2016-2017 Budget: Higher Education Analysis. California Legislative Analyst’s Office. <https://lao.ca.gov/Publications/Report/3372>

⁷ *On the Verge: Costs and Tradeoffs Facing Community College Students*. The Institute for College Access and Success, 2016. https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf

Contact: Executive Committee

9.0 CURRICULUM

9.01 S19 CB21 Rubrics for Coding Course Outcomes

Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the CB21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal Educational Functioning Levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the RP Group worked on the AB 705 Data Revision Project to create Management Information System (MIS) data elements to more accurately code transfer-level English, mathematics, and quantitative reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018) and others, rely on drawing information about our students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes roles;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics and endorse their use for coding course outcomes for local college credit and noncredit courses in English, mathematics, and other related or appropriate disciplines.

Contact: Ginni May, Executive Committee

See Appendix–CB21 Rubrics (forthcoming)

9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge

Whereas, Resolution 13.02 F15 directed the Academic Senate for California Community Colleges to “update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Noncredit Instruction: Opportunity and Challenge*⁸ and disseminate to local senates and curriculum committees upon its adoption.

Contact: Craig Rutan, Noncredit Committee

***9.03 S19 Documenting Open Educational Resource Options in Course Outline of Record**

Whereas, In the California Community Colleges the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancellor's Office and University of California Office of the President are on record establishing that the use of open educational resources (OER) that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for how to indicate the option of using open educational resources (OER) on course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record.

Contact: Michelle Pilati, OER Initiative

10.0 DISCIPLINES LIST

10.01 S19 Disciplines List – Homeland Security

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the *Disciplines List*, supported the following addition of the Homeland Security discipline:

Master's degree in Homeland Security, Emergency Management, Emergency

⁸ <https://asccc.org/sites/default/files/Noncredit%20Instruction%20-%20Area%20Meeting.pdf>

Preparedness, Crisis Management, Disaster Management, or Cybersecurity; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Homeland Security⁹.

Contact: Rebecca Eikey, Standards & Practices Committee

11.0 TECHNOLOGY

***11.01 S19 CCCApply Technical Limitations**

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;

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers that will have a significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges' design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose an academic major that best fits their interests and abilities; and

Whereas, CCCApply's technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue regarding modification of the CCCApply application to reduce technical limitations to allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

9

<https://asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary%202018-%28Rev-1%29-4.pdf>

***11.02 S19 Ensure Appropriate Processes for System Technology Procurement**

Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact future local technology decisions, but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that any procurement of technology that the colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.¹⁰

Contact: Executive Committee

13.0 GENERAL CONCERNS

***13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use

¹⁰ Procedures and Standing Orders of the Board of Governors, November 2108:
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures and Standing Orders/November-2018-Procedures-and-Standing-Orders.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standings_Orders/November-2018-Procedures-and-Standing-Orders.pdf)

digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determining what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) is subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

***13.02 S19 Support for Faculty Open Educational Resources Coordinators**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Whereas, The Academic Senate for California Community Colleges’ Open Educational Resources (OER) Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER Liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California Open Educational Resources Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the Academic Senate for California Community Colleges develop a collection of resources documenting the value of supporting local Faculty Open Educational Resources Coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a Faculty Open Educational Resources Coordinator.

Contact: Michelle Pilati, OER Initiative

16.0 LIBRARY AND LEARNING RESOURCES

16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to “explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Role of the Library Faculty in the California Community College*¹¹ and disseminate to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring

Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to “research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*¹² and disseminate to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

21.0 CAREER TECHNICAL EDUCATION

¹¹

<https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-%20Area%20Meetings.pdf>

¹²

<https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring%20for%20Area%20Meetings.pdf>

21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges
Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to “develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval”;

Resolved, that the Academic Senate for California Community Colleges adopt the paper *Work-Based Learning in California Community Colleges*¹³ and upon its adoption disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

¹³ <https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf>