



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2022 Fall Plenary Session Resolutions

For Debate
Saturday, November 5, 2022

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair
Juan Arzola, ASCCC Resolutions 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

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

PLENARY RESOLUTIONS PROCESS

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

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

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

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

CONSENT CALENDAR

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

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

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area meetings are marked with +
- Resolutions and amendments submitted after Area meetings through Thursday are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

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

*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation

*+03.01 F22 Advancing IDEAA in Guided Pathways

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

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

*+07.10 F22 Title 5 Regulations Governing Catalog Rights

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

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

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

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

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

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1.0 Academic Senate

01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism¹

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02² 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.³

Contact: Virginia "Ginni" May, Executive Committee

*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 114,000+ noncredit students in the California Community Colleges⁴ and is foundational to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, Resolution S18 7.03⁵ asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02⁶ called for equitable noncredit distance education attendance procedures; and

¹ 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>.

² 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>.

³ 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>.

⁴ 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.

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

⁶ 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>.

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”⁷ 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

+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 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 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, 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;

⁷ Noncredit Instruction: Opportunity and Challenge (2019):
https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf.

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education, in 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

+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

+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

#1.05.01 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.E⁸ 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

⁸ ASCCC Bylaws can be found at <https://asccc.org/about/bylaws>.

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),⁹ 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 02.05¹⁰ 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

*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting review of the Draft 2024 Accreditation Standards¹¹ 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 Standards¹²;

Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"¹³ through Resolution F15 02.01; and

⁹ ACCJC 2024 Draft Accreditation Standards located at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

¹⁰ 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>.

¹¹ The Draft 2024 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

¹² The 2014 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>.

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

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"¹⁴ and disseminate the revised paper upon its adoption in fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

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 mobility¹⁵; and

Whereas, A focus on helping all students succeed may result in minoritized student communities (African American, LatinX, Pacific Islanders, Southeast Asians, Native Americans) experiencing 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 advance 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 faculty to implement pedagogical practices that are Inclusion, Diversity, Equity, Anti-racism, Accessibility (IDEAA) centered; and

¹⁴ "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

¹⁵ More information on Guided Pathways can be found at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

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 goals¹⁶ at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

4.0 Articulation and Transfer

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

Whereas, There are multiple general education patterns 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+1¹⁷ areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020)¹⁸ and AB 928 (Berman, 2021),¹⁹ the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),²⁰ the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),²¹ and the new California community colleges ethnic studies graduation requirement²² will require colleges to re-examine local general education policies and practices; and

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, resources need to be up to date to reflect the current status of general education;

¹⁶ "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).

¹⁷ 10+1 list and title 5 reference can be found on the ASCCC website at https://www.asccc.org/10_1.

¹⁸ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

¹⁹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

²⁰ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

²¹ 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>.

²² 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).

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

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

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),²³ AB 928 (Berman, 2021),²⁴ and AB 1111 (Berman, 2021)²⁵ 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),²⁶ the new Ethnic Studies general education requirements (California State University), the upcoming Ethnic Studies area of the Intersegmental General Education Transfer Curriculum (IGETC),²⁷ 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 these changes that include significant involvement of articulation officers and counselors; and

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

²³ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

²⁴ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

²⁵ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

²⁶ 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>.

²⁷ 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.

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)²⁸ 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”²⁹;

Whereas, The California Community Colleges Curriculum Committee drafted revisions³⁰ 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),³¹ AB 927 (Medina, 2021),³² AB 928 (Berman, 2021),³³ and AB 1705 (Irwin, 2022),³⁴ 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 college 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”³⁵ will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

²⁸ 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>.

²⁹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

³⁰ 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>.

³¹ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

³² AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

³³ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

³⁴ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

³⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway³⁶ for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)³⁷ consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback 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) with the Proposed General Education Pathway for the Associate Degree³⁸ so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)³⁹; 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 Committee⁴⁰ and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

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

Whereas, Resolution S22 9.03⁴¹ 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 college baccalaureate degree programs;

³⁶ 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>.

³⁷ 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>.

³⁸ 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>.

³⁹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

⁴⁰ 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>.

⁴¹ 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 college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,⁴² which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges⁴³;

Whereas, The baccalaureate degree lower division general education pattern being proposed⁴⁴ 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)⁴⁵ and proposed associate degree revisions; and

Whereas, Delegates 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),⁴⁶ and students would benefit from alignment of all three lower division general education patterns;

⁴² *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.

⁴³ 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; *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>.

⁴⁴ 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>.

⁴⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

⁴⁶ 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 college baccalaureate degrees⁴⁷ into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

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

Whereas, The governor of California approved AB 1111 (Berman, 2021) Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”⁴⁸;

Whereas, The legislature declared in AB 1111 (Berman, 2021) that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”⁴⁹;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage⁵⁰ as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

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 System⁵¹ that primarily leverages faculty to drive curricular changes;

⁴⁷ 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>.

⁴⁸ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁴⁹ Ibid.

⁵⁰ “Submit Input on Common Course Numbering Implementation” form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

⁵¹ *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>.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor's Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)⁵² and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.⁵³

Contact: Eric Wada, Executive Committee

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

Amend the first Whereas:

Whereas, The California legislature approved and the governor of California approved signed AB 1111 (Berman, 2021)⁵⁴ Common Course Numbering on October 6, 2021, 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 ~~requiring~~ the California Community College system to "adopt a common course numbering system for all general education requirement courses and transfer pathway courses";

Strike the second Whereas:

~~Whereas, The legislature declared in AB 1111 (Berman, 2021) that "C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system";~~

⁵² AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁵³ *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>.

⁵⁴ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

Add a fourth Whereas

Whereas, The implementation of AB 1111 (Berman, 2021)⁵⁵ 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;

Amend the current Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, ~~and~~ the California Community Colleges Chancellor's Office, and system and intersegmental partners as appropriate to establish implement a the common course numbering system framework established by the intersegmental AB 1111 Common Course Numbering Task Force, as required by AB 1111 (Berman, 2021),⁵⁶ and to establish through processes modeled after the established and functioning C-ID Course Identification Numbering System-; and

Add a second Resolved:

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)⁵⁷; and broadly disseminate its recommendations through its events, publications, and other appropriate venues for review and input by fall 2023.

Contact: John Freitas, Los Angeles Community College District

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,”⁵⁸ 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;

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

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”⁵⁹ 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,”⁶⁰ thereby showing the faculty commitment to ZTC and OER sustainability; and

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 ASCCC in designing and implementing California Education Code §78052⁶¹ to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

+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”⁶²;

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 College Chancellor’s Office and Board of Governors, in California Code of Regulations, title 5, §53200,⁶³ outlining faculty authority in 10+1 academic and professional matters;

⁵⁹ Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

⁶⁰ 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>.

⁶¹ California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁶² California Education Code §70902(b)(7): https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.

⁶³ 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)).

Whereas, The California Community Colleges Chancellor’s Office Call to Action⁶⁴ and the Center for Urban Education report, “California Community College Student Equity Plan Review: A Focus on Racial Equity,”⁶⁵ both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

Whereas, The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200⁶⁶ regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

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,” where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200⁶⁷; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can infuse cultural responsiveness, equity-mindedness, and anti-racism explicitly tied to each of the current 10+1 areas of academic and professional matters.

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

⁶⁴ 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>.

⁶⁵ “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.

⁶⁶ 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)).

⁶⁷ Ibid.

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

Amend the second Whereas:

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 College Chancellor's Office and Board of Governors, in California Code of Regulations, title 5, §53200⁶⁸; that defines the academic and professional matters ("the 10+1") over which outlining faculty academic senates are given authority in 10+1 academic and professional matters, yet the systemic institutionalization of IDEAA is critical to the faculty expertise that informs academic senate authority over academic and professional matters;

Amend the fourth Whereas:

Whereas, The Board of Governors of the California Community Colleges adopted the new California Code of Regulations, title 5, §51200 and §51201⁶⁹ that establish Diversity, Equity, and Inclusion (as it is stated in the regulations) as central to fulfilling the mission of the California Community Colleges; The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200 regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

Amend the first Resolved:

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 where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Delete the second Resolved:

~~Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200; and~~

⁶⁸ 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)).

⁶⁹ Ibid.

Amend the third Resolved (new second Resolved):

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can promote inclusion, diversity, equity, anti-racism, and accessibility, such as ~~infuse~~ infusing cultural responsiveness, and equity-mindedness, ~~and anti-racism explicitly tied to~~ in each of the ~~current 10+1~~ areas of academic and professional matters.⁷⁰

Contact: Jeffrey Hernandez, East Los Angeles College

+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 are generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language⁷¹;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,⁷² 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

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,”⁷³ 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, §58724.⁷⁴

⁷⁰ 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)).

⁷¹ 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.

⁷² 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)).

⁷³ 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.

⁷⁴ 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)).

Contact: Teresa Mendes, Clovis Community College, Area A

+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 education⁷⁵;

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01⁷⁶ 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 activities⁷⁷;

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services⁷⁸; and

Whereas, California Code of Regulations, title 5, §51018⁷⁹ articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520⁸⁰ 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)⁸¹ and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

⁷⁵ "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>.

⁷⁶ 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>.

⁷⁷ 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.

⁷⁸ *Ibid*, p.8.

⁷⁹ 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)).

⁸⁰ 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)).

⁸¹ 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.

+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”⁸²;

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”⁸³ 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”⁸⁴;

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”⁸⁵ 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 § 66406.9,⁸⁶ and California Education Code §78052⁸⁷ and course supplies;

⁸² Pinhel, R. (2008). *Higher education opportunity act of 2008*. <https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm>.

⁸³ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸⁴ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

⁸⁵ 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>.

⁸⁶ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸⁷ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

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 §66406.9⁸⁸ no-cost section marking requirement, and the California Education Code §78052⁸⁹ definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area 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)⁹⁰;

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary⁹¹ for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,⁹² 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

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

⁸⁹ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

⁹⁰ Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁹¹ California Community Colleges Management Information System Data Element Dictionary can be found at <https://webdata.cccco.edu/ded/xb/xb12.pdf>.

⁹² Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

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 13.01⁹³) and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9⁹⁴), 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

***+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,"⁹⁵ 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;

⁹³ Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options:

<https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁹⁴ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁹⁵ 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>.

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them 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 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”⁹⁶;

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 College Chancellor’s Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 that establish minimum requirements for catalog rights for all California community colleges that remove unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the Spring 2023 Plenary Session.

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

***+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 courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education⁹⁷;

⁹⁶ 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)).

⁹⁷ 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>.

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”⁹⁸;

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"⁹⁹; 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,”¹⁰⁰ 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”¹⁰¹;

Resolved, That the Academic Senate for California Community Colleges shall work with the California Community Colleges Chancellor’s Office and the 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

⁹⁸ 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>.

⁹⁹ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

¹⁰⁰ Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C> (see p. 42).

¹⁰¹ California Code of Regulations, title 5, §53200, Definitions.

<https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhpc=1>.

***+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 dismissal¹⁰² 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, §58621¹⁰³), 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, §58621¹⁰⁴ 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

¹⁰² 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)).

¹⁰³ 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)).

¹⁰⁴ 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, §§55031–55034¹⁰⁵] and denial of the California Promise Grants (formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621¹⁰⁶), 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

#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 we 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"¹⁰⁷; and

¹⁰⁵ 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)).

¹⁰⁶ 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)).

¹⁰⁷ 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>.

Whereas, The delegates to the Academic Senate for California Community Colleges have passed at least four resolutions¹⁰⁸ 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;

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

#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"¹⁰⁹;

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 "The California Community Colleges have always been an instrument for achieving broad access to higher education,"¹¹⁰ and where the core vision of the California Community Colleges is to put students first;

¹⁰⁸ 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>.

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>.

¹⁰⁹ California Education Code §66010.4: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-4.html>

¹¹⁰ 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 its “unparalleled commitment to affordability and accessibility,”¹¹¹ and in its 2022-23 System Budget Proposal, titled, “Students First: Leading California’s Equitable Recovery,”¹¹² noted that the Chancellor’s Office will “ensure that colleges can function at maximum effectiveness to support the success of all students in meeting their educational goals”¹¹³ by prioritizing college affordability, among other student-centered goals; and

Whereas, The proposed CalGETC,¹¹⁴ as part of the implementation of AB 928 (Berman, 2021),¹¹⁵ 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 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

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 its relative affordability, and work to preserve open access to students at the California community colleges.

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

¹¹¹ Ibid, pg. 10

¹¹² 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

¹¹³ Ibid, p.5.

¹¹⁴ 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>.

¹¹⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

^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

^07.14.02 F22 Amend 07.14 Reaffirming the Mission and Vision of the California Community Colleges

Amend 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 that California community colleges ~~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: Greg Allen, Mendocino College

#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

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 09.05¹¹⁶);

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 13.01¹¹⁷);

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,"¹¹⁸ a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers ¹¹⁹);

¹¹⁶ Resolution S19 09.05 Support the Development of Open Educational Resources (OER):
<https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

¹¹⁷ Resolution S21 13.01 Institutionalizing Open Educational Resources:
<https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

¹¹⁸ 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.

¹¹⁹ 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.

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; and

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

Contact: Michelle Pilati, Open Educational Resources Initiative

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

Add a third Resolved:

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, Rio Hondo College

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

#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)¹²⁰ authorizing the California community colleges (CCC) 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;

¹²⁰ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

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, In the Update to the Vision for Success published by the California Community Colleges Chancellor's Office in July 2021, "two-thirds of California Community College students report experiencing higher levels of anxiety, stress, depression, or mental stress than usual, and nearly half are having difficulty concentrating in school"¹²¹;

Resolved, That the Academic Senate for California Community Colleges consider increasing the proposed lower division general education pathway for the California Community College Baccalaureate Degree from 27 semester units to 30 semester units, to include Lifelong Learning and Self-Development, or include the area as part of the six additional units as mentioned in the proposal.

Contact: Tiffany Tran, Irvine Valley College

^09.02.01 F22 Amend 09.02 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree

Amend the third Whereas:

Whereas, In the ~~Update to the Vision for Success published by the California Community Colleges Chancellor's Office in July 2021, "two-thirds of California Community College students report experiencing higher levels of anxiety, stress, depression, or mental stress than usual, and nearly half are having difficulty concentrating in school"~~ Vision for success published by the California Community Colleges Chancellor's Office Diversity, Equity, Inclusion, and Accessibility (DEIA) commitment 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"¹²²; and

¹²¹ Update to the Vision for Success published by the California Community Colleges Chancellor's Office can be found at <https://www.google.com/url?q=https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf&sa=D&source=docs&ust=1667505336064273&usg=AOvVaw24mBFbRgnFd05VN6f2eKow>.

¹²² Vision for Success, Diversity, Equity, Inclusion and Accessibility Commitment, 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>

Add a fourth Whereas:

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,¹²³ and promote a higher quality of life for individuals emotionally, mentally, physically and spiritually,¹²⁴

Contact: Jason Hough, Hartnell College

^09.02.02 F22 Amend 09.02 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree

Amend the Resolved:

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. ~~increasing the proposed lower division general education pathway for the California Community College Baccalaureate degree from 27 semester units to 30 semester units, to include Lifelong Learning and Self-Development, or include the area as part of the six additional units as mentioned in the proposal.~~

Contact: Mark Edward Osea, Mendocino College

¹²³ English, L. and Mayo, P. (2021). *Lifelong Learning, Global Social Justice and Sustainability*. Palgrave Macmillan.

¹²⁴ 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 have 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 gaps¹²⁵;

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 Disruption¹²⁶);

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 Grant¹²⁷); and

Whereas, Local districts shall 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. Definitions¹²⁸);

¹²⁵ 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/>.

¹²⁶ 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>.

¹²⁷ 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).

¹²⁸ 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

***+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 our classrooms where such responses are more often targeted at women of color, disrupt teaching, and threatening safe classroom environments and learning spaces;

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting¹²⁹ and discriminatory behavior, and 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/update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise/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

¹²⁹ 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, 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 discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

15.0 Intersegmental Issues

15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC¹³⁰

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”¹³¹ 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)¹³² 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”¹³³ 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 listservs and posted on the ASCCC website home page;

¹³⁰ 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>.

¹³¹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹³² 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>.

¹³³ Ibid.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)¹³⁴ 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

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

Amend the second Resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)¹³⁵ ~~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

***+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,”¹³⁶ 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 the 2025—2026 academic year, and proposed 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 based on their knowledge and understanding of CSU GE-B and IGETC requirements; and

¹³⁴ 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>.

¹³⁵ 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>.

¹³⁶ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

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;

Resolved, That the Academic Senate for California Community Colleges work with its Academic Senate of the California State University and 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),¹³⁷ 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

+15.03 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)¹³⁸ established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),¹³⁹ including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)¹⁴⁰ and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)¹⁴¹ 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;

¹³⁷ 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>.

¹³⁸ SB 1440 (Padilla, 2010): 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.

¹³⁹ 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.

¹⁴⁰ All ICW policies are available at <https://www.c-id.net/page/1>.

¹⁴¹ 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.

Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and

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

^15.03.01 F22 Amend 15.03 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and~~

Contact: Alisa Shubb, Los Rios Community College District

+15.04 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”¹⁴²;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern¹⁴³ 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)¹⁴⁴ 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

¹⁴² AB 1460 (Weber, 2020): 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.

¹⁴³ 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>.

¹⁴⁴ AB 1460 (Weber, 2020): 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 College 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,”¹⁴⁵ where the CCCCCO 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”¹⁴⁶;

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 Ethnic Studies Taskforce 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, which 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

#15.05 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 CCCs are developing courses in the four core autonomous disciplines collectively referred to as Ethnic Studies;

¹⁴⁵ CSU GE Breadth Requirements can be found in Executive Order 1100 at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>.

¹⁴⁶ This Chancellor’s Office memorandum was sent in email and cannot be located on the CCCCCO website; see the memorandum located in ASCCC Resolutions shared folder at 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"¹⁴⁷; 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 is 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

¹⁴⁷ Memo ES-22-300-011 Ethnic Studies Area F Course Certifications can be found at 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.¹⁴⁸

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

#15.06 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”¹⁴⁹ (Section 1.(e)), suggesting that while there may be some amount of duplication between programs proposed by a 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”¹⁵⁰ (Section 1.(f)), acknowledging the existence of place-bound students and the need for local access to a baccalaureate program;

¹⁴⁸California 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).

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-Fjah7ogaR3Az9CFPOHh4hqkUac/view?usp=sharing

¹⁴⁹ SB 850 (Block, 2014): <https://openstates.org/ca/bills/20132014/SB850/>.

¹⁵⁰ 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”¹⁵¹, 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”¹⁵² 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 for 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

#15.07 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”¹⁵³ by May 31, 2023;

¹⁵¹ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

¹⁵² Education Code §78042 <https://codes.findlaw.com/ca/education-code/edc-sect-78042/>.

¹⁵³ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

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;

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”¹⁵⁴ 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

^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

¹⁵⁴ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

#15.08 F22 Supporting Health Equity in the Implementation of AB 928 (Berman, 2021)¹⁵⁵

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 inequalities¹⁵⁶ and “Health 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,””¹⁵⁷;

Whereas, Lifelong Learning and Self-Development (LLSD) classes equip the student with skills for academic and career success, personal health and wellness, exposes 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 (sexuality, nutrition, 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, and 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 outcomes¹⁵⁸;

¹⁵⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹⁵⁶ CDC- Adolescent and School Health-Health Disparities. (24 November 2020). <https://www.cdc.gov/healthyyouth/disparities/index.htm>.

¹⁵⁷ CDC- National Center for Chronic Disease Prevention and Health Promotion-Health Equity. (3 March 2022). <https://www.cdc.gov/chronicdisease/healthequity/index.htm>.

¹⁵⁸ 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; *Physical Activity Guidelines for Americans, 2nd Edition*. (2019). 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 (entrance requirements)¹⁵⁹ and less affordable than community colleges¹⁶⁰, and CSUs and UCs (combined) serve fewer students than community colleges,¹⁶¹ many students and community members who would benefit from LLSD education at community colleges will never have the opportunity to attend a CSU or UC institution, and community colleges already have broad infrastructure, curriculum, faculty, and bond-funded facilities in place to widely deliver LLSD classes, removing LLSD requirements and the opportunity for students to fulfill LLSD units at community colleges would reduce community college student educational access, impair equity, and be wasteful of public resources; and

Whereas, The California community colleges have diverse student bodies, and in both absolute and relative terms, when compared to California State University (CSU) and University of California (UC) institutions, serve more individuals from racial, ethnic, and socio-economic groups that suffer disproportionately high levels of health disparities,¹⁶² and serve more first generation college students,¹⁶³ 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 community colleges 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- removing this requirement and access would also constitute a form of structural and institutional racism¹⁶⁴;

¹⁵⁹ UC vs CSU minimum freshman admission requirements (2022 August).

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

¹⁶⁰ Community College Fee Example: the fees for LAMC can be found here: <https://lamission.edu/Business-Office/Student-Fees.aspx>.

¹⁶¹ 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>.

¹⁶² 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.

¹⁶³ 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>.

¹⁶⁴ 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 recommends that it should be broadly accessible at all community colleges to support health equity and educational equity for students, communities, and society;

Resolved, That the Academic Senate for California Community Colleges support student health equity and recommends that title 5 be amended to ensure that Lifelong Learning and Self-Development (LLSD) Education be a local graduation requirement for all community colleges, and also recommends that LLSD be included in local general education at all community colleges; and

Resolved, That the Academic Senate for California Community Colleges urge the University of California, California State University, and California community colleges to work together to avoid negative consequences to health equity for Californians in the implementation of AB 928 (Berman, 2021),¹⁶⁵ and to retain broad access for all students to fulfill Lifelong Learning and Self-Development requirements at the community college level in support of health equity for students and the community, and to support student success, and early exposure to the concepts, fields of study, career options therein.

Contact: Tracy Harkins, Los Angeles Mission College

^15.08.01 F22 Amend 15.08 Supporting Health Equity in the Implementation of AB928

Strike the Second Resolved:

~~Resolved, That the Academic Senate for California Community Colleges supports student health equity and recommends that title 5 be amended to ensure that Lifelong Learning and Self-Development (LLSD) Education be a local graduation requirement for all community colleges, and also recommends that LLSD be included in local general education at all community colleges; and~~

Strike the Third Resolved:

~~Resolved, That the Academic Senate for California Community Colleges urges the University of California, California State University, and California community colleges to work together to avoid negative consequences to health equity for Californians in the implementation of AB 928 (Berman, 2021),¹⁶⁶ and to retain broad access for all students to fulfill Lifelong Learning and Self-Development requirements at the community college level in support of health equity for students and the community, and to support student success, and early exposure to the concepts, fields of study, career options therein.~~

Contact: Sharyn Eveland, Taft College

¹⁶⁵ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹⁶⁶ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

17.0 Local Senates

17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Whereas, After the passage of AB 705 (Irwin, 2017),¹⁶⁷ the November 2020 California Community Colleges Chancellor’s Office “Validation of Practices Memo”¹⁶⁸ 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)¹⁶⁹ 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”¹⁷⁰;

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 English¹⁷¹; 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;

¹⁶⁷ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

¹⁶⁸ 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>.

¹⁶⁹ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

¹⁷⁰ *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/>.

¹⁷¹ 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>.

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics 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, §53200.¹⁷²

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee

+17.01.01 Amend 17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Amend the first Resolved

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more ~~teaching and/or counseling~~ 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

Contact: Gabriel Martinez, Berkeley City College, Area B

^17.01.02 Amend 17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Add a new first Resolved:

Resolved, That the Academic Senate for California Community Colleges 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.

Contact: Davena Burns-Peters, San Bernardino Valley College

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;

¹⁷² 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 §78052¹⁷³ 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 §78052¹⁷⁴; 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

***+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)¹⁷⁵ 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)¹⁷⁶;

¹⁷³ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

¹⁷⁴ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

¹⁷⁵ Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:

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

¹⁷⁶ 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 09.09¹⁷⁷ 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),¹⁷⁸ 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 Education 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

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

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

¹⁷⁷ Resolution S16 09.09 Z-Degrees and Faculty Primacy: <https://asccc.org/resolutions/z-degrees-and-faculty-primacy>.

¹⁷⁸ Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://asccc.org/resolutions/zero-means-zero-textbook-cost>.

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, The respective college district has 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 racelighting¹⁷⁹ 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, §53024¹⁸⁰;

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, 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

#17.05 F22 Consider 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

¹⁷⁹ 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>.

¹⁸⁰California 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>.

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 consider \$30 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

^17.05.01 F22 Amend 17.05 Consider Student Senate for California Community Colleges Low-Cost Recommendation

Amend the Title:

Amend 17.05 F22 ~~Consider~~ Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Amend the Resolved:

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

Contact: Karen Chow, Executive Committee