



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

**2022 Fall Plenary Session**

**Adopted Resolutions**

Resolutions Committee  
Michelle Velasquez Bean, Chair  
Juan Arzola, Second Chair  
Kim Dozier, College of the Desert, Area D  
Peter Fulks, Cerro Coso College, Area A  
Mark Edward Osea, Mendocino College, Area B  
Michael Stewart, Calbright College, Area A

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## RESOLUTIONS TABULATION AND RECORDING

Final votes are recorded by the Resolutions Committee and reported using the following marks, per the [Resolutions Handbook](#) (p.12):

- ACCLAMATION: Moved, Seconded, Acclamation
- M/S/C: Moved, Seconded, Carried
- M/S/U: Moved, Seconded, Unanimous
- M/S/F: Moved, Seconded, Failed
- M/S/R: Moved, Seconded, Referred
- M/S/P: Moved, Seconded, Postponed

## ADOPTED RESOLUTIONS

### 1.0 Academic Senate

#### 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism<sup>1</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02<sup>2</sup> Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary Session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.<sup>3</sup>

Contact: Virginia "Ginni" May, Executive Committee

ACCLAMATION

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<sup>1</sup> Proposed mission, vision, and values statements can be found on the ACCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

<sup>2</sup> Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: <https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

<sup>3</sup> Proposed mission, vision, and values statements can be found on the ASCCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

## **01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning**

Whereas, Noncredit instruction serves as an integral part of current and future student success for the more than 114,000 noncredit students in the California Community Colleges<sup>4</sup> and is foundational to current inclusion, diversity, equity, anti-racism, and accessibility efforts;

Whereas, Resolution S18 7.03<sup>5</sup> asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02<sup>6</sup> called for equitable noncredit distance education attendance procedures; and

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the California Community Colleges Board of Governors and six recommendations to local academic senates in the paper *Noncredit Instruction: Opportunity and Challenge*,<sup>7</sup> updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC's strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

M/S/U

## **01.03 F22 Honoring Mayra Cruz with Senator Emeritus Status**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Mayra Cruz has satisfied those requirements as a faculty member of the California community colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza College Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill-De Anza Community College District

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<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from [https://datamart.cccco.edu/Students/Education\\_Status\\_Summary.aspx](https://datamart.cccco.edu/Students/Education_Status_Summary.aspx).

<sup>5</sup> Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: <https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives>.

<sup>6</sup> Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

<sup>7</sup> Noncredit Instruction: Opportunity and Challenge (2019): [https://www.asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf).

committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education through her service on several statewide and local level early childhood education groups and nonprofit organizations, as well as in her seven years as De Anza College Child Development Department Chair; and

Whereas, Mayra Cruz was a leader in fostering civic engagement and student agency and voice in the California community colleges in her time as the founding co-director of the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE) at De Anza College, and she continues to impact civic and community leadership in the Latinx and Asian American Pacific Islander communities of the Silicon Valley area in her role as faculty for the Asian Pacific American Leadership Institute (APALI) Civic Leadership Program;

Resolved, That the Academic Senate for California Community Colleges recognize Mayra Cruz' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Mayra Cruz its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of sunny beach time in her beloved Puerto Rico and elsewhere, dancing and enjoying music and time with her family and many friends.

Contact: Karen Chow, Executive Committee, Area B

ACCLAMATION

## 2.0 Accreditation

### 02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards

Whereas, The Accrediting Commission for Community and Junior College's (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),<sup>8</sup> a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05<sup>9</sup> in support of retaining the "Library and Learning Support Services" substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on Library and Learning Support Services in the Accrediting Commission for Community and Junior Colleges' 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

M/S/C

### 02.02 F22 Updating the ASCCC Paper "Effective Practices in Accreditation"

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting its review of the Draft 2024 Accreditation Standards<sup>10</sup> and soliciting feedback from the field;

Whereas, Significant changes in the Accrediting Commission for Community and Junior Colleges administration, policies, and procedures have occurred since the adoption of the 2014 Accreditation Standards<sup>11</sup>;

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<sup>8</sup> ACCJC 2024 Draft Accreditation Standards located at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>9</sup> Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: <https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning>.

<sup>10</sup> The Draft 2024 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>11</sup> The 2014 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>.



Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"<sup>12</sup> through Resolution F15 02.01; and

Whereas, Faculty need continued guidance on effective practices for accreditation compliance in light of the aforementioned changes;

Resolved, That the Academic Senate for California Community Colleges revise the paper *Effective Practices in Accreditation: A Guide for Faculty*<sup>13</sup> and disseminate the revised paper upon its adoption by fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

M/S/U

### **3.0 Diversity and Equity**

#### **03.01 F22 Advancing IDEAA in Guided Pathways**

Whereas, Funds have been allocated from the California Community College Chancellor's Office to California community colleges for Guided Pathways implementation;

Whereas, The California Community College Guided Pathways work seeks to advance equity, transform institutions, redefine readiness, and redesign supports to remove barriers and holistically support students' attainment of skills, credentials, and socioeconomic mobility<sup>14</sup>; and

Whereas, A focus on helping all students succeed may result in minoritized student communities- such as African American, LatinX, Pacific Islanders, Southeast Asians, and Native Americans- that experience equity gaps not being a main focus of local guided pathways efforts, and California Community College Guided Pathways has featured presentations and information about guided pathways community college work outside of California, and has yet to feature guided pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourage local academic senates to ensure that their campus' guided pathways work maintains the commitment to advancing equity and removing barriers for minoritized students and address these student populations' academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that guided pathways professional learning robustly supports

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<sup>12</sup> "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

<sup>13</sup> "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

<sup>14</sup> More information on Guided Pathways can be found at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

faculty to implement pedagogical practices that are inclusion, diversity, equity, anti-racism, accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor's Office Updated Vision for Success systemwide goals<sup>15</sup> at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

M/S/U

#### **4.0 Articulation and Transfer**

##### **04.01 F22 General Education in the California Community College System Resources**

Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1<sup>16</sup> areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020),<sup>17</sup> AB 928 (Berman, 2021),<sup>18</sup> AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs,<sup>19</sup> the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),<sup>20</sup> and the new California Community Colleges' ethnic studies graduation requirement,<sup>21</sup> will require colleges to re-examine local general education policies and practices; and

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<sup>15</sup> "Update To the Vision For Success: Reaffirming Equity In A Time of Recovery" Systemwide Goal #5 is "Reduce equity gaps by 40% across all [Vision For Success goal] measures by 2022, and fully close those gaps by 2027." Source can be found at <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf> (see p. 6).

<sup>16</sup> 10+1 list and title 5 reference can be found on the ASCCC website at [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1).

<sup>17</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>18</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>19</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>20</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>21</sup> Proposed Revisions to California Code of Regulations, title 5, §55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12–13, 2021 tab, agenda item 4.3 attachment located at

[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

M/S/U

#### **04.02 F22 Proactive Planning and Support for Articulation and Counseling**

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),<sup>22</sup> AB 928 (Berman, 2021),<sup>23</sup> and AB 1111 (Berman, 2021)<sup>24</sup> have changed the landscape of general education, transfer, and articulation in California higher education;

Whereas, Articulation officers and counselors play an integral role in supporting transfer policies and practices as well as communicating locally, regionally, and intersegmentally to support students and faculty through these changes; and

Whereas, The introduction of the proposed California General Education Transfer Curriculum (CalGETC),<sup>25</sup> the new ethnic studies general education requirements (California State University), the upcoming Ethnic Studies Area of the Intersegmental General Education Transfer Curriculum (IGETC),<sup>26</sup> and the introduction of common course numbering will require significant time, effort, and expertise of system articulation officers and counselors;

Resolved, That the Academic Senate for California Community Colleges work with internal and external partners to support regulatory changes and provide professional learning support and guidance for local practitioners, as well as opportunities for intersegmental, regional, and statewide dialogue;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding changes to transfer and articulation that include significant involvement of articulation officers and counselors; and

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<sup>22</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>23</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>24</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>25</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>26</sup> Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 can be found at [https://icas-ca.org/wp-content/uploads/2022/06/IGETC\\_STANDARDS-2.3\\_02June2022-Final.pdf](https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf).

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Contact: Ty Simpson, San Bernardino Valley College, Area D

M/S/U

## 7.0 Consultation with the Chancellor's Office

### 07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>27</sup> that meets the requirements of AB 928 (Berman, 2021) for a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”<sup>28</sup>;

Whereas, The California Community Colleges Curriculum Committee drafted revisions<sup>29</sup> to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation, such as AB 705 (Irwin, 2017),<sup>30</sup> AB 927 (Medina, 2021),<sup>31</sup> AB 928 (Berman, 2021),<sup>32</sup> and AB 1705 (Irwin, 2022),<sup>33</sup> and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute, make it clear that it is time for a comprehensive review and update of the California community colleges general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway”<sup>34</sup> will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

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<sup>27</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>28</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>29</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>30</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>31</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>32</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>33</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>34</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway<sup>35</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>36</sup> consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback from August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) in light of the Proposed General Education Pathway for the Associate Degree<sup>37</sup> so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)<sup>38</sup>; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor’s Office to include any new amendments of California Code of Regulations (CCR), title 5, §55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee<sup>39</sup> and bring revised language to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

M/S/C

## **07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03<sup>40</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor’s Office to develop a lower division general education pathway specific to California community colleges baccalaureate degree programs;

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<sup>35</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>36</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>37</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>38</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>39</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>40</sup> Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

Whereas, Current California community colleges baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) of 34 units or CSU General Education Breadth (CSU GE Breadth) of 39 units lower division general education patterns as determined locally,<sup>41</sup> which are both in excess of the 27 lower division general education units - 36 total general education units less nine upper division general education units - required for accreditation by the Accrediting Commission for Community and Junior Colleges<sup>42</sup>;

Whereas, The baccalaureate degree lower division general education pattern being proposed<sup>43</sup> was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)<sup>44</sup> and proposed associate degree revisions; and

Whereas, Delegates to the ASCCC Fall 2022 Plenary Session are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),<sup>45</sup> and students would benefit from alignment of all three lower division general education patterns;

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<sup>41</sup> *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at [https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16\\_BA-Degree-Pilot-Program\\_Final\\_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4).

<sup>42</sup> Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at [https://asccc.org/sites/default/files/2022-09/ACCJC\\_Webinar\\_Baccalaureate\\_04\\_27\\_2016%20%281%29.pdf](https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf); *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

<sup>43</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>44</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>45</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community colleges baccalaureate degrees<sup>46</sup> into the *Baccalaureate Degree Handbook* and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

M/S/C

### **07.03 F22 Model the Common Course Numbering System and Processes after C-ID**

Whereas, The California legislature approved and the governor of California signed AB 1111 (Berman, 2021)<sup>47</sup> Common Course Numbering on October 6, 2021, in which the legislature declared, "C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system" and that requires the California Community College system to "adopt a common course numbering system for all general education requirement courses and transfer pathway courses"<sup>48</sup>;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>49</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details;

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System<sup>50</sup> that primarily leverages faculty to drive curricular changes; and

Whereas, The implementation of AB 1111 (Berman, 2021)<sup>51</sup> will likely add pressure to the operations of the C-ID Course Identification Numbering System as it experiences unprecedented demands on its operations, including the course review and submission processes, arising from the expected significant increase in the number of courses submitted to C-ID for review and approval;

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<sup>46</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>47</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>48</sup> Ibid.

<sup>49</sup> "Submit Input on Common Course Numbering Implementation" form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>50</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>51</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, the California Community Colleges Chancellor's Office, and system and intersegmental partners as appropriate to implement the common course numbering system framework established by the intersegmental AB 1111 Common Course Numbering Task Force, as required by AB 1111 (Berman, 2021),<sup>52</sup> through processes modeled after the established and functioning C-ID Course Identification Numbering System;<sup>53</sup> and

Resolved, That the Academic Senate for California Community Colleges evaluate the existing operational capacity of the current C-ID Course Identification Numbering System, identify any necessary changes to C-ID policies and procedures needed to ensure the optimal operational capacity of the C-ID system required for the successful implementation of common course numbering system required by AB 1111 (Berman, 2021),<sup>54</sup> and broadly disseminate its recommendations through its events, publications, and other appropriate venues for review and input by fall 2023.

Contact: Eric Wada, Executive Committee

M/S/C

#### **07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program**

Whereas, California Education Code §78052 states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,”<sup>55</sup> suggesting that the California Community Colleges Chancellor's Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are “the preferred and most sustainable mechanism for eliminating course costs”<sup>56</sup> and that it should “work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,”<sup>57</sup> thereby showing the faculty commitment to ZTC and OER sustainability; and

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<sup>52</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> California Education Code §78052:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>56</sup> Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

<sup>57</sup> Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>.



Whereas, The California Community Colleges Chancellor’s Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to consult and partner with the ASCCC in designing the implementation of California Education Code §78052<sup>58</sup> to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

M/S/C

### **07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200**

Whereas, It is stated in California Education Code §70902(b)(7) that “the governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”<sup>59</sup>;

Whereas, There is no explicit mention of or focus on inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles, referred to as diversity, equity, inclusion, and accessibility (DEIA) by the California Community Colleges Chancellor’s Office and Board of Governors, in California Code of Regulations, title 5, §53200<sup>60</sup> that defines the academic and professional matters (“the 10+1”) over which academic senates are given authority, yet the systemic institutionalization of IDEAA is critical to the faculty expertise that informs academic senate authority over academic and professional matters;

Whereas, The California Community Colleges Chancellor’s Office Call to Action<sup>61</sup> and the Center for Urban Education report “California Community College Student Equity Plan Review: A Focus on Racial Equity”<sup>62</sup> both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

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<sup>58</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>59</sup> California Education Code §70902(b)(7):

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article).

<sup>60</sup> California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>61</sup> California Community Colleges Chancellor’s Office Call to Action can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-famil>.

<sup>62</sup> “California Community College Student Equity Plan Review: A Focus on Racial Equity” can be found at <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

Whereas, The Board of Governors of the California Community Colleges adopted the new California Code of Regulations, title 5, §51200 and §51201<sup>63</sup> that establish diversity, equity, and inclusion (as it is stated in the regulations) as central to fulfilling the mission of the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200, titled "Definitions," as follows: (e) In furtherance of §51200 and §51201, the aforementioned definitions shall mean that when the academic senate makes recommendations on an academic and professional matter and the district governing board consults collegially with the academic senate, the highest consideration shall be given to the promotion of inclusion, diversity, equity, anti-racism, and accessibility; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources on how local academic senates can promote inclusion, diversity, equity, anti-racism, and accessibility, such as infusing cultural responsiveness and equity-mindedness in each of the academic and professional matters.<sup>64</sup>

Contact: Mitra Sapienza, City College of San Francisco, Area B

ACCLAMATION

#### **07.06 F22 Action Plan for Increasing Library Staffing in Accordance with Title 5**

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio— based on the type of position— varies greatly and is generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language<sup>65</sup>;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,<sup>66</sup> which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

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<sup>63</sup> "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at [https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review\\_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf).

<sup>64</sup> California Code of Regulations, title 5, §53200. Definitions. [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>65</sup> See ASCCC paper titled "The Role of the Library Faculty in the California Community College, p. 20 found at [https://asccc.org/sites/default/files/Role\\_of\\_Library\\_Faculty.pdf](https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf).

<sup>66</sup> Code of Regulations, title 5, §58724: [https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Whereas, “Librarians are central to education as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world,”<sup>67</sup> and research indicates library resources and instruction are related to improved student success and retention;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724.<sup>68</sup>

Contact: Teresa Mendes, Clovis Community College, Area A

ACCLAMATION

### **07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios**

Whereas, Counseling and instruction are equal partners in the education of community college students, more than at any other level of education<sup>69</sup>;

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01<sup>70</sup> adopted a report stating the counselor to student ratio should be determined by using the number of hours counselors are available to serve the broad needs of the general student population and not solely on MIS (management information system) data, which indicates the number of counseling faculty in the California Community Colleges system but does not distinguish between counseling faculty who provide direct counseling to students and those who are reassigned to other activities<sup>71</sup>;

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services<sup>72</sup>; and

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<sup>67</sup> See ASCCC paper titled “The Role of the Library Faculty in the California Community Colleges, p. 2 found at [https://www.asccc.org/sites/default/files/Role\\_of\\_Library\\_Faculty.pdf](https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf).

<sup>68</sup> Code of Regulations, title 5, §58724:

[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originAtionContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originAtionContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>69</sup> "National Committee for Appraisal and Development of Junior College Student Personnel Programs" (1965). *Carnegie Report*, found at <https://files.eric.ed.gov/fulltext/ED013065.pdf>.

<sup>70</sup> Resolution 7.01 S03 Adoption of the Consultation Council Task Force Report on Counseling: <https://www.asccc.org/resolutions/adoption-consultation-council-task-force-report-counseling>.

<sup>71</sup> The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.14 found at [https://www.asccc.org/sites/default/files/publications/ConsultationCouncil\\_0.pdf](https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf).

<sup>72</sup> *Ibid*, p.8.

Whereas, California Code of Regulations, title 5, §51018<sup>73</sup> articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520<sup>74</sup> defines the components minimally required for student matriculation services provided by counseling faculty, all of which contribute to student success and completion;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370)<sup>75</sup> and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

M/S/C

### **07.08 F22 Establishing Consistent Definitions for Course Resources**

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule”<sup>76</sup>;

Whereas, California Education Code §66406.9 requires that California community colleges “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 digital course materials that are free of charge to students,”<sup>77</sup> and California Education Code §78052 defines zero-textbook-cost degrees as “community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies”<sup>78</sup>;

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<sup>73</sup> California Code of Regulations, title 5, §55518:

[https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>74</sup> California Code of Regulations, title 5, §55520:

[https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>75</sup> The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.17 found at

[https://www.asccc.org/sites/default/files/publications/ConsultationCouncil\\_0.pdf](https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf).

<sup>76</sup> Pinhel, R. (2008). *Higher education opportunity act of 2008*. <https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm>.

<sup>77</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>78</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

Whereas, California Code of Regulations, title 5, §59402 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,”<sup>79</sup> establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution’s Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,<sup>80</sup> and California Education Code §78052<sup>81</sup>) and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that the phrase “instructional materials” is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act’s cost transparency requirements, California Education Code §66406.9<sup>82</sup> no-cost section marking requirement, and the California Education Code §78052<sup>83</sup> definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

### **07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element**

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally (Resolution S21 11.02)<sup>84</sup>;

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<sup>79</sup> California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>80</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>81</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

<sup>82</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>83</sup> California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

<sup>84</sup> Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary<sup>85</sup> for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,<sup>86</sup> components of it are open to interpretation and important distinctions have not been made, including code A (section has no associated instructional material), which is intended for those sections that have no required instructional materials, code B (section uses only no-cost open educational resources), which inappropriately presumes that the only no-cost resources are open educational resources and that all open educational resources are no cost, and code D (section has low instructional material costs as defined locally), which presumes that there is a common understanding of what it means to establish a low-cost definition locally; and

Whereas, The Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials because efforts to substantially decrease the costs of course materials should be recognized (Resolution F17 13.01<sup>87</sup>), and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9<sup>88</sup>) some colleges and districts have implemented a low-cost designation with low-cost being defined as below a locally specified dollar amount;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that XB12 code A is to be used when a course section has no required instructional materials;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify the XB12 data element codes to differentiate between those sections that use no-cost open educational resources and those that use other no-cost resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to clarify that "low instructional materials costs as defined locally" refers to a locally established cost threshold that must not be exceeded.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

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<sup>85</sup> California Community Colleges Management Information System Data Element Dictionary can be found at <https://webdata.cccco.edu/ded/xb/xb12.pdf>.

<sup>86</sup> Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

<sup>87</sup> Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

<sup>88</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

## 07.10 F22 Title 5 Regulations Governing Catalog Rights

Whereas, California community college district catalog rights are governed by contract law, as stated in Chancellor’s Office Legal Opinion 09-04, which states that “(c)atalog rights are based in contract law and students can enforce the catalog rights only against the original college. . . [and] colleges are authorized to grant additional rights to students on a permissive basis,”<sup>89</sup> thus permitting the establishment of district-based catalog rights policies and procedures not subject to any standards established in regulations approved by the California Community Colleges Board of Governors;

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them the ability to complete such requirements based on any catalog in force while they are in attendance at a college, yet the current lack of statewide regulations governing the existing catalog rights policies and procedures established by California community college districts results in the inconsistent, and potentially inequitable, application of catalog rights for students who attend colleges between districts and who are likely not aware that inconsistencies in catalog rights policies and procedures may delay or prevent them from completing their educational goals in a timely manner; and

Whereas, The California State University (CSU) Board of Trustees has long established through California Code of Regulations, title 5, §40401- which was last amended December 4, 1984- uniform catalog rights requirements for the entire CSU system that are applicable to any “undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University”<sup>90</sup>;

Resolved, That the Academic Senate for California Community Colleges assert that uniform statewide standards for catalog rights that remove unnecessary barriers to students seeking to complete their educational goals are essential for improving student success and ensuring equitable outcomes for students; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 language that establishes minimum requirements for catalog rights for all California community colleges, removing unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

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<sup>89</sup> Chancellor’s Office Legal Opinion 09-04 can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2009-04-opinion-application-of-catalog-rights-to-new-degree-requirements-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585>.

<sup>90</sup> California Code of Regulations, title 5, §40401  
[https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

## **07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population**

Whereas, The Academic Senate for California Community Colleges resolved to support the right of any student to choose to take pre-transfer level English or mathematic[s] courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education<sup>91</sup>;

Whereas, The Academic Senate for California Community Colleges resolved to oppose AB 1705 (Irwin, 2022) (Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended) unless specified amendments were enacted to protect the mission and serve the students of the California community colleges, including that “placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pretransfer-level English or mathematics course when a student determines a course fulfills their academic needs”<sup>92</sup>;

Whereas, In response to amendments suggested by the Academic Senate for California Community Colleges, the Faculty Association of California Community Colleges, and other faculty leaders, AB 1705 (Irwin, 2022) was amended to include the following reaffirmation of the importance of pretransfer-level English and mathematics for the mission of the California community colleges: "Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals"<sup>93</sup>; and

Whereas, The Standing Orders of the California Community Colleges Board of Governors provide that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter,”<sup>94</sup> and determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population is an academic and professional matter as it pertains to “curriculum, including establishing prerequisites and placing courses within disciplines” and “standards or policies regarding student preparation and success”<sup>95</sup>;

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<sup>91</sup> Resolution S22 06.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course: <https://asccc.org/resolutions/students-right-choose-take-pre-transfer-level-english-or-mathematics-course>.

<sup>92</sup> Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended: <https://asccc.org/resolutions/upholding-california-community-college-mission-oppose-ab-1705-irwin-2022-april-9-2022>.

<sup>93</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>94</sup> Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at <https://www.cccco.edu/-/media/CCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C> (see p. 42).

<sup>95</sup> California Code of Regulations, title 5, §53200, Definitions. <https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&BoriginationContext=documenttoc&BtransitionType=CategoryPageItem&BcontextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1>.



Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors by providing its advice and judgment in the formation of state policies and related implementation guidance for determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

M/S/U

### **07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial**

Whereas, The California community colleges are open-access institutions dedicated to serving all in their communities who desire access to higher education opportunities;

Whereas, The current California Code of Regulations, title 5, §§55031–55034 on probation and dismissal<sup>96</sup> require that districts place struggling students on either academic or progress probation, which require the loss of the California Promise Grant— formerly known as the Board of Governors Fee Waiver— after two consecutive primary terms on probation (California Code of Regulations, title 5, §58621<sup>97</sup>), and may require dismissal after three consecutive primary terms on probation; and

Whereas, Unlike the disciplinary actions of suspension and expulsion, which are rooted in reasonable expectations for student conduct, the actions of probation, dismissal, and removal of eligibility for the California Promise Grant (formerly known as the Board of Governors Fee Waiver) are punitive actions not related to violations of student conduct codes that are antithetical to the values and mission of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support suspending and ultimately repealing the current regulatory requirements established in California Code of Regulations, title 5, §58621<sup>98</sup> that California Promise Grants— formerly known as the Board of Governors Fee Waiver— be denied to students who are on academic or progress probation for more than two consecutive primary terms; and

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<sup>96</sup> California Code of Regulations, title 5, §§55031–55034

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

<sup>97</sup> California Code of Regulations, title 5, §58621

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>98</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal (California Code of Regulations (CCR), title 5, §§55031–55034<sup>99</sup>), and denial of the California Promise Grants—formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621<sup>100</sup>—, and instead identify non-punitive alternatives that truly support student success and align with the values and mission of the California Community College system, and report its findings and any recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

### **07.13 F22 Overhaul of Attendance Accounting**

Whereas, The current system of attendance accounting is exceedingly complex and rooted in outdated concepts of seat time inherited from procedures established when the California community colleges were part of the K-14 system;

Whereas, The complexities and intricacies of the current attendance accounting system have the effect of suppressing creative course scheduling in response to the needs of California's diverse student population, especially as colleges emerge from the COVID-19 global pandemic;

Whereas, The California Community Colleges Chief Instructional Officers Board Goal 1 states, "Take an active leadership role in proposing regulatory changes and implementation of DEIA [diversity, equity, inclusion, accessibility] Priority Efforts as well as other instructional matters such as curriculum, scheduling and strategic enrollment management" which includes, "overhaul of Attendance Accounting rules"<sup>101</sup>; and

Whereas, Delegates to the Academic Senate for California Community Colleges plenary sessions have passed at least four resolutions<sup>102</sup> calling for regulatory changes to attendance accounting to create equitable access for course-taking options for the diverse needs of the students in the California community colleges;

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<sup>99</sup> California Code of Regulations, title 5, §§55031–55034:

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

<sup>100</sup> California Code of Regulations, title 5, §58621:

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>101</sup> CIO Report to ASCCC at September 30 Executive Committee Meeting:

<https://www.asccc.org/sites/default/files/Agendas/CCC%20Chief%20Instructional%20Officers%20ASCCC%20Report%209.30.22.pdf>.

<sup>102</sup> Resolution S21 06.05 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses: <https://www.asccc.org/resolutions/aligning-attendance-accounting-asynchronous-credit-distance-education-courses>.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current attendance accounting rules in order to create equitable access for course-taking options for the diverse needs of the students in the California community colleges.

Contact: Ric Epps, Imperial Valley College

M/S/U

#### **07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges**

Whereas, California Education Code §66010.4 section (a) notes that the "California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school," and section (3) notes that "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement"<sup>103</sup>;

Whereas, The California Community Colleges Chancellor's Office recently released "Update to the Vision for Success: Reaffirming Equity in a Time of Recovery," arguing that "community colleges are accessible and personal institutions that can [also] help students on an individual level regain their hopes and rebuild their futures" and "[t]he California Community Colleges have always been an instrument for achieving broad access to higher education,"<sup>104</sup> where the core vision of the California Community Colleges is to put students first;

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Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://www.asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

Resolution F17 07.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses: <https://www.asccc.org/resolutions/identify-and-remove-barriers-offering-noncredit-distance-education-courses>.

Resolution S13 13.03 Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses: <https://www.asccc.org/resolutions/aligning-attendance-accounting-credit-distance-education-courses-credit-onsite-courses>.

<sup>103</sup> California Education Code §66010.4: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-4.html>.

<sup>104</sup> Update to the Vision for Success: Reaffirming Equity in a Time of Recovery (July 2021, pg. 5) <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

Whereas, The California community colleges have historically demonstrated “unparalleled commitment to affordability and accessibility,”<sup>105</sup> and in its 2022–23 System Budget Proposal titled, “Students First: Leading California’s Equitable Recovery,”<sup>106</sup> noted that the California Community Colleges Chancellor’s Office will “ensure that colleges can function at maximum effectiveness to support the success of all students in meeting their educational goals”<sup>107</sup> by prioritizing college affordability, among other student-centered goals; and

Whereas, The proposed California General Education Transfer Curriculum,<sup>108</sup> as part of the implementation of AB 928 (Berman, 2021),<sup>109</sup> creates a singular lower-division general education pathway for students enrolled in higher education in California, potentially eliminating choices in Lifelong Learning and Self-Development and Language Other Than English, thereby striking at the core mission of the California Community Colleges by reducing student access and steering students away from courses that they would otherwise complete at the community colleges;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor’s Office and the California Community Colleges Board of Governors to reaffirm its mission and values, vowing to put students first;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor’s Office and California Community Colleges Board of Governors to ensure that California community colleges provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and

Resolved, That the Academic Senate for the California Community Colleges call upon the California Community Colleges Chancellor’s Office and the Intersegmental Committee of the Academic Senates to recognize the benefits of the community colleges, including their relative affordability, and work to preserve open access to students at the California community colleges.

Contact: Raul Madrid Jr., Mt. San Antonio College

ACCLAMATION

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<sup>105</sup> Ibid, pg. 10.

<sup>106</sup> Students First Leading California’s Equitable Recovery: 2022-23 System Budget Proposal (September 2021). <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/September-2021/2022-23-System-Budget-Request-For-BOG-Approval-V2.pdf?la=en&hash=3C80202CA5CA33709515A814A38679200A386CEF>.

<sup>107</sup> Ibid, p.5.

<sup>108</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>109</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

## 9.0 Curriculum

### 09.01 F22 Removing Barriers to the Adoption of Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish 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 (Resolution S19 09.05<sup>110</sup>);

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 S21 13.01<sup>111</sup>);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

Whereas, The 2022 "Standards, Policies and Procedures for Intersegmental General Education Curriculum" version 2.3 states that textbooks "must be identified in the course outline of record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,"<sup>112</sup> a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers <sup>113</sup>);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified;

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "Standards, Policies and Procedures for Intersegmental General Education Curriculum" to remove any requirements that act as barriers to the use of open educational resources; and

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<sup>110</sup> Resolution S19 09.05 Support the Development of Open Educational Resources (OER): <https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

<sup>111</sup> Resolution S21 13.01 Institutionalizing Open Educational Resources: <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

<sup>112</sup> Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at <https://icas-ca.org/wp-content/uploads/2022/06/IGETC-STANDARDS-2.3-02June2022-Final.pdf>.

<sup>113</sup> Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at [https://c-id.net/articulation-officers#courseoutlines\\_CID](https://c-id.net/articulation-officers#courseoutlines_CID).

Resolved, That the Academic Senate for California Community Colleges work with all appropriate statewide entities that establish textbook-related policies and requirements that impact the California community colleges to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

### **09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree**

Whereas, On October 6, 2021, California Governor Gavin Newsom signed AB 927 (Medina, 2021)<sup>114</sup> authorizing the California community colleges to extend the operation of the statewide baccalaureate degree pilot program indefinitely and authorize the California Community Colleges Board of Governors to establish up to 30 baccalaureate degree programs annually;

Whereas, Due to AB 928 (Berman, 2021) and the new proposed California General Education Transfer Curriculum (CalGETC), Area E Lifelong Learning and Self-Development will not be included, but the California State University (CSU) may still require completion of this general education area as an upper-division requirement for all of the CSU campuses; and

Whereas, The *Vision for Success* Commitment, published by the California Community Colleges Chancellor's Office Diversity, Equity, Inclusion, and Accessibility (DEIA), states, “. . . the California Community Colleges is continually working to break down barriers to racial justice and equity for the millions of students in our colleges”<sup>115</sup>; and

Whereas, Lifelong learning and self-development help to empower underrepresented groups with the knowledge to challenge racial justice barriers, close gaps in equitable access to societal resources,<sup>116</sup> and promote a higher quality of life for individuals emotionally, mentally, physically, and spiritually;<sup>117</sup>

Resolved, That the Academic Senate for California Community Colleges consider formalizing Lifelong Learning and Self-Development as a general education area for the baccalaureate degree program thus reducing the six flexible units to three units.

Contact: Tiffany Tran, Irvine Valley College

M/S/C

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<sup>114</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>115</sup> Vision for Success, Diversity, Equity, Inclusion and Accessibility Our Commitment section, published by the California Community Colleges Chancellor's Office, can be found at <https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion>.

<sup>116</sup> English, L. and Mayo, P. (2021). *Lifelong Learning, Global Social Justice and Sustainability*. Palgrave Macmillan.

<sup>117</sup> Rojo-Perez, F. and Fernandez-Mayoralas, G. (2021). *Handbook of Active Ageing and Quality of Life: From Concepts to Applications*. Springer.

## 13.0 General Concerns

### 13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that has resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps<sup>118</sup>;

Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption<sup>119</sup>);

Whereas, The 2022–2023 state budget provides \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant<sup>120</sup>); and

Whereas, Local districts must engage in collegial consultation with local academic senates on “policies regarding student preparation and success” and “processes for institutional planning and budget development” (California Code of Regulations, title 5, §53200. Definitions<sup>121</sup>);

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<sup>118</sup> Esquivel, P. and Blume, H. (September 2, 2022). Worst national reading and math scores in decades show large pandemic-fueled equity gaps. *Los Angeles Times*. <https://www.latimes.com/california/story/2022-09-02/worst-reading-and-math-scores-in-decades-fueled-by-pandemic>.

Reading and mathematics scores decline during COVID-19 pandemic. NAEP Long-Term Trend Assessment Results: Reading and Mathematics. *The Nation’s Report Card*. <https://www.nationsreportcard.gov/highlights/ltr/2022/>.

Educational Recovery Now: LA’s Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. <https://gpsnla.org/educationalrecoverynow/>.

<sup>119</sup> Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption: <https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related>.

<sup>120</sup> California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant, found in the 2022-23 California Community Colleges Compendium of Allocations and Resources at <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-August-2022-Final---ADA-Fixes.pdf?la=en&hash=5F87F0F5CD008C31E64270BF38A20DE270E10711> (see p. 78).

<sup>121</sup> California Code of Regulations, title 5, §53200. Definitions: [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to engage in collegial consultation with their districts to prioritize countering the effects of learning disruption in the budgeting of their COVID-19 Recovery Block Grant funds.

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

M/S/U

### **13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate**

Whereas, A safe and welcoming academic environment in the classroom and learning spaces is essential for student engagement, dialogue, and success;

Whereas, The politically-charged climate in California and across the nation as a whole has encouraged subjective and often aggressive responses, especially to conversations and efforts around anti-racism and equity, including in classrooms where such responses are more often targeted at women of color, disrupt teaching, and threaten safe classroom environments and learning spaces;

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting<sup>122</sup> and discriminatory behavior, but faculty may not be familiar with those policies, and in some cases those procedures have not been revisited or revised in a way to address issues related to racelighting and discriminatory behavior exacerbated by the current political climate; and

Whereas, College administrators can demonstrate strong support for safe and welcoming classrooms as well as for faculty's efforts to engage in difficult conversations around advancing anti-racism and mitigating discrimination by ensuring that a well-developed and well-publicized policy addressing disruptions in classroom and learning spaces is in place;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and student governments to revisit, and, if necessary, revise or update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise or update procedures dealing with disruptions in the classroom and other learning spaces, and develop a plan to ensure that faculty are aware of them; and

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<sup>122</sup> Wood, L. and Harris, F. (February 12, 2021). Racelighting: a prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*.  
<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>.



Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023, such as a toolkit or a position paper in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

M/S/U

## 15.0 Intersegmental Issues

### 15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC<sup>123</sup>

Whereas, AB 928 (Berman, 2021) requires the Intersegmental Committee of Academic Senates establish a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”<sup>124</sup> by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students, and that committee created and recommended the California General Education Transfer Curriculum (CalGETC)<sup>125</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the “singular lower division general education pathway”<sup>126</sup> required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

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<sup>123</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>124</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>125</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>126</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>127</sup> and urge that the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

M/S/C

### **15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC**

Whereas, The Student Transfer Achievement Reform Act of 2021, AB 928 (Berman, 2022) requires that “a singular lower division general education pathway,”<sup>128</sup> be established to be used by California community college students intending to transfer to either the California State University or the University of California, which replaces the current California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns effective in the 2025–2026 academic year, and the proposed pathway is to be known as the California General Education Transfer Curriculum (CalGETC);

Whereas, Students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC), may only be aware of the California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns, and therefore have based their expectations for meeting transfer requirements on their knowledge and understanding of CSU GE-B and IGETC requirements; and

Whereas, The California State University and University of California systems are responsible for establishing policies and regulations for admitting students transferring from the California community colleges;

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<sup>127</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>128</sup> AB 928 (Berman, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928).

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate of the California State University and the University of California Academic Senate partners to ensure that students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC),<sup>129</sup> are provided flexibility of options for meeting lower division general education requirements for transfer so that no otherwise qualified community college transfer student is denied admission to the California State University or the University of California.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

### **15.03 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process**

Whereas, AB 1460 (Weber, 2020) required the California State University to institute, “as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified”<sup>130</sup>;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern<sup>131</sup> and annually submit course proposals to the California State University Chancellor’s Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)<sup>132</sup> by the California State University Chancellor’s Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

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<sup>129</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>130</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460). According to AB 1460, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

<sup>131</sup> CSU GE Breadth pattern can be found at <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx>.

<sup>132</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community Colleges Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022 memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"<sup>133</sup> whereas the CCCC June 29, 2022 memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"<sup>134</sup>;

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Council on Ethnic Studies to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the California State University and the California Community Colleges in each of the four ethnic studies disciplines; and

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies, and procedures, that govern the California community college curriculum, are applied during the Ethnic Studies Area F review process.

Contact: Thekima Mayasa, San Diego Mesa College, Area D

M/S/C

#### **15.04 F22 Request Clarification and Support of Area F Requirements**

Whereas, Ethnic studies curriculum is essential to the holistic development and educational experiences of California community college (CCC) students, and a growing number of California community colleges are developing courses in the four core autonomous disciplines collectively referred to as ethnic studies;

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<sup>133</sup> CSU GE Breadth Requirements can be found in Executive Order 1100 at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>.

<sup>134</sup> This Chancellor's Office memorandum was sent in email and cannot be located on the CCCC website; see the memorandum located in ASCCC Resolutions shared folder at [https://drive.google.com/file/d/1g9Hbf\\_KP6Noh\\_H7h2bBFXe4npYd7h2N-/view?usp=sharing](https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing).

Whereas, During the California State University (CSU) Chancellor's Office "Office Hours for GE Submission" in January of 2021, the then Associate Vice Chancellor of the CSU told California community college (CCC) faculty not to "cut and paste" the CSU Ethnic Studies core competencies for Area F proposals, but the California State University Chancellor's Office denied the inclusion of California community college (CCC) courses submitted for CSU General Education Breadth Area F Ethnic Studies consideration that did not include Area F core competency language verbatim in the course outline of record course objectives, despite the lack of any such requirement being published or shared during any of the Area F submission information sessions;

Whereas, The California Community Colleges Chancellor's Office attempted to assist California community colleges in securing Area F approval with Memo ESS-22-300-11, June 29, 2022, addressing "difficulties being faced," and recommending "Guidance for Effective Ethnic Studies Approval" including that "the Ethnic Studies core competencies (at least 3 of the 5) must be listed (verbatim) within the Course Outline of Record"<sup>135</sup>; and

Whereas, In October of 2022, during the Southern California Intersegmental Articulation Council Meeting, the California State University (CSU) released a new "CSU Area F Ethnic Studies Requirement Rubric," which was not included in the annual reminder for December submissions and does not indicate that the competencies need to be included verbatim, but whether or not that rubric and annual reminder for Intersegmental General Education Transfer Curriculum and CSU General Education Breadth submissions are officially approved by the CSU Academic Senate and CSU Ethnic Studies Faculty Council is unclear to California community college faculty;

Resolved, That the Academic Senate for California Community Colleges request the California State University Chancellor's Office convey to the California community colleges publicly whether courses approved for Area F of the California State University General Education Breadth pattern must include at least 3 of the 5 core competencies *verbatim*;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to discern and convey whether the new California State University Area F Rubric has been officially approved or sanctioned by the California State University Ethnic Studies Faculty Council;

Resolved, That the Academic Senate for California Community Colleges request that the California State University Chancellor's Office publicly and transparently share requirements for Area F approval; and

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<sup>135</sup> Memo ES-22-300-011 Ethnic Studies Area F Course Certifications can be found at [https://drive.google.com/drive/folders/1uDQgqNL\\_O87rGSaV\\_8JBxGNildgunfQQ](https://drive.google.com/drive/folders/1uDQgqNL_O87rGSaV_8JBxGNildgunfQQ)

Resolved, That the Academic Senate for California Community Colleges continue to work with the California State University system to gain additional information on how to better support California community colleges seeking approval of courses for Area F of the California State University General Education Breadth pattern.<sup>136</sup>

Contact: Thekima Mayasa, San Diego Mesa College, Area D

ACCLAMATION

### **15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication**

Whereas, SB 850 (Block, 2014) established the statewide baccalaureate degree pilot program at no more than 15 California community colleges in subject areas with unmet workforce needs and in program areas that do not “unnecessarily duplicate similar programs offered by nearby public four-year institutions”<sup>137</sup> [Section 1.(e)], suggesting that while there may be some amount of duplication between programs proposed by California community colleges and programs offered at California State University or University of California, duplication may be necessary and is acceptable if unmet workforce needs exist or the duplication is between colleges that are not located in close proximity to each other;

Whereas, SB 850 (Block, 2014) stated that community college baccalaureate degree programs enable “place-bound local students and military veterans the opportunity to earn the baccalaureate degrees needed for new opportunities and promotion”<sup>138</sup> [Section 1.(f)], acknowledging the existence of place-bound students and the need for local access to a baccalaureate program;

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<sup>136</sup>California community college academic senates are empowered by AB 1725 (Vasconcellos, 1988) “to assume primary responsibility for making recommendations in areas of curriculum and academic standards” to governing boards of community college districts, reinforced by California Code of Regulations (CCR) , title 5, §53200 and CCR, title 5, §55002 Standards and Criteria for the Course Outline of Record.

CSUGE-B Requirements indicate “courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies” (see CSU Executive Order 1100 found at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>). However, the CCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates “the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy” (CCCO memorandum can be found in the ASCCC Resolutions shared folder at [https://drive.google.com/file/d/1g9Hbf\\_KP6Noh\\_H7h2bBFXe4npYd7h2N-/view](https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view)).

On October 20, 2022, the CSU Associate Director of General Education and Intersegmental Partnerships emailed California community college articulation officers the message, “Annual Submission of CCC Outlines for IGETC, CSU GE Breadth, and American Institutions” inviting them to submit courses “for the state’s transfer curriculum in IGETC, CSU GE Breadth, or American Institutions (AI)” which included prefix and cross-listing requirements for Area F submissions, but no mention of including the competencies “verbatim” or applying the new rubric [https://drive.google.com/file/d/19p\\_it-Fjah7ogaR3Az9CFPOHh4hqqUac/view?usp=sharing](https://drive.google.com/file/d/19p_it-Fjah7ogaR3Az9CFPOHh4hqqUac/view?usp=sharing)

<sup>137</sup> SB 850 (Block, 2014): <https://openstates.org/ca/bills/20132014/SB850/>.

<sup>138</sup> Ibid.

Whereas, AB 927 (Medina, 2021) extended the operation of the California Community College baccalaureate degree program indefinitely and expanded the opportunity to all California community colleges, while requiring that a district “identify and document unmet workforce needs in the subject area of the baccalaureate degree to be offered and offer a baccalaureate degree at a campus in a subject area with unmet workforce needs in the local community or region of the district,”<sup>139</sup> again acknowledging the importance of locality in considerations of duplication; and

Whereas, Education Code § 78042(i)(1-3) require that the Chancellor of the California Community Colleges “consult with and seek feedback from the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities,” who may “notify institutions with physical campuses in the service area of the community college district seeking the proposed baccalaureate degree”<sup>140</sup> and may submit written objections if proposed baccalaureate degrees are duplicative of existing baccalaureate degrees offered by the state universities, acknowledging the importance of locality in assessing need and potential for duplication;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system stakeholder groups to define duplication as it relates to California community college baccalaureate degree programs, with consideration to local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students; and

Resolved, That the Academic Senate for California Community Colleges work with leaders of the University of California Academic Senate and Academic Senate of the California State University through the Intersegmental Committee of Academic Senates (ICAS) to advocate for a definition of duplication that includes consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students while acknowledging the different roles and philosophical intentions of each system’s baccalaureate degrees, including in preparing students for careers, post-graduate education, and on-going research.

Contact: Cheryl Aschenbach, Executive Committee

M/S/U

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<sup>139</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>140</sup> Education Code §78042 <https://codes.findlaw.com/ca/education-code/edc-sect-78042/>.

## 15.06 F22 Supporting Health Equity in the Implementation of AB 928 (Berman, 2021)<sup>141</sup>

Whereas, “[H]ealth disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations” and result from multiple factors, including poverty, inadequate access to healthcare, individual and behavioral factors, and educational inequalities<sup>142</sup> and “[h]ealth equity is achieved when every person has the opportunity to ‘attain his or her full health potential’ and no one is ‘disadvantaged from achieving this potential because of social position or other socially determined circumstances,’”<sup>143</sup>;

Whereas, Lifelong Learning and Self-Development classes equip the student with skills for academic and career success and personal health and wellness, expose students to a wide variety of study and career pathways, and provide essential life-changing education on a variety of time-sensitive topics needed early on in college, including success strategies, human behavior, reproductive options, physical and mental health, critical thinking, stress management, information literacy, social relationships, avoiding addiction and drug and alcohol abuse, relationship to environment, self, and others involving sexuality, nutrition, and exercise, and requirements in this area motivate students to complete classes in these highly important topics, help to ensure growth in all learning domains, and contribute breadth to higher education in many essential topics which are not addressed in any other area of higher education requirements, and research demonstrates the broad benefits of physical activity on brain function, physical and mental health, and safe and effective participation in many physical activities, forms of exercise, and sport requires skill, knowledge, and appropriate instruction and supervision, and the benefits to many factors necessary to academic and career success including cognition, reduced anxiety, and depression, improved quality of life, and improved sleep outcomes<sup>144</sup>;

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<sup>141</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>142</sup> CDC- Adolescent and School Health-Health Disparities. (24 November 2020). <https://www.cdc.gov/healthyyouth/disparities/index.htm>.

<sup>143</sup> CDC- National Center for Chronic Disease Prevention and Health Promotion-Health Equity. (3 March 2022). <https://www.cdc.gov/chronicdisease/healthequity/index.htm>.

<sup>144</sup> Ehrman, J. K., Liguori, G., Magal, M., & Riebe, D. (2018). *ACSM guidelines for exercise testing and prescription (Tenth edition)*. pp. 6-21. Wolters Kluwer. [https://www.acsm.org/docs/default-source/publications-files/acsm-guidelines-download-10th-edabf32a97415a400e9b3be594a6cd7fbf.pdf?sfvrsn=aaa6d2b2\\_0](https://www.acsm.org/docs/default-source/publications-files/acsm-guidelines-download-10th-edabf32a97415a400e9b3be594a6cd7fbf.pdf?sfvrsn=aaa6d2b2_0); *Physical Activity Guidelines for Americans, 2nd Edition*. (2019). [https://health.gov/sites/default/files/2019-09/Physical\\_Activity\\_Guidelines\\_2nd\\_edition.pdf](https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf).



Whereas, Delaying access to Lifelong Learning and Self-Development (LLSD) education can have profoundly negative consequences on a student's life due to the topics covered, and California State University (CSU) and University of California (UC) institutions are less accessible due to entrance requirements<sup>145</sup> and less affordable than community colleges,<sup>146</sup> and CSUs and UCs (combined) serve fewer students than community colleges,<sup>147</sup> and many students and community members who would benefit from LLSD education at California community colleges (CCC) will never have the opportunity to attend a CSU or UC institution, and CCCs already have broad infrastructure, curriculum, faculty, and bond-funded facilities in place to widely deliver LLSD classes, and removing LLSD requirements and the opportunity for students to fulfill LLSD units at CCCs would reduce community college student educational access, impair equity, and be wasteful of public resources; and

Whereas, The California community colleges (CCC) have diverse student bodies, and, in both absolute and relative terms, when compared to California State University and University of California institutions, serve more individuals from racial, ethnic, and socio-economic groups that suffer disproportionately high levels of health disparities,<sup>148</sup> and serve more first generation college students,<sup>149</sup> removing the Lifelong Learning and Self-Development (LLSD) requirement and thereby reducing exposure and access to education in health, physical activity, and other LLSD classes at the CCCs would be immoral, unethical, and based on the populations served and the health disparities of many of those populations, and the factors contributing to health inequity including lack of access to education and removing this requirement and access would also constitute a form of structural and institutional racism<sup>150</sup>;

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<sup>145</sup> UC vs CSU minimum freshman admission requirements (2022 August).

<https://admission.universityofcalifornia.edu/counselors/files/documents/csu-uc-a-g-comparison-matrix.pdf>.

<sup>146</sup> Community College Fee Example: the fees for LAMC can be found here: <https://lamission.edu/Business-Office/Student-Fees.aspx>.

<sup>147</sup> Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (2020-2021): <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.

<sup>148</sup> Bahls, C. (2011 October 6). Health policy brief: Achieving equity in health. *Health Affairs*, 1-6. [http://healthaffairs.org/healthpolicybriefs/brief\\_pdfs/healthpolicybrief\\_53.pdf](http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_53.pdf).

<sup>149</sup> Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (most recent data is from 2020-2021): <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.

<sup>150</sup> Gee, G.C., Ford, C.L. (2011 April). Structural racism and health inequities: Old issues, new directions. *De Bois Review*. pp. 115-132. <https://pubmed.ncbi.nlm.nih.gov/25632292/>; CSU data center website with enrollment dashboard demographics: <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx>; UC disaggregated data: <https://www.universityofcalifornia.edu/about-us/information-center/disaggregated-data>; Resources pertaining to entrance requirements and cost to attend: Admission requirements for CA Community Colleges: <https://home.cccapply.org/en/colleges/requirements>; Community College Fee Example: the fees for LAMC can be found here: <https://lamission.edu/Business-Office/Student-Fees.aspx>.

Resolved, That the Academic Senate for California Community Colleges recognize Lifelong Learning and Self-Development as a vital component of early college education to support student success and health equity and recommend that it should be broadly accessible at all California community colleges to support health equity and educational equity for students, communities, and society.

Contact: Tracy Harkins, Los Angeles Mission College

M/S/C

### **15.07.01 F22 Withdraw 15.07 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement**

Motion To Withdraw Resolution 15.07

Contact: Damien Jordan, Golden West College

M/S/C

## **17.0 Local Senates**

### **17.01 F22 Establishing an Equitable Placement and Student Success Liaison**

Whereas, After the passage of AB 705 (Irwin, 2017),<sup>151</sup> the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"<sup>152</sup> clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

Whereas, AB 1705 (Irwin, 2022)<sup>153</sup> may result in additional California Community Colleges Chancellor's Office guidance on "limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances"<sup>154</sup>,

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<sup>151</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>152</sup> California Community Colleges Chancellor's Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

<sup>153</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>154</sup> *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where “about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards” and “about 40% of 11th graders” in California not meeting grade standards in English<sup>155</sup>; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to establish an Equitable Placement and Student Success Liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor’s Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5, §53200.<sup>156</sup>

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee  
M/S/C

### **17.02 F22 Textbook Automatic Billing Concerns**

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

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<sup>155</sup> Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.

<sup>156</sup> California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052<sup>157</sup> funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052<sup>158</sup>; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

### **17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator**

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to identify an open educational resources (OER) liaison (Resolution F18 17.02)<sup>159</sup> and subsequently encouraged local colleges to identify and support a faculty OER coordinator because various opportunities for obtaining funding for local OER efforts require that a coordinator be identified to oversee the work and significant increases in OER usage are reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)<sup>160</sup>;

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<sup>157</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>158</sup> California Education Code §78052:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>159</sup> Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:

<https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons>.

<sup>160</sup> Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:

<https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0>.

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) has established and supported a statewide network of OER Liaisons who facilitate OER-related communication between the colleges and the Academic Senate for California Community Colleges but who may not be locally supported to serve as OER coordinators who would engage in activities above and beyond those of OER Liaisons;

Whereas, Resolution S16 09.09<sup>161</sup> asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost (ZTC) degrees and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees, and Phase 1 of the ZTC Program is composed of grants in the amount of \$20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources (OER) as the preferred and most sustainable mechanism for eliminating course costs (Resolution F21 03.05),<sup>162</sup> positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge 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 may serve as the college's Open Educational Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage 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.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/C

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<sup>161</sup> Resolution S16 09.09 Z-Degrees and Faculty Primacy: <https://asccc.org/resolutions/z-degrees-and-faculty-primacy>.

<sup>162</sup> Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://asccc.org/resolutions/zero-means-zero-textbook-cost>.

## **17.04 F22 Advancing Equal Employment Opportunity Policies and Practices within Hiring Committees**

Whereas, Funds have been allocated from the California Community Colleges Chancellor's Office to California community colleges for Equal Employment Opportunity implementation;

Whereas, California community colleges need to move beyond performative statements and awareness to operational processes for hiring faculty to increase the diversity of candidates applying and being interviewed for full-time faculty positions;

Whereas, Respective college districts have established processes and procedures for addressing diversity throughout all steps and levels of the hiring process, including such matters as screening committee compositions, the steps for job announcements, and interview processes, among others; and

Whereas, College administrators can demonstrate strong support for the Equal Employment Opportunity process to mitigate racelighting<sup>163</sup> and racial microaggressions in hiring committees;

Resolved, That the Academic Senate for California Community Colleges provide resources for local academic senates to ensure that their respective districts demonstrate that they have operationalized board policies and resolutions that evidence a commitment to creating hiring processes and procedures that will diversify faculty membership;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that their campus' hiring committees contain diverse membership to provide a variety of perspectives in selecting candidates, as per California Code of Regulations, title 5, §53024<sup>164</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and human resources to implement accountability measures for failure to comply with the Equal Employment Opportunity policy and procedures for dealing with biased behavior on hiring committees; and

Resolved, That the Academic Senate for California Community Colleges develop resources such as a toolkit or position paper in order to support the efforts of local academic senates to implement up-to-date and well-publicized codes of conduct to prevent failed hiring searches.

Contact: Sharon Sampson, Grossmont College

ACCLAMATION

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<sup>163</sup> Wood, J. Luke and Harris, F. (2021). Racelighting in the Normal Realities of Black, Indigenous, and People of Color. *Community College Equity Assessment Lab*. <http://bmmcoalition.com/wp-content/uploads/2021/03/Racelighting-BRIEF-2021-3.pdf>.

<sup>164</sup> California Code of Regulations, title 5, §53024: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-4-employees/subchapter-1-equal-employment-opportunity-programs/article-2-other-specific-responsibilities-of-community-college-districts/section-53024-screening-and-selection-procedures>.

**17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation**

Whereas, Resolution 03.04 F21, “Develop Statewide Recommendation for Definition of Low-Cost Course Materials” tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost”;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

Contact: Michelle Pilati, Rio Hondo College

M/S/C

**REFERRED RESOLUTIONS**

**01.04 F22 Alternating Area Meeting Days**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday; and

Whereas, Saturday is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges, beginning with the spring 2023 term, hold the Area C and Area D meetings on a Friday and hold the Area A and Area B meetings on a Saturday every spring term; and

Resolved, That the Academic Senate for California Community Colleges, beginning with the fall 2023 term, hold the Area C and Area D meetings on a Saturday and hold the Area A and Area B meetings on a Friday every fall term.

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

M/S/R: Referred to the Executive Committee to research feasibility and report back information by 2023 Spring Plenary Session.

**01.05 F22 Recognition of Caucus Appointed Delegates**

Whereas, The Academic Senate for California Community Colleges serves as “the official voice of California community college faculty in academic and professional matters” and part of its mission is “to include diverse faculty, perspectives, and experiences that represent our student populations”;

Whereas, The Academic Senate for California Community Colleges caucuses were established to “form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters”;

Whereas, The Academic Senate for California Community Colleges' resolutions process provides a formal use of resolutions to identify and record the will of academic senates of the California community colleges and are presented and voted upon by delegates representing their colleges, which gives faculty the opportunity to make the most direct and significant impact on statewide-level issues; and

Whereas, Extending voting rights to the Academic Senate for California Community Colleges caucuses will lead to stronger participation and input from faculty representing diverse experiences and perspectives;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) amend its bylaws to allow for ASCCC caucuses to appoint a delegate with full voting privileges at the fall and spring plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College, Area D

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

#### **01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates**

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses to amend its ASCCC's bylaws to allow for ASCCC caucuses to appoint a delegate with the full voting privileges defined by ASCCC Bylaws Article 1, Section 1.E<sup>165</sup> at the fall and spring plenary sessions in time for caucus delegate voting at the 2023 fall plenary session with voting at all fall and spring plenary sessions going forward; and

Strike the second Resolved:

~~Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.~~

Contact: Bethany Tasaka, San Bernardino Valley College

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

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<sup>165</sup> ASCCC Bylaws can be found at <https://asccc.org/about/bylaws>.



## FAILED RESOLUTIONS

### **07.14.01 F22 Amend 07.14 Reaffirming the Mission and Vision of the California Community Colleges**

Strike the second Resolved:

~~Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and California Community Colleges Board of Governors to ensure the progress on the proposed CalGETC preserves the California Community College's mission to provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and~~

Contact: Soni Verma, Sierra College

M/S/F

### **07.15 F22 Minimum General Education Unit Requirement for High-Unit Majors**

Whereas, The current proposal to revise the associate degree general education pattern to align with the proposed lower division general education pathway would increase the minimum unit requirement to complete general education from 18 units to 21 units, which could have unintended and burdensome consequences for students completing what are commonly termed "high-unit majors"; and

Whereas, The allowance of flexibility in meeting the general education unit requirements for the associate degree for students in "high-unit majors" (many of whom are in Career and Technical Education programs that are not transfer programs) and guidance on what constitutes a high-unit major are important for meeting the needs of all students seeking to earn an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure that any revisions to the associate degree general education pattern allow students in "high-unit majors" the continued opportunity to complete the general education requirement in 18 units, rather than 21 units, inclusive of the current requirement to complete a transfer-level ethnic studies course of at least 3 units; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to provide guidance on what attributes identify majors as "high-unit majors" in order to allow local academic senates and governing boards to determine what associate degrees may be completed with 18 units of general education, and provide that guidance to all stakeholders by fall 2023.

Contact: John Freitas, Los Angeles Community College District

M/S/F

**09.01.02 F22 Amend 09.01 Removing Barriers to the Adoption of Open Educational Resources**

Add a Resolved:

Resolved, That the Academic Senate for California Community Colleges support expanding date of publication requirements to include relevant dates other than publication or copyright date, including statements of “Content reviewed and approved date” when no date of publication is available as part of all curriculum and articulation processes when OER are specified; and

Contact: Jeramy Wallace, College of San Mateo

M/S/F

**15.01.01 F22 Amend 15.01 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>166</sup> ~~and urge that if~~ the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Damien Jordan, Golden West College

M/S/F

**15.07 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer**

Whereas, The passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013)<sup>167</sup> established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

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<sup>166</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>167</sup> SB 1440 (Padilla, 2010): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=200920100SB1440](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440) and SB 440 (Padilla, 2013): [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0401-0450/sb\\_440\\_bill\\_20130912\\_enrolled.html](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.html).

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),<sup>168</sup> including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)<sup>169</sup> and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)<sup>170</sup> established and overseen by ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

M/S/F

#### **WITHDRAWN RESOLUTION**

#### **15.08 F22 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement**

Whereas, AB 928 (Berman, 2021) requires the Intersegmental Committee of Academic Senates establish a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”<sup>171</sup> by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC) that meets the requirements of AB 928;

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<sup>168</sup> The ICW document “Transfer Model Curriculum (TMC) Development Guidelines” can be found at [https://www.c-id.net/cms-uploads/cms/TMC\\_Development\\_Guidelines\\_June\\_16\\_2013\\_FINAL.doc](https://www.c-id.net/cms-uploads/cms/TMC_Development_Guidelines_June_16_2013_FINAL.doc).

<sup>169</sup> All ICW policies are available at <https://www.c-id.net/page/1>.

<sup>170</sup> The ICW document “TMC Development – An Overview of Discipline Selection” is available at [https://www.c-id.net/cms-uploads/cms/TMC\\_Development-An\\_Overview\\_of\\_Discipline\\_Selection-June\\_2\\_2015.doc](https://www.c-id.net/cms-uploads/cms/TMC_Development-An_Overview_of_Discipline_Selection-June_2_2015.doc).

<sup>171</sup> AB 928 (Berman, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928).

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the “singular lower division general education pathway”<sup>172</sup> required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC) if the California State University (CSU) maintains the “Lifelong Learning and Self-Development” area to serve as a CSU lower division graduation requirement.

Contact: Damien Jordan, Golden West College

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<sup>172</sup> AB 928 (Berman, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928).

## DELEGATES

110 voting delegates at 2022 Fall Plenary as listed below:

COLLEGE	FIRST NAME	LAST NAME
Alameda, College of	Jeffrey	Sanceri
Antelope Valley College	Van	Rider
American River College	Carina	Hoffpauir
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Gabriel	Martinez
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Michelle	Plug
Clovis College	Teresa	Mendes
College of Marin	Maria	Coulson
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa CCD	Lisa	Smiley-Ratchford
Contra Costa College	Gabriela	Segade
Copper Mountain College	Victoria	Velasquez

Cosumnes River College	Scott	Crosier
Crafton Hills College	Brandi	Bailes
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Damon	de la Cruz
De Anza College	Cheryl Jaeger	Balm
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Garry	Johnson
Foothill DeAnza CCD	Erik	Woodbury
Fresno City College	Michael	Takeda
Gavilan College	Cherise	Mantia
Glendale College	Roger	Dickes
Golden West College	Damien	Jordan
Grossmont College	Sharon	Sampson
Hartnell College	Jason	Hough
Imperial Valley College	Ric	Epps
Laney College	Nathan	Failing
Las Positas College	Craig	Kutil
Lassen College	Adam	Runyan

Los Angeles City College	Mickey	Hong
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Madera College	Lynette	Cortes Howden
Mendocino College	Nicholas	Petti
Merced College	Patrick	Mitchell
Merritt College	Monica	Ambalal
MiraCosta College	Leila	Safaralian
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Ruth	Bennington
Moreno Valley College	Felipe	Galicia
Mt. San Jacinto College	Nicholis	Zappia
Napa Valley College	Eileen	Tejada
Norco College	Kimberly	Bell
Ohlone College	Susan	Myers
Oxnard College	Elissa	Caruth

Palomar College	Wendy	Nelson
Peralta CCD	Donald	Saotome Moore
Porterville College	Robert	Simpkins
Rancho Santiago CCD	Mike	Taylor
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Saddleback College	Heidi	Ochoa
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Pablo	Martin
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell
San Jose-Evergreen CCD	Phuong (Emily)	Banh
Santa Barbara City College	Melanie	Eckford-Prosson
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Sierra College	Soni	Verma
Siskiyou, College of the	Andrea	Craddock



Skyline College	Cassidy	Ryan-White
Solano College	Joshua	Scott
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

<b>EXECUTIVE MEMBER</b>	<b>FIRST NAME</b>	<b>LAST NAME</b>
President	Virginia "Ginni"	May
Vice President	Cheryl	Aschenbach
Treasurer	Michelle	Bean
Secretary	LaTonya	Parker
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Erik	Reese
Area D	Manuel	Velez
North Rep	Christopher	Howerton
North Rep	Eric	Kirk
South Rep	Amber	Gillis
South Rep	Robert L.	Stewart Jr.
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson

