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### 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 \_\_\_\_\_)  
Resolution Procedures (Part II in \_\_\_\_\_)  
Resolution

## 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



## 1.0 Academic Senate

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

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

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

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

Contact: Virginia "Ginni" May, Executive Committee

\*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 Colleges<sup>4</sup> and is a foundation to current inclusion, diversity, equity, antiracism, and accessibility efforts;

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

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



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+1<sup>10</sup> 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)<sup>11</sup> and AB 928 (Berman, 2021),<sup>12</sup> the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),<sup>13</sup> the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),<sup>14</sup> and the new California community colleges ethnic studies graduation requirement<sup>15</sup> 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

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

<sup>11</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>12</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>13</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>14</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>15</sup> 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)<sup>16</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>17</sup> 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 revisions<sup>18</sup> to the language of the California Code of Regulations, title 5, §§ 55060--55064 for the associate degree during the 2021--2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),<sup>19</sup> AB 927 (Medina, 2021),<sup>20</sup> AB 928 (Berman, 2021),<sup>21</sup> and AB 1705 (Irwin, 2022),<sup>22</sup> and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community 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

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<sup>16</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>17</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>18</sup> Proposed revisions to California Code of Regulations, title 5, §§55060-



Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway<sup>23</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>24</sup> 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 Degree<sup>25</sup> so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)<sup>26</sup>; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor’s Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060--55064 by the California Community Colleges Curriculum Committee<sup>27</sup> 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 9.03<sup>28</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor’s Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

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<sup>23</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>24</sup> Proposed CalGETC Pathway located on the ASCCC website at [https://asccc.org/sites/default/files/2022-08/Screen%203\(r%20\(1\)7\(0\)7\(1\)11\(G\)6\(ene\)-3\(ra\)3\(l\)5\(%\)-9\(2\)7\(0\)7\(E\)-11\(duca\)-22\(t\)10\(i\)5\(on%\)-7\(2\)aLtio\)9 w186 0 1 72.025 189.3 Tm](https://asccc.org/sites/default/files/2022-08/Screen%203(r%20(1)7(0)7(1)11(G)6(ene)-3(ra)3(l)5(%)-9(2)7(0)7(E)-11(duca)-22(t)10(i)5(on%)-7(2)aLtio)9 w186 0 1 72.025 189.3 Tm)



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

Whereas, The governor of California approved AB 1111 (Berman, 2021)<sup>35</sup> 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 Academic Senate for California Community Colleges recognizes that open educational resources (OER) are “ the preferred and most sustainable mechanism for eliminating course costs” <sup>42</sup> and that it should “ work with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,” <sup>43</sup> 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

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

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)<sup>51</sup> that meets the requirements of AB 928;

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

Whereas, AB 1705 (Irwin, 2022)<sup>55</sup> may result in additional California Community Colleges Chancellor's Office guidance on "limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances"<sup>56</sup>;

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where "about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards" and "about 40% of 11th graders" in California not meeting grade standards in English<sup>57</sup>; and

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

Resolved, That the Academic Senate for California Community Colleges 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.<sup>58</sup>

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

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<sup>55</sup> AB 1705 (Irwin, 2022): [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>56</sup> . California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill>:

