



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2022 Fall Plenary Session Resolutions

For Discussion at AREA MEETINGS

October 14/15, 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 during the plenary session are marked with #

- *01.01 F22 Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism
- *01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- *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
- *04.01 F22 General Education in the California Community College System Paper
- *07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway
- *07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees
- *07.03 F22 Model the Common Course Numbering System and Processes after C-ID
- *07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
- *09.01 F22 Removing Barriers to the Adoption of Open Educational Resources
- *15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
- *17.01 F22 Establishing an Equitable Placement and Student Success Liaison
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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 a foundation 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

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),⁸ 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 02.05⁹ 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).

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

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

⁹ 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>.

Contact: Nghiem Thai, Merritt College, Accreditation Committee

4.0 Articulation and Transfer

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

Whereas, There are multiple general education patterns established to meet requirements for California community colleges 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+1¹⁰ 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)¹¹ and AB 928 (Berman, 2021),¹² the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),¹³ the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),¹⁴ and the new California community colleges ethnic studies graduation requirement¹⁵ will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to 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;

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

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

¹¹ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

¹² AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹³ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

¹⁴ 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>.

¹⁵ Proposed Revisions to Title 5, Section 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/ccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.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)¹⁶ that meets the requirements of AB 928 (Berman, 2021)¹⁷ 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”;

Whereas, The California Community Colleges Curriculum Committee drafted revisions¹⁸ 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),¹⁹ AB 927 (Medina, 2021),²⁰ AB 928 (Berman, 2021),²¹ and AB 1705 (Irwin, 2022),²² 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” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

¹⁶ 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>.

¹⁷ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹⁸ 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>.

¹⁹ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

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

²¹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

²² AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway²³ for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)²⁴ 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 Degree²⁵ so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)²⁶; 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 Committee²⁷ 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 9.03²⁸ 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;

²³ 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>.

²⁴ 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>.

²⁵ 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>.

²⁶ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

²⁷ 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>.

²⁸ 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,²⁹ 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 Colleges³⁰;

Whereas, The baccalaureate degree lower division general education pattern being proposed³¹ 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)³² 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),³³ and students would benefit from alignment of all three lower division general education patterns;

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 degrees³⁴ into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

²⁹ *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at https://www.cccco.edu/-/media/CCCO-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.

³⁰ 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>.

³¹ 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>.

³² AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

³³ Ibid.

³⁴ 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>.

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

Whereas, The governor of California approved AB 1111 (Berman, 2021)³⁵ 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”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)³⁶ that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage³⁷ 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 System³⁸ that primarily leverages faculty to drive curricular changes;

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)³⁹ and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.⁴⁰

Contact: Eric Wada, Executive Committee

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

Whereas, California Education Code §78052⁴¹ states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” 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;

³⁵ AB 1111 (Berman, 2021): https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

³⁶ Ibid.

³⁷ “Submit Input on Common Course Numbering Implementation” form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

³⁸ *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>.

³⁹ AB 1111 (Berman, 2021): https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁴⁰ *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>.

⁴¹ California Education Code §78052:

https://leginfo.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”⁴² 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,”⁴³ 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 §78052⁴⁴ to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

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 09.05⁴⁵);

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 13.01⁴⁶);

⁴² Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

⁴³ 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>.

⁴⁴ California Education Code §78052: https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁴⁵ Resolution S19 09.05 Support the Development of Open Educational Resources (OER): <https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

⁴⁶ Resolution S21 13.01 Institutionalizing Open Educational Resources: <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

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 2.3⁴⁷ 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,” a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers ⁴⁸);

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

15.0 Intersegmental Issues

***15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC⁴⁹**

Whereas, AB 928 (Berman, 2021)⁵⁰ 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” by May 31, 2023;

⁴⁷ 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.

⁴⁸ 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.

⁴⁹ 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>.

⁵⁰ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.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)⁵¹ 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” 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;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)⁵² 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

17.0 Local Senates

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

Whereas, After the passage of AB 705 (Irwin, 2017),⁵³ the November 2020 California Community Colleges Chancellor’s Office “Validation of Practices Memo”⁵⁴ 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;

⁵¹ 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>.

⁵² 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>.

⁵³ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

⁵⁴ 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>.

Whereas, AB 1705 (Irwin, 2022)⁵⁵ 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”⁵⁶;

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 English⁵⁷; and

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

Resolved, That the Academic Senate for California Community Colleges 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 § 53200.⁵⁸

Contact: Howard Eskew, San Diego Mesa College, Relations with Local Senates Committee

⁵⁵ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

⁵⁶ *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/>.

⁵⁷ 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>.

⁵⁸ California Code of Regulations, title 5 § 53200 refers to academic and professional matters commonly known as the 10+1.

***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;

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 §78052⁵⁹ 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 §78052⁶⁰; 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

⁵⁹ California Education Code §78052:

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

⁶⁰ California Education Code §78052:

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