ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2026 Fall Plenary Session Resolutions

Preliminary Plenary Resolutions Packet

ASCCC RESOLUTIONS COMMITTEE 2026-2027

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Legend:

* indicates a resolution or amendment on the consent agenda
+ indicates a resolution or amendment forwarded from an Area meeting
# indicates a resolution or amendment received between the Area meeting and 22 October 2026, the last day to submit non-urgent resolutions
^ indicates an urgent resolution or an amendment received by the 6 November 2026 deadline during the 2026 Fall Plenary Session

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, however no reasons need to be given to remove an item from consent.

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RESOLUTIONS CATEGORIES

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102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

PROPOSED RESOLUTIONS

101. CURRICULUM

*101.01 F26 COMMON COURSE NUMBERING COURSE TEMPLATE ITERATIVE REVIEW PROCESS

Whereas, The Intersegmental Committee of the Academic Senates issued a memo[1] that enables Common Course Numbering (CCN) course templates to be used for University of California baseline transferability and the California General Education Transfer Curriculum (Cal-GETC) and includes an iterative feedback process for template improvement;

Whereas, Articulation processes, such as University of California baseline transferability and the California General Education Transfer Curriculum, have a single annual submission deadline, with the exception of technical revisions; and

Whereas, Common Course Numbering course template refinement involves a single template for a course rather than up to 115 course outlines of record for a single course;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office, and California Community Colleges Chancellor's Office to develop processes for additional submission opportunities which includes a timeline for updating Common Course Numbering (CCN) templates based on received feedback that incorporates time for CCN faculty workgroup revisions and resubmission for review within the same submission cycle.

Contact: Erik D. Reese, ASCCC Transfer, Articulation, and Student Services Committee

*101.02 F26 TRANSPARENCY IN CAL-GETC COURSE REVIEW AND DENIALS

Whereas, California community college faculty rely on the published California General Education Transfer Curriculum (Cal-GETC) Standards and Guiding Notes when developing and submitting general education courses for Cal-GETC approval;

Whereas, California General Education Transfer Curriculum course denials may not provide sufficient information for faculty to understand the basis for denial or how to revise a course for resubmission; and

Whereas, Transparency and timely reconsideration of course decisions are essential to a consistent and effective intersegmental course review process;

Resolved, That the Academic Senate for California Community Colleges advocate for California General Education Transfer Curriculum (Cal-GETC) course denial feedback that identifies the elements of the submitted Course Outline of Record (COR) that did not meet the applicable Cal-GETC Standards rather than solely restating published Standards or Guiding Notes;

Resolved, That the Academic Senate for California Community Colleges work intersegmentally to develop and publish California General Education Transfer Curriculum (Cal-GETC) course review criteria, such as a rubric or similar resource, that demonstrates how the Cal-GETC Standards and Guiding Notes are applied to course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), and California Community Colleges Chancellor's Office (CCCCO) to

[1] May 2026 ICAS Common Course Numbering Templates Memo

establish a timely process for reconsideration or appeal of California General Education Transfer Curriculum (Cal-GETC) course denials without requiring colleges to wait until the next annual submission cycle.

Contact: Erik D. Reese, ASCCC Transfer, Articulation, and Student Services Committee

*+101.02.01 F26 AMEND 101.02 F26 TRANSPARENCY IN CAL-GETC COURSE REVIEW AND DENIALS

Add a 4th whereas

Whereas, Colleges have limited opportunities to seek clarification regarding denial decisions, to discuss the reviewers' interpretations of published standards, or to provide additional context regarding the submitted Course Outline of Record, which may hinder consistency, transparency, and continuous improvement in the course review process;

Amend the 2nd resolved

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), and California Community Colleges Chancellor's Office (CCCCO) to establish a formal and timely process for communication and clarification between colleges and California General Education Transfer Curriculum (Cal-GETC) reviewers, including opportunities to discuss denial decisions, interpretations of standards, and potential course revisions prior to or as part of a reconsideration process as well as reconsideration or appeal of California General Education Transfer Curriculum (Cal-GETC) course denials without requiring colleges to wait until the next annual submission cycle.

Contact: Randy Beach, Southwestern College, Area D

*101.03 F26 RESOURCES AND GUIDANCE REGARDING MIRRORED COURSES

Whereas, Mirrored courses refer to offering both credit and noncredit versions of the same course providing additional opportunities for students;

Whereas, There is growing interest in offering mirrored courses across the state and local implementation raises questions regarding curriculum and student guidance; and

Whereas, California Code of Regulations Title 5 §55062 provides a possible mechanism for students to receive credit for prior learning for noncredit courses if both noncredit and credit versions of the course exist at the college;

Resolved, That the Academic Senate for California Community Colleges develop resources that provide guidance regarding appropriate uses of mirrored courses in the best interest of students, including good practice of awarding credit for prior learning for mirrored noncredit courses, and present them to the field by the Spring 2028 Plenary Session.

Contact: Erik D. Reese, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

+101.04 F26 PROTECTING MODALITY-NEUTRAL ARTICULATION AND TRANSFER OF CALIFORNIA COMMUNITY COLLEGE COURSES

Whereas, California Community College students rely on established articulation agreements to make informed educational plans, determine how completed coursework will apply toward transfer requirements, and progress efficiently toward degrees; and failure to honor established articulation agreements can result in repeated coursework, additional costs and requirements, and delayed transfer or degree completion;[2]

[2] ASSIST Resource Center. https://resource.assist.org

Whereas, The California Community Colleges Chancellor's Office clarified in an October 2026 Dear Colleagues communication that there has been no change to California State University (CSU) articulation policy for online courses; that mathematics (which has been the subject of a CSU Math Council Resolution)[3] and other courses should continue to be accepted regardless of modality consistent with existing policy; and that articulation decisions should be based on established curricular criteria rather than whether a course or its assessments were delivered online or included in-person proctoring;[4]

Whereas, The Intersegmental Committee of the Academic Senates (ICAS) has long recognized the Course Outline of Record (COR) as foundational to articulation and, in its May 15, 2026 Common Course Numbering (CCN) Templates Memo, addressed the use of faculty-developed CCN templates as a basis for transferability and articulation determinations; the Academic Senate for California Community Colleges likewise describes the COR[5] as the official curricular document establishing the content, objectives, methods of evaluation, and other elements expected across sections of a course;[6] and

Whereas, Title 5 §53200 identifies curriculum, including establishing prerequisites and placing courses within disciplines, as an academic and professional matter, and the Academic Senate for California Community Colleges has previously affirmed that instructional modality is within faculty purview and that faculty retain professional discretion in implementing an approved Course Outline of Record while meeting its required content, objectives, and evaluation expectations;[7]

Resolved, That the Academic Senate for California Community Colleges affirm that articulation and transfer determinations for California Community College courses should be based upon established curricular standards, including the approved Course Outline of Record and applicable Common Course Numbering templates, and should not be denied solely because a course was offered online, included online assessments, or did not require in-person proctored examinations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, Academic Senate of the California State University, Intersegmental Committee of the Academic Senates, and other appropriate intersegmental partners to promote consistent implementation of modality-neutral articulation practices and to ensure that established articulation agreements are honored regardless of the modality in which a course was completed; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, curriculum committees, articulation officers, counseling faculty, discipline faculty, admissions and records professionals, and other appropriate college constituencies to identify and report instances in which established articulation or transfer credit is denied solely because of instructional modality or the absence of in-person proctored examinations to the California Community Colleges Chancellor's Office and support systemwide efforts to resolve such inconsistencies so that students are not required to repeat successfully completed coursework or experience unnecessary barriers to transfer.

Contact: Stephanie Curry, Reedley College, Area A

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[3] CSU Mathematics Council. "Resolution Regarding Academic Integrity" (2026)

[4] Todd, James E., Ph.D., Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office. Dear Colleagues communication regarding articulation of online mathematics and other courses, instructional modality, and in-person proctoring (October 2026)

[5] Academic Senate for California Community Colleges. The Course Outline of Record: A Curriculum Reference Guide. ASCCC. https://asccc.org/sites/default/files/COR.pdf

[6] Todd, James E., Ph.D., Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office. Dear Colleagues communication regarding articulation of online mathematics and other courses, instructional modality, and in-person proctoring (October 2026)

[7] Academic Senate for California Community Colleges. Resolution 9.03 S21, "Faculty Purview over Course Modality," Spring 2021 Resolutions; and Beth Smith, "The Course Outline of Record vs. Academic Freedom," ASCCC Rostrum, September 2011.

*+101.05 F26 CREATE A PAPER ON DIRECT ASSESSMENT COMPETENCY-BASED EDUCATION

Whereas, In June 2021 the Chancellor's Office launched the multi-year Direct Assessment Competency-Based Education (CBE) Collaborative comprised of eight pilot colleges tasked with developing California's first direct assessment CBE associate degree programs;

Whereas, The Collaborative's experience demonstrated that replacing time-based measurements of learning with demonstrations of mastery of competency requires diverse faculty leadership to address statewide and local academic and professional matters such as curriculum and program development standards, assessment, grading, student support, faculty roles, instructional delivery, regular and substantive interaction, credit-hour equivalency, and others;

Whereas, At its Fall 2025 Plenary Session, the Academic Senate for California Community Colleges endorsed the General Education Competencies developed by faculty representatives from the Direct Assessment Competency-Based Education Collaborative as an optional tool that colleges may adopt, adapt, or use to support the development of local associate degrees using a direct assessment competency-based approach; and

Whereas, Title 5 § 53200(c) recognizes academic senate authority over academic and professional matters, including curriculum, degree and certificate requirements, grading policies, standards regarding student preparation and success, faculty professional development, program review, and institutional planning, making faculty leadership essential to the design, development, approval, implementation, and continuous improvement of direct assessment Competency-Based Education programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on direct assessment competency-based education that explains the model and California regulatory context, documents lessons from the faculty experience of the Direct Assessment Competency-Based Education (CBE) Collaborative, and provides guidance for local academic senates to assert their 10+1 authority and ensure faculty leadership in the design, development, approval, implementation, and continuous improvement of direct assessment CBE curriculum and programs.

Contact: Dolores Davison, Foothill College, Area B

102. DEGREE AND CERTIFICATE REQUIREMENTS

*102.01 F26 DEVELOP GUIDANCE ON CATALOG RIGHTS AND CAL-GETC

Whereas, The implementation of the California General Education Transfer Curriculum (Cal-GETC) has created on-going questions regarding catalog rights for students with varied enrollment histories, including dual enrollment and prior California State University (CSU) attendance;

Whereas, Inconsistent application of catalog rights may require students to complete new general education requirements despite previously completed applicable coursework, resulting in excess units, financial aid implications, and delayed completion or transfer; and

Whereas, Colleges would benefit from consistent guidance on the intersection of catalog rights, the California General Education Transfer Curriculum (Cal-GETC), the Intersegmental General Education Transfer Curriculum (IGETC), the California State University General Education (CSU GE) Breadth, continuous enrollment, and movement between California public higher education segments;

Resolved, That the Academic Senate for California Community Colleges develop resources providing guidance on catalog rights and California General Education Transfer Curriculum (Cal-GETC) that supports recognition of previously completed general education coursework and minimizes unnecessary repetition of coursework and excess units and present to the field by the Spring 2028 Plenary Session.

Contact: Luke Lara ASCCC Transfer, Articulation, and Student Services Committee

*102.02 F26 UPDATE INTERSEGMENTAL PASS-ALONG PRACTICES FOR CAL-GETC

Whereas, The credit evaluation process where a community college accepts general education (GE) courses completed at a prior, regionally accredited U.S. institution to satisfy local degree requirements or a transfer general education pattern is known as pass-along credit;

Whereas, Existing intersegmental pass-along practices were developed prior to the implementation of the California General Education Transfer Curriculum (Cal-GETC);

Whereas, Applying current California General Education Transfer Curriculum (Cal-GETC) course approval criteria, such as the Area 1B writing requirement, to previously completed California State University General Education (CSU GE) approved coursework may not recognize prior faculty curricular determinations of course content and rigor; and

Whereas, Requiring students to repeat substantially comparable general education coursework may result in excess units, potential financial aid implications, and delay transfer and completion;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), California Community Colleges Chancellor's Office (CCCCO), and other appropriate intersegmental partners to update California General Education Transfer Curriculum (Cal-GETC) pass-along practices in a manner that respects faculty curricular authority, minimizes unnecessary repetition of previously approved general education coursework, and ensures that agreed-upon practices are documented and maintained in a centralized, publicly accessible resource.

Contact: Luke Lara, ASCCC Transfer, Articulation, and Student Services Committee

+102.03 F26 DEFINING THE ACCELERATED APPLIED BACCALAUREATE DEGREE IN TITLE 5

Whereas, Resolution 09.02 F15 directed the Academic Senate for California Community Colleges to work with the Chancellor's Office to define the community college baccalaureate degree in Title 5 as a minimum of 120 semester units[8], and that definition, now in California Code of Regulations, title 5, section 55092 (2025)[9], should remain the standard for the baccalaureate degree;

Whereas, The Accrediting Commission for Community and Junior Colleges defines a baccalaureate degree as representing "120 semester or 180 quarter units, or 90 semester hours or 135 quarter hours for an accelerated applied bachelor's degree" in its Accreditation Handbook (May 2026)[10], so that accreditation no longer stands in the way of a California community college offering such a degree and the remaining barrier is Title 5 itself; and

Whereas, An accelerated applied baccalaureate degree of not fewer than 90 semester units, designed by faculty around applied learning and built on the existing associate degree and California General Education Transfer Curriculum pathway, would reduce time and cost to a bachelor's degree for working adults without lowering the expectations attached to any course;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 to define an accelerated applied baccalaureate degree at California community colleges as a minimum of 90 semester or 135 quarter units, while retaining the 120-unit minimum for the baccalaureate degree; and

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[8] Academic Senate for California Community Colleges, Resolution 09.02 F15, Defining the Parameters of the California Community College Baccalaureate Degree in Title 5 (Fall 2015), https://www.asccc.org/resolutions/defining-parameters-california-community-college-baccalaureate-degree-title-5

[9] California Code of Regulations, title 5, section 55092, Conditions for Awarding the Baccalaureate Degree, https://www.law.cornell.edu/regulations/california/5-CCR-55092

[10] Accrediting Commission for Community and Junior Colleges, Accreditation Handbook, May 2026 Edition, Glossary, p. 39, https://accjc.org/accreditation-handbook-and-report-templates/

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that an accelerated applied baccalaureate degree builds on the existing associate degree and California General Education Transfer Curriculum pathway without change to lower division general education, includes upper division coursework and upper division general education as required by Title 5, is approved through the local curriculum process, and is offered only where a college chooses to offer it.

Contact: Randy Beach, Southwestern College, Area D

+102.04 F26 ADD ACCELERATED APPLIED BACCALAUREATE DEGREES TO TITLE 5

Whereas, Equitable baccalaureate attainment is Strategic Direction 1 of Vision 2030—July 2025 Edition[11] and adding a three-year, 90 unit Accelerated Applied Baccalaureate Degree Program option, designed by faculty around applied learning and built on the existing general education and degree requirements, would reduce time and cost to a bachelor's degree for working adults without lowering the expectations;

Whereas, Title 5 Division 5 Chapter 1 Subchapter 2[12] updated to reallow the California State University system to award Bachelor of Education, Bachelor of Professional Studies, and Bachelor of Applied Studies degrees with requirements of 90 minimum semester units and 120 maximum semester units;

Whereas, Resolution 09.02 F15 directed the Academic Senate for California Community Colleges to work with the Chancellor's Office to define the community college baccalaureate degree in Title 5 as a minimum of 120 semester units[13], and that definition is now in California Code of Regulations, Title 5, §55091 and §55092 in accordance with AB 927[14] with recent legislation (AB 2694[15], and SB 960[16]) requiring proposed Baccalaureate Degree Programs to address unmet current or projected workforce needs; and

Whereas, Though the Accelerated Applied Baccalaureate Degree Program model is recognized by The Accrediting Commission for Community and Junior Colleges in its Accreditation Handbook (May 2026)[17], it is viewed as an emerging award and still considered experimental in most fields so graduate schools, state licensing boards, and employer recognition may not be equate 120-unit and 90-unit BDPs;

Resolved, That the Academic Senate for California Community Colleges advocate for the update of California Code of Regulations Title 5 §55091 and §55092 to include both accelerated applied baccalaureate and (traditional) baccalaureate degree programs in regulation language such as the following

“Section 55091. Baccalaureate Degree Upper Division Course Requirements.

(c) A baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of 40 semester or 60 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of nine semester or 13.5 quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

(d) An accelerated applied baccalaureate degree requires fulfillment of the following upper division requirements:

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[11] CCCCO Vision 2030 Report

[12] Title 5 Division 5 Chapter 1 Subchapter 2

[13] Academic Senate for California Community Colleges, Resolution 09.02 F15, Defining the Parameters of the California Community College Baccalaureate Degree in Title 5 (Fall 2015), https://www.asccc.org/resolutions/defining-parameters-california-community-college-baccalaureate-degree-title-5

[14] AB 927 (2021)

[15] AB 2694 (2026)

[16] SB 960 (2026)

[17] Accrediting Commission for Community and Junior Colleges, Accreditation Handbook, May 2026 Edition, Glossary, p. 39, https://accjc.org/accreditation-handbook-and-report-templates/

(1) A minimum of 30 semester or 45 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of nine semester or 13.5 quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

(~~d~~ e) A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

(~~e~~ f) Enrollment in upper division courses shall be limited to students admitted to a baccalaureate or accelerated applied baccalaureate program at a California community college.

(g) Upper division coursework while enrolled in a baccalaureate program may count towards the 60 semester unit requirement for the related associate degree."

"Section 55092. Conditions for Awarding the Baccalaureate Degree.

(a) District governing boards shall confer the baccalaureate or accelerated applied baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

(1) Completion of ~~a minimum of 120 semester or 180 quarter units~~ the minimum number of units approved:

(A) shall be no fewer than 90 semester or 135 quarter units and less than 120 semester or 180 quarter units for the accelerated applied baccalaureate degree.

(B) shall be no fewer than 120 semester or 180 quarter units for the baccalaureate degree.

(2) Completion of a minimum of 36 semester or 54 quarter units of general education that includes:

(A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate, accelerated applied baccalaureate, and baccalaureate degrees;

(B) Completion of the upper division general education requirements in Section 55091;

(C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division." ;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that an accelerated applied baccalaureate degree builds on the existing associate degree and California General Education Transfer Curriculum pathway without change to lower division general education, includes upper division coursework and upper division general education as required by Title 5, is approved through the local curriculum process, and is offered only where a college chooses to offer it; and

Resolved, That Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure the review process for Baccalaureate Degree Program applications is structured in a way to equitably evaluate 90-unit and 120-unit proposals.

Contact: Erica Menchaca Giblin, Bakersfield College, Area A

+102.05 F26 CHANGE REQUIREMENTS OF BACCALAUREATE DEGREES TO ACCELERATED BACCALAUREATE DEGREES IN TITLE 5

Whereas, Equitable baccalaureate attainment is Strategic Direction 1 of Vision 2030—July 2025 Edition[18] and moving to a three-year, 90 unit Accelerated Baccalaureate Degree Program model will decrease student costs and increase access;

Whereas, Title 5 Division 5 Chapter 1 Subchapter 2[19] updated to reallow the California State University system to award Bachelor of Education, Bachelor of Professional Studies, and Bachelor of Applied Studies degrees with requirements of 90 minimum semester units and 120 maximum semester units; and

Whereas, Past and recent legislation (AB 927[20], AB 2694[21], and SB 960[22]) establish Baccalaureate Degree Programs indefinitely in order to address unmet current or projected workforce needs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Accrediting Commission for Community and Junior Colleges to include Accelerated Baccalaureate Degrees in related accreditation policies and procedures; and

Resolved, That the Academic Senate for California Community Colleges advocate for the change of California Code of Regulations Title 5 §55091 and §55092 such as the following:

"Section 55091. Baccalaureate Degree Upper Division Course Requirements.

(c) A baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of ~~40 semester or 60 quarter~~ 30 semester or 45 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of ~~nine~~ six semester or ~~13.5~~ nine quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation."

"Section 55092. Conditions for Awarding the Baccalaureate Degree.

(a) District governing boards shall confer the baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

(1) Completion of ~~a minimum of 120 semester or 180 quarter units~~ the minimum number of units approved for the baccalaureate degree, which shall be no fewer than 90 semester or 135 quarter units.

(2) Completion of a minimum of ~~36~~ 33 semester or ~~54~~ 49.5 quarter units of general education that includes:

(A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate and baccalaureate degrees;

(B) Completion of the upper division general education requirements in Section 55091;

(C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division."

Contact: Erica Menchaca Giblin, Bakersfield College, Area A

103. GRADING POLICIES

[18] CCCCO Vision 2030 Report
[19] Title 5 Division 5 Chapter 1 Subchapter 2
[20] AB 927 (2021)
[21] AB 2694 (2026)
[22] SB 960 (2026)

104. EDUCATIONAL PROGRAM DEVELOPMENT

*+104.01 F26 UPDATING GUIDANCE ON FACULTY AND ACADEMIC SENATE PARTICIPATION IN COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIPS

Whereas, The California Community Colleges Chancellor's Office issued *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility* in March 2016, and while the guidance addresses statutory and apportionment requirements for CCAP agreements, it contains limited discussion regarding the role of faculty, department chairs, curriculum committees, and local academic senates in the development, implementation, and ongoing evaluation of Dual Enrollment programs[23];

Whereas, The Academic Senate for California Community Colleges has affirmed that Dual Enrollment is college instruction and that faculty and local academic senates have responsibilities in academic and professional matters, including curriculum, educational program development, and standards or policies regarding student preparation and success[24];

Whereas, Since the enactment of AB 288, Dual Enrollment and College and Career Access Pathways programs have expanded substantially throughout California and become a major component of statewide efforts to increase college access, resulting in increased attention to issues such as course selection, pathway development, instructional modality, faculty onboarding and support, student onboarding and support, coordination of academic calendars, and local implementation processes that directly affect educational quality and student success[25]; and

Whereas, Effective implementation of College Career Access Pathways partnerships benefits from regular and effective consultation among local academic senates, department chairs, discipline faculty, faculty teaching Dual Enrollment courses, administrators, and K-12 partners in matters related to academic and professional responsibilities[26];

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and update the March 2016 *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility* to include guidance regarding faculty and local academic senate participation in the development, implementation, and evaluation of CCAP partnerships; and

Resolved, that the Academic Senate for California Community Colleges develop a paper and accompanying guidance and resources identifying promising practices for regular and effective consultation among local academic senates, department chairs, discipline faculty, faculty teaching Dual Enrollment courses,

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[23] California Community Colleges Chancellor's Office. *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility*. March 2016. <2016-02-guidelines-ab288-ccap-apportionment-eligibility-march-2016-a11y.pdf>

[24] Academic Senate for California Community Colleges. *Faculty and Local Academic Senates Voice in Dual Enrollment*. Resolution 106.01 (Fall 2025). The resolution affirms that dual enrollment is college instruction under faculty purview and local academic senate processes within the 10+1.

[25] Academic Senate for California Community Colleges. *Faculty and Local Academic Senates Voice in Dual Enrollment*. Resolution 106.01 (Fall 2025). The resolution affirms that dual enrollment is college instruction under faculty purview and local academic senate processes within the 10+1. The resolution documents significant statewide growth in Dual Enrollment and CCAP participation and recognizes the resulting need for governance structures that support faculty involvement. See also Karen Crozer, *When the Metric Becomes the Mission*, which highlights the rapid expansion of Dual Enrollment throughout California and raises concerns regarding the balance between growth metrics, educational quality, instructional effectiveness, and student success as programs continue to expand. Substack. September 16, 2026. <https://karencrozer.substack.com/p/when-the-metric-becomes-the-mission>

[26] Academic Senate for California Community Colleges. *Faculty and Local Academic Senate Role in College and Career Access Pathways (CCAP) Agreements*. Resolution 104.01 (Spring 2026). See also Los Angeles Pierce College Academic Senate. *Institutionalizing Faculty Involvement in Dual Enrollment Scheduling*. Resolution SP 26-02.

administrators, and K-12 partners in matters related to College and Career Access Pathways (CCAP) programs by 2027 Fall Plenary; and

Resolved, that the Academic Senate for California Community Colleges communicate the updated guidance and related resources to local academic senates and the California Community Colleges Chancellor's Office upon completion.

Contact: Margarita Pillado, Los Angeles Pierce College, Area C

105. STUDENT PREPARATION AND SUCCESS

+105.01 F26 IN-PERSON ASSESSMENTS FOR CLASSES

Whereas, The Academic Senate for California Community Colleges, at its Spring 2026 plenary, recognized that "the rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education… that disproportionately burden individual faculty and that no single college can effectively address in isolation;"[27]

Whereas, Community college faculty, who are increasingly encountering students handing off their coursework to agentic artificial intelligence (AI) tools instead of devoting their efforts to learning and mastering the course material, have limited checks against this misuse of AI, particularly in asynchronous online classes;[28]

Whereas, System partners are growing increasingly concerned about the efficacy of instruction in the California Community Colleges in the absence of checks such as in-person, proctored assessments, as evidenced by the California State University Math Council Resolution Regarding Academic Integrity and In-Person Testing Requirements;[29]

Whereas, California Community Colleges' online students face reputational harm as the perception grows that the students are not learning,[30] even though online education has been vital to expanding access to students with legitimate limitations from in-person instruction;[31]

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature to require in-person assessments for California Community College classes with exceptions for classes with other in-person attendance requirements and exceptions for individual students when warranted.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

*+105.02 F26 SUPPORTING ACCESSIBILITY OF DISCIPLINE-SPECIFIC AND SPECIALIZED INSTRUCTIONAL CONTENT

Whereas, The Academic Senate for California Community Colleges encourages colleges and local academic senates to review institutional practices to ensure that digital instructional materials required for student participation align with applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines (WCAG) 2.1(Title II) AA or successor standards across all instructional modalities and

[27] ASCCC Spring 2026 Resolution 105.01 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence
[28] Goldstein, D. & Blinder, A. (2026, August 10). A.I. Agents Are Taking Entire Online Courses for Cheating Students. *The New York Times.*
[29] CSU Math Council Resolution Regarding Academic Integrity and In-Person Testing Requirements, May 8, 2026
[30] Carapezza, K. (2026, September 25). 'Cognitive surrender': Are college students who use AI really learning? *GBH News*, accessed on GBH.org on September 29, 2026.
[31] Aminy, M. (2026, March 26). Agentic AI, Academic Integrity, and the Question We Are Avoiding. WCET Frontiers accessed on wcet.wiche.edu on September 29, 2026

called for conducting a survey of colleges statewide regarding accessibility practices for required digital instructional materials in order to inform future guidance and support[32]; and

Whereas, The Academic Senate for California Community Colleges works to advance systemwide accessibility resources, infrastructure, training, and tools for the California Community Colleges, and encourage local academic senates to collaborate with administrations and campus stakeholders to leverage local and statewide supports, including but not limited to resources such as 3C Media Solutions and the California Community Colleges Accessibility Center, to support faculty in creating accessible digital instructional materials and applying Universal Design for Learning principles in course design and teaching[33];

Whereas, Courses in mathematics, sciences, engineering, computer science, health sciences, agriculture, STEM, and Career and Technical Education disciplines rely on specialized instructional content, including equations, formulas, symbols, graphs, diagrams, tables, technical drawings, code, and other representations that may present accessibility barriers not readily addressed through conventional remediation practices; and

Whereas, Ensuring meaningful access to specialized content requires coordinated collaboration, institutional support, and discipline specific expertise to develop accessibility solutions that preserve accuracy, academic rigor, and essential learning outcomes while aligning with Web Content Accessibility Guidelines 2.1 Level AA and Universal Design for Learning principles[34] [35];

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to identify and address accessibility challenges associated with specialized instructional content in science, technology, engineering, and mathematics and career and technical education disciplines;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop guidance, resources, professional development, technical assistance, and technologies that support the creation and delivery of accessible specialized instructional content while maintaining disciplinary integrity and essential learning outcomes;

Resolved, That the Academic Senate for California Community Colleges partner with the Chancellor's Office to convene faculty, discipline experts, accessibility professionals, and instructional technology specialists to identify effective and sustainable approaches for making specialized instructional content accessible); and

Resolved, That the Academic Senate for California Community Colleges advocate for sustainable system level support to collaboratively address discipline specific accessibility challenges as a California Community Colleges equity and student success priority, and encourage local academic senates, curriculum committees, and accessibility teams to establish processes, professional development, and support structures that enable faculty to implement accessible specialized instructional content aligned with systemwide guidance and Vision 2030 goals.

Contact:· Irma Gonzalez Cuadros, Butte College, Area A

*+105.03 F26 CLARIFYING MATH EXPECTATIONS OF TRANSFER STUDENTS

Whereas, California Education Code Section 51224.5[36] requires only that, "before receiving a diploma of graduation from high school, a pupil shall complete at least one course … that meets or exceeds the rigor of Algebra I or Mathematics I";

[32] ASCCC Resolution 108.03 Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities
[33] California Community Colleges Chancellor's Office, Universal Design for Learning
[34] California Community Colleges Chancellor's Office, ESS 26-17, Accessibility Standards and Revised ADA Title II Regulations, February 27, 2026.
[35] California Community Colleges Chancellor's Office, UDL and Title 5.
[36] California Education Code Section 51224.5

Whereas, The University of California Board of Admissions and Relations with Schools issued a Statement on Basic Math for all Admitted UC Students[37] in 2013, which states that, "all students must complete the basic mathematics defined by the college-ready standards of the Common Core State Standards for Mathematics prior to enrolling in a UC-transferable college mathematics or statistics course," college-ready standards that span the high school mathematics sequence and thus extend beyond the requirements for high school graduation under Education Code section 51224.5;

Whereas, The Intersegmental Committee of the Academic Senates published in 2025 a Statement on Competencies in Mathematics Expected of Entering College Students[38], which outlines competencies including topics beyond those required for high school graduation under Education Code section 51224.5; and

Whereas, California Education Code Section 78213[39], as amended by Assembly Bill 1705 (2022, Irwin), requires that "California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major;"

Resolved, That the Academic Senate for California Community Colleges advocate that the University of California Board of Admissions and Relations with Schools and the Intersegmental Committee of the Academic Senates identify the specific mathematics competencies expected of entering transfer students, and clarify which, if any, of those competencies are not ensured by direct placement into transfer-level coursework.

Contact: Michael H. Peterson, Las Positas College, Area B

*+105.04 F26 REVISITING DEFAULT PLACEMENT RULES FOR MATH

Whereas, In July 2018, the Academic Senate for California Community Colleges released, jointly with the California Community College Chancellor's Office, Memo AA 18-40[40], which established default placement rules for math pathways based on high school grade point averages;

Whereas, Grade inflation at the high school level has been reported nationwide[41], with the most significant increase occurring between 2018 and 2021;

Whereas, Existing peer-reviewed research on the efficacy of placement measures for specific mathematics courses has largely been conducted at individual institutions outside the California Community College system[42], and comparable research within the system remains limited; and

Whereas, Title 5 of the California Code of Regulations section 55522 requires districts adopting local placement methods to "report to the Chancellor on the method's efficacy" within two years and to "minimize disproportionate impacts on students caused by traditional placement practices"[43], and the Academic Senate for California Community Colleges affirmed in Resolution 18.01 F20[44] that "all placement methods, including the California Community Colleges Chancellor's Office 'default placement rules,' must be evaluated regularly for efficacy and bias"

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community College Chancellor's Office and interest holders the need to revisit the default placement rules outlined in Memo AA 18-40; and

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[37] Statement on Basic Math of all Admitted UC Students
[38] Statement on Competencies in Mathematics Expected of Entering College Students
[39] California Education Code Section 78213
[40] Memo AA 18-40
[41] Sanchez, E. and Raeal Moore (2022). Grade Inflation Continues to Grow in the Past Decade. ACT Education Corp.
[42] O'Sullivan, M. E., & Hasenstab, K. (2024). Aleks PPL Scores as a Predictor of Success in Calculus. PRIMUS, 34(10), 1025–1049. https://doi.org/10.1080/10511970.2024.2411054
[43] Title 5 of the California Code of Regulations section 55522
[44] Resolution 18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

Resolved, That the Academic Senate for California Community Colleges, in collaboration with the California Community College Chancellor's Office, establish by spring 2027 a standing process that includes participation of discipline faculty to evaluate the default placement rules in Memo AA 18-40 for efficacy and bias on a regular cycle using recent student outcome data, and to review current research and innovations in student placement as part of that cycle.

Contact: Michael H. Peterson, Las Positas College, Area B

106. GOVERNANCE STRUCTURES

*+106.01 F26 FACULTY GOVERNANCE AND EQUITABLE REVIEW OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN THE CALIFORNIA COMMUNITY COLLEGES

Whereas, The California Community Colleges Chancellor's Office's *Vision 2030: Artificial Intelligence Workplan* (July 2025)[45] outlines the deployment and evaluation of artificial intelligence technologies across instructional, student support, enrollment, and administrative systems while acknowledging equity, privacy, bias, intellectual property, and sustainability concerns; and the Academic Senate for California Community Colleges has affirmed faculty authority over methods and standards for determining AI use and called for transparent technology vetting, protection of student data, and equitable, accessible, and appropriately supported technology solutions;[46]

Whereas, Scholarship and public-interest research by leading Africana/Black women scholars and technology researchers, including MacArthur Fellows Dr. Safiya Umoja Noble, Dr. Ruha Benjamin, and Dr. Joy Buolamwini, as well as Dr. Timnit Gebru and Dr. Simone Browne,[47] demonstrate how digital and algorithmic systems can reflect and reproduce existing racial and social inequities through decisions concerning data, classification, representation, language, surveillance, design, and deployment, warranting examination of whether artificial intelligence technologies create, reproduce, or intensify inequitable experiences or outcomes that affect Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students;

Whereas, Research demonstrates that artificial intelligence technologies can produce negative unintended consequences beyond their stated purposes, including inaccurate or inequitable decisions, racial and algorithmic bias, surveillance, and disproportionate harms to historically minoritized populations,[48] while their development and deployment also carry environmental consequences involving energy consumption, water use, carbon emissions, and resource extraction,[49] underscoring the need for comprehensive evaluation of their educational benefits, social impacts, and environmental sustainability; and

Whereas, Artificial intelligence-enabled technologies may access, analyze, retain, transmit, infer from, generate from, or otherwise interact with student and faculty work and data, raising concerns regarding privacy, surveillance, consent, ownership, retention, secondary use, model training or improvement, accessibility, algorithmic inference and bias, accuracy, third-party access, academic freedom, and faculty intellectual labor,[50] while the technical availability, licensing, bundling, or activation of such functionalities does not by itself establish that the technology has been determined to be pedagogically appropriate, equitable, accessible, secure, or consistent with faculty authority over academic and professional matters;

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[45] California Community Colleges Chancellor's Office. *Vision 2030: Artificial Intelligence Workplan.* July 2025.

[46] Academic Senate for California Community Colleges. Resolution 108.01 F24, Selecting and Evaluating Artificial Intelligence for Faculty Use; Resolution 102.04 F25, Support for AI Literacy Integration; Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.

[47] Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York University Press, 2018; Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity, 2019; Buolamwini, Joy. *Unmasking AI: My Mission to Protect What Is Human in a World of Machines*. Random House, 2023; Gebru, Timnit. *Deep Unlearning*. Forthcoming, Simon & Schuster, 2027; Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. Duke University Press, 2015; and Distributed AI Research Institute (DAIR), research and publications on algorithmic harms and accountability, https://www.dair-institute.org/.

[48] Congressional Black Caucus. Letter to Amazon CEO Jeff Bezos concerning facial recognition technology and potential discriminatory consequences. May 24, 2018; Federal Trade Commission. "Rite Aid Banned from Using AI Facial Recognition After FTC Says Retailer Deployed Technology without Reasonable Safeguards." December 19, 2023.

[49] Zewe, Adam. "Explained: Generative AI's Environmental Impact." *MIT News*, January 17, 2025.

[50] Academic Senate for California Community Colleges. Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.

Resolved, That the Academic Senate for California Community Colleges affirm that artificial intelligence (AI) technologies affecting academic and professional matters, including AI functionality embedded within existing instructional and student support platforms, should be subject to transparent, equitable, ethical, and inclusive faculty-governance processes before implementation and throughout continued use, with meaningful participation by Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized faculty and students from communities disproportionately affected by these technologies;

Resolved, That the Academic Senate for California Community Colleges develop and disseminate a faculty-governance framework to assist local academic senates, in collaboration with their colleges and districts, in identifying and evaluating artificial intelligence technologies, including functionality embedded within existing platforms, that addresses educational necessity, equity, accessibility, intended and unintended consequences, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor and intellectual property, accuracy and known limitations, secondary use of student and faculty content, model training or improvement, and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes;

Resolved, That the Academic Senate for California Community Colleges advocate for community-informed artificial intelligence (AI) evaluation processes that meaningfully include Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms; recognize their lived experiences and disciplinary expertise as essential evidence; examine disaggregated student outcomes and intended and unintended consequences; and ensure their participation in developing recommendations concerning the adoption, modification, or discontinuation of AI technologies within their respective institutions; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to assess student and faculty experiences with and impact of artificial intelligence and algorithmically mediated technologies, in collaboration with accurate and appropriate institutional research and participatory governance partners, and where methodologically appropriate and consistent with applicable privacy protections, examine disaggregated experiences among Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized student communities so that aggregate institutional measures do not obscure varied experiences and outcomes.

Contact: Deborah Anna Brown, Riverside City College, Area D

*+106.02 F26 GATHERING DATA ON LOCAL ACADEMIC SENATE LEADERSHIP STRUCTURES AND COMPENSATION

Whereas, Local academic senate presidents and leadership teams play critical roles in shared governance, accreditation, institutional planning, faculty consultation, and the local coordination of statewide initiatives affecting academic and professional matters;

Whereas, Local academic senate presidents and leadership teams are expected to fulfill a broad range of responsibilities related to shared governance, accreditation, institutional planning, faculty consultation, and statewide initiatives, yet the reassigned time and support provided for these responsibilities vary considerably across the California Community Colleges;

Whereas, Access to comprehensive information regarding local academic senate leadership structures, reassigned time, committee responsibilities, and institutional characteristics would assist local senates, collective bargaining units, and college administrations in evaluating workload expectations and promoting equitable support for faculty governance leadership; and

Whereas, The Academic Senate for California Community Colleges has previously surveyed[51] local academic senates regarding leadership structures, compensation, roles of faculty within the local academic senate, and other questions that helped to provide information for local governance around the state;

Resolved, That the Academic Senate for California Community Colleges reinstate its local academic senates survey, working from the 2020-21 survey as an initial framework and adding or deleting questions as needed; and

Resolved, That the Academic Senate for California Community Colleges regularly survey local academic senates regarding academic senate leadership structures and compensation,[52] and compile and publish the survey findings in a format accessible to local senates and faculty leaders; and

Resolved, That the Academic Senate for California Community Colleges develop informational resources and recommendations that support equitable and sustainable faculty governance leadership structures throughout the California Community Colleges system.

Contact: Victoria Bañales, Cabrillo College, Area B

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

*108.01 F26 ESTABLISHING A COMMUNITY OF PRACTICE FOR LOCAL ACADEMIC SENATE PRESIDENTS

Whereas, Local academic senate presidents provide critical faculty leadership in academic and professional matters, collegial consultation, participatory governance, accreditation, institutional planning, and other areas that affect faculty and students, while navigating increasingly complex institutional, legislative, regulatory, and systemwide environments;

Whereas, Local academic senate presidents across the California Community Colleges frequently encounter similar leadership opportunities and challenges, yet the circumstances, institutional cultures, governance structures, and available resources at individual colleges may differ significantly, making opportunities to learn from the experiences and perspectives of other senate presidents particularly valuable;

Whereas, Intentional opportunities for local academic senate presidents to commune, engage in candid dialogue, exchange effective practices, celebrate victories, discuss challenges, and seek the collective wisdom of their peers can strengthen leadership capacity, foster mentorship, preserve institutional knowledge, and reduce isolation among faculty leaders; and

Whereas, A sustained community of practice for local academic senate presidents can provide both new and experienced senate leaders with opportunities for reciprocal learning, relationship-building, reflection, and collaborative problem-solving while strengthening local academic senates and the collective faculty voice throughout the California Community Colleges.

Resolved, That the Academic Senate for California Community Colleges create recurring opportunities for local Academic Senate presidents to connect, engage, and learn from one another through facilitated and informal

[51] https://asccc.org/resources/surveys

[52] Survey topics may include but are not limited to: reassigned time provided to senate presidents and other senate officers; stipends or other forms of compensation associated with senate service; core senate leadership positions and organizational structures; committee assignments and governance responsibilities carried by senate leaders; and institutional characteristics such as college size, full-time and part-time faculty counts, and district configuration.

spaces that support candid dialogue, relationship-building, mentorship, and the exchange of effective practices; and

Resolved, That the Academic Senate for California Community Colleges establish an ongoing community of practice for local academic senate presidents that intentionally provides opportunities to share victories and challenges, seek peer guidance, exchange strategies for navigating senate leadership, and strengthen the capacity and effectiveness of local academic senates throughout the California Community Colleges.

Contact: Sharon Sampson, Ed.D, Grossmont College, Area D

*+ 108.02 F26 RECOGNIZE NOVEMBER AS ARTIFICIAL INTELLIGENCE LITERACY MONTH

Whereas, Academic Senate for California Community Colleges Resolution 102.04 F25 *Support for AI Literacy Integration* defines artificial intelligence (AI) literacy as possessing basic competencies to understand the functions of AI, evaluate and apply strategic uses of AI in real-world scenarios, and assess the ethical and social concerns of its use, and directed the establishment of a faculty taskforce to present draft language on AI literacy across disciplines at the 2026 Fall Plenary Session;[53]

Whereas, The public release of ChatGPT on November 30, 2022, brought generative artificial intelligence into widespread public use, and generative artificial intelligence has since changed how students learn, how faculty teach, and how graduates work, create, and take part in civic life;[54]

Whereas, Artificial intelligence (AI) literacy includes critical questioning and informed decision making as well as effective use, including understanding limitations, bias, privacy and data risks, intellectual property, and labor and environmental impacts, so that students and faculty can make informed choices about whether and how to use AI tools, consistent with the positions on protecting student data in Academic Senate for California Community Colleges Resolutions 108.01 S26 and 108.02 S26; and[55]

Whereas, Research indicates that first-generation community college students are less likely than their peers to know about or have used generative artificial intelligence (AI) tools,[56] and a shared, recurring observance would give local academic senates a common occasion for discussion, professional learning, and student-facing events, so that students can learn about AI, question it, create with it, and belong in the conversation about how it is used;

Resolved, That, consistent with student success and its 10+1 purview, the Academic Senate for California Community Colleges recognizes November as Artificial Intelligence (AI) Literacy Month and November 30 as Artificial Intelligence Literacy Day each year beginning in 2027, without endorsing any vendor or requiring faculty use of artificial intelligence tools, and share faculty-developed resources, including the AI Literacy Month toolkit[57] and Resolution 102.04 F25 taskforce materials; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to extend AI literacy month programming across their colleges, including faculty-led spaces as well as professional development bodies, student services, student groups, classified professionals, to offer human-centered artificial intelligence (AI) literacy activities during November that include critical perspectives on AI.

Contact: Mark Branom, San José City College, Area B

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[53]Academic Senate for California Community Colleges. (Fall 2025). Resolution 102.04 F25, Support for AI Literacy Integration. https://asccc.org/node/202994

[54]OpenAI. (November 30, 2022). Introducing ChatGPT. https://openai.com/index/chatgpt/

[55]Academic Senate for California Community Colleges. (Spring 2026). Resolutions 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection, and 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data. https://www.asccc.org/resources/resolutions

[56]WGU Labs. The Equity Dilemma: Will AI Tools in Education Widen the Gap? https://wgulabs.org/posts/the-equity-dilemma-will-ai-tools-in-education-widen-the-gap

[57] Graves, G. AI Literacy Month: free toolkit, proclamation templates, and 30-day campaign calendar. https://ai-literacy-month.com

*+108.03 F26 IMPROVE ACCESS TO PRESENTATION MATERIALS AT ASCCC EVENTS

Whereas, Academic Senate for California Community Colleges events provide attendees with information necessary to engage in informed discussion, participate effectively in governance processes, and understand emerging issues affecting California Community Colleges;

Whereas, Presentation slides and supporting materials are often made available only after Academic Senate for California Community Colleges events have concluded, limiting attendees' ability to review information during presentations and reducing opportunities for effective note-taking, accessibility, and engagement;

Whereas, Many attendees currently rely on screenshots, photographs, or hurried note-taking to capture information presented during sessions, which may distract from active participation and may not provide equitable access to presentation content; and

Whereas, Providing presentation materials before or during events through the Academic Senate for California Community Colleges website or through multiple readily accessible formats would support accessibility, improve information retention, facilitate engagement, and allow attendees to follow presentations using the devices most convenient for them;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide presentation slides and supporting materials before or during events through multiple access methods, including direct access through the ASCCC website and downloadable formats, to improve accessibility and usability for attendees using a variety of devices and technologies.

Contact: Victoria Bañales, Cabrillo College, Area B

*+108.04 F26 COMMENDING THE ALL-AFRICAN DIASPORA EDUCATION SUMMIT AND FUTURE PAN-AFRICAN PROFESSIONAL LEARNING OPPORTUNITIES

Whereas, The All African Diaspora Education Summit (ADES), "Colonization to Sovereignty: The Future of Educating the African Diaspora" invites PreK-20 teachers/faculty, classified professionals, administrators, policymakers, and educational equity advocates who work on behalf of Black students to learn about African culture, history, traditions, rituals, philosophy, contributions and lived experiences of Black people and history[58];

Whereas, The All African Diaspora Education Summit is an innovative, highly educational, community-oriented, and equity-driven model for global, Pan African learning, academic collaboration, and can enrich all areas of faculty purview in academic and professional matters; and

Whereas, The All African Diaspora Education Summit invites all participants to immerse themselves in and learn about African culture and the Black experience, and offers pathways for participation for African and Non-African decent educators who are prepared for and interested in centering African culture and traditions while intentionally de-centering whiteness, colonialism, and other elements of American exceptionalism;

Resolved, That the Academic Senate for California Community Colleges celebrate and endorse the professional and personal learning opportunity offered by the All African Diaspora Education Summit;

Resolved, That the Academic Senate for California Community Colleges work with systems leaders to promote the All African Diaspora Education Summit as a learning opportunity to further enrich academic and professional matters under Title 5 §53200, particularly in the areas of curriculum, educational program development, and standards of student preparation and success; and

Resolved, That the Academic Senate for California Community Colleges develop and explore Pan African learning resources in future publications, webinars, and other resources to further local academic senates' and faculty

[58] https://www.thesummit.info/

leaders' professional learning that promotes inclusion, diversity, equity, anti-racism, and accessibility into academic and professional matters.

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

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

110.01 F26 INSTITUTIONAL PLANNING AND BUDGETING SUPPORT FOR TRANSFER CENTERS

Whereas, On August 12, 2026, the California Community Colleges Chancellor's Office (CCCCO) distributed memorandum ESS-26-53, "Strengthening Transfer Center Planning: Guidance and Requirements"[59] to "support districts and colleges in strengthening transfer center planning and implementation, ensuring alignment with regulatory requirements, and improving equitable transfer outcomes" in response to Recommendation 18 of the Transfer Audit for California's Systems of Public Higher Education (2023-123)[60], which directed the CCCCO to "establish a process…for identifying community colleges with staffing levels that are insufficient to provide necessary transfer-related guidance…[and] to help advocate for increasing their staffing levels or to support the colleges' efforts in other ways";

Whereas, The California Community Colleges Chancellor's Office (CCCCO) memorandum ESS 26-53 notes that Title 5 §51027 "identifies the need for both clerical support and assigned college staff for transfer center coordination," acknowledging that "staffing levels and funding are determined locally," but despite funding being locally determined, the CCCCO will hold accountable "colleges that may not meet regulatory requirements and work with [the college] to better understand any staffing or capacity challenges," and that "colleges may be asked to clarify how they are providing required transfer services with existing staffing levels, and when appropriate, share a plan to address identified staffing needs";

Whereas, The processes for determining which faculty and classified professional positions will be staffed may vary from one California community college (CCC) to another, and given the accountability expectations of the California Community Colleges Chancellor's Office memorandum ESS-26-53, local academic senates would benefit from professional learning opportunities on advocating for transfer center staffing positions within institutional planning and budgeting processes, an academic and professional matter pursuant to Title 5 §53200(c)(10), "processes for institutional planning and budget development," which supports CCCs' effort to align with title 5 §51027; and

Whereas, In Fall 2020, the Academic Senate for California Community Colleges adopted the position paper, "Effective and Equitable Transfer Practices in the California Community Colleges,"[61] which does not address the staffing and capacity accountability structure introduced by the California Community Colleges Chancellor's Office memorandum ESS 26-53;

Resolved, That the Academic Senate for California Community Colleges offer professional learning to support colleges in the institutional planning and budgeting processes to successfully advocate for positions allocated to the Transfer Center; and

Resolved, That the Academic Senate for California Community Colleges update the paper, "Effective and Equitable Transfer Practices in the California Community Colleges," by the 2027 Spring Plenary session to address the staffing and funding accountability, and to include a resource document to support colleges in building, resourcing, and documenting transfer center capacity.

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[59] CCCCO Memo ESS-26-53

[60] Recommendations from the 2023-123 California's Systems of Public Higher Education

[61] ASCCC Paper, "Effective and Equitable Transfer Practices in the California Community Colleges"

Contact: Mark Edward Osea, ASCCC Board of Directors

*+110.02 F26 FACULTY CONSULTATION ON THE USE OF CATEGORICAL FUNDS AND BLOCK GRANTS WITH LOCAL FLEXIBILITY

Whereas, Resolution 05.01 S96[62], "Categorical Funding Including Block Grants," recommended that all categorical funding, including block grants, be under the institutional purview of a shared governance committee such as budget and planning, and the state has since created additional categorical funding, including $208 million in one-time Student Support Block Grant funds across 2025-26 and 2026-27 (ESS 25-81[63]; LAO[64]);

Whereas, Title 5 §53200[65] designates standards or policies regarding student preparation and success, and processes for institutional planning and budget development, as academic and professional matters on which governing boards must consult collegially with academic senates, and Education Code 78222(b)(1)[66] conditions Student Equity and Achievement Program funds on maintaining a student equity plan that Education Code 78220(b)[67] requires to be developed with the active involvement of the academic senate, academic faculty and staff, student services, and students;

Whereas, Chancellor's Office guidance for the Student Support Block Grant (ESS 25-81) and for the Student Equity and Achievement Program, funded at $554 million ongoing in 2026-27 (ESS 26-63)[68], lists permissible purposes and leaves colleges to decide how funds are used within them; and

Whereas, Counseling faculty, student services faculty, and other faculty who deliver student support services have direct professional expertise in the needs of the students these funds serve, and Resolution 19.02 S08[69] supports the inclusion of counseling faculty in participatory governance;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts so that, for categorical funds and block grants that allow local flexibility in their use, faculty, including counseling and student services faculty, have meaningful opportunities for collegial consultation, within planning and budget processes, in developing recommendations for how those funds are prioritized and used, regardless of which division administers them, consistent with Title 5 §53200 and §53203;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to request that college and district budget committees receive regular informational reports on categorical funds and block grants, including amounts, allowable uses, responsible managers, and the bodies that recommend their use;

Resolved, That the Academic Senate for California Community Colleges direct its Board of Directors to request that the California Community Colleges Chancellor's Office include, in allocation and guidance memos for categorical programs and block grants with local flexibility, language encouraging that uses be developed through local participatory governance processes that include academic senates; and

Resolved, That the Academic Senate for California Community Colleges direct its Board of Directors to develop resources for local academic senates, such as a paper or Rostrum article with sample reporting formats, on the faculty role in the use of categorical funds and block grants, building on Resolution 05.01 S96 and the 2019

[62] Resolution 05.01 S96, "Categorical Funding Including Block Grants" (Spring 1996).
[63] California Community Colleges Chancellor's Office, ESS 25-81, "Student Support Block Grant Allocations and Guidance," Nov. 24, 2025.
[64] Legislative Analyst's Office, "The 2026-27 California Spending Plan: Higher Education," Sept. 28, 2026.
[65] Title 5 §53200.
[66] Educ. Code §78222(b)(1).
[67] Educ. Code §78220(b).
[68] California Community Colleges Chancellor's Office, ESS 26-63, 2026-27 SEA Program allocations and guidance, Sept. 25, 2026.
[69] Resolution 19.02 S08, "Support for Library and Counseling Faculty Participation in Participatory Governance and Professional Development" (Spring 2008).

paper Budget Processes and the Faculty Role[70], and present them to the field by the Spring 2028 Plenary Session.

Contact: Claire M. Coyne, Santa Ana College, Area D

*+110.03 F26 FUNDING THE PROMISE OF ACCESS

Whereas, The California Community Colleges Chancellor's Office's Vision 2030[71] calls on colleges to expand equitable access by actively reaching students and communities historically underserved by higher education, a commitment that requires sufficient resources to sustain the courses, educational programs, and support necessary for students to achieve their goals;

Whereas, Title 5 §53200[72] identifies curriculum, educational program development, standards or policies regarding student preparation and success, processes for program review, and processes for institutional planning and budget development as academic and professional matters, making the educational consequences of unfunded enrollment growth a concern within academic senate purview;

Whereas, The California Community Colleges Chancellor's Office reported approximately 22,500 unfunded full-time equivalent students (FTES), valued at $126.7 million, for 2024–25[73] and approximately 28,972 unfunded FTES, valued at $161.9 million, in its July 2026 recalculation for 2025–26[74], and the enacted 2026–27 budget increased enrollment growth funding under the Student Centered Funding Formula and adopted the higher of current-year enrollment or the three-year average for regular credit enrollment funding[75], warranting evaluation of whether these improvements meet demonstrated demand and sustain equitable course access; and

Whereas, Students differ in their financial resources, access to timely registration assistance, and ability to adjust employment and caregiving commitments to secure seats in required courses[76,77], and when unfunded enrollment growth limits additional course sections[78], these differences create the potential for poor decision making resulting in compounding inequities in course access and delaying progress toward completion of prerequisites, degrees, and transfer requirements;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office and Board of Governors to communicate to the California Legislature the need for sufficient, predictable, ongoing funding to support demonstrated enrollment growth and sustain the educational opportunities colleges have expanded to meet student demand;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine the disproportionate effects of unfunded enrollment growth on access to required courses and timely completion and transfer, including differences by income, race and ethnicity, first-generation status, age, and employment and caregiving responsibilities, evaluate whether enacted 2026–27 enrollment funding investments and policy changes address these effects, advocate for funding policies where unmet needs remain, and report its findings by Fall 2027; and

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[70] ASCCC, "Budget Processes and the Faculty Role" (2019).
[71] Vision 2030 https://www.cccco.edu/about-us/vision-2030/
[72] 10+1 https://www.law.cornell.edu/regulations/california/5-CCR-53200
[73] California Community Colleges Chancellor's Office, Chris Ferguson, enrollment growth testimony before the Senate Budget and Fiscal Review Subcommittee No. 1 on Education, March 20, 2025, https://calmatters.digitaldemocracy.org/hearings/258766
[74] California Community Colleges Chancellor's Office, 2025–26 Early Recalculation, Exhibit C, July 2026, statewide totals. 2025-26earlyr1-exhibitc-jul2026.pdf
[75] Legislative Analyst's Office, *The 2026–27 California Spending Plan: Higher Education*, September 28, 2026, "Budget Funds Enrollment Growth and Modifies a Related Policy" https://lao.ca.gov/Publications/Report/5202
[76] Kathy J. Maalouf, *The Influence of Late Registration on Academic Outcomes and Retention at a Multi-Campus Community College*, 2012 https://digitalcommons.odu.edu/chs_etds/71/
[77]Community College Research Center, *Understanding the Needs of First-Generation College Students Who Stop Out*, February 2026 https://ccrc.tc.columbia.edu/publications/understanding-needs-first-gen-stop-out.html
[78] Legislative Analyst's Office, *The 2026–27 Budget: California Community Colleges*, March 5, 2026, "Enrollment," identifying adjustments to course sections as a means of managing enrollment within funded targets https://lao.ca.gov/Publications/Report/5150

Resolved, That the Academic Senate for California Community Colleges develop guidance by Spring 2028 for local academic senates on evaluating the educational effects of unfunded enrollment growth and participating through collegial consultation in related curriculum, program review, and institutional planning and budget development processes.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

*+110.04 F26 COMMUNITY COLLEGE RESERVE POLICIES AND FACULTY PARTICIPATION IN BUDGET DEVELOPMENT

Whereas, The California State Auditor's August 2026 report, *California Community Colleges Reserve Funds: Some Community Colleges Have Growing Reserves but Lack Clear Spending Plans That Would Improve Student Outcomes* (Report 2025-108) found that reserves increased at five of the six community college districts reviewed, four maintained reserves exceeding their established goals or the statewide median, and districts with high reserves lacked formal spending plans to improve student outcomes[79];

Whereas, The California State Auditor found that none of the six districts reviewed had conducted risk analyses to determine appropriate reserve levels[80];

Whereas, Title 5 §53200(c) identifies "processes for institutional planning and budget development" as an academic and professional matter[81]; and

Whereas, The Academic Senate for California Community Colleges recognized in *Budget Processes and the Faculty Role* that districts must balance the financial stability provided by larger reserves against resources needed for current operations, and that faculty should participate in discussions to ensure reserve levels align with institutional budget priorities[82];

Resolved, That the Academic Senate for California Community Colleges support the California State Auditor's recommendations in Report 2025-108 concerning risk-based reserve policies, clearly defined minimum and maximum reserve levels, oversight of district reserves, and plans for the expenditure of excess reserves; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Board of Governors, Chancellor's Office, and State Legislature to implement the California State Auditor's recommendations for risk-based reserve assessments, minimum and maximum reserve levels, spending plans for excess reserves, and accountability measures to ensure district compliance; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to actively participate in institutional planning and budget development processes, including the development and review of district reserve policies and plans for the expenditure of excess reserves, consistent with their role in academic and professional matters under Title 5.

Contact: Preston Pipal, San José City College, Area B

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

*+111.01 F26 SENATOR EMERITUS FOR VIRGINIA "GINNI" MAY

Whereas, The Board of Directors Policies 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 Virginia "Ginni" May, ASCCC Executive Committee member from 2016-2023, has satisfied those requirements as a faculty member of the California

[79] https://www.auditor.ca.gov/wp-content/uploads/2026/08/2025-108-Report.pdf
[80] https://www.auditor.ca.gov/wp-content/uploads/2026/08/2025-108-Report.pdf
[81] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[82] https://www.asccc.org/papers/budget-processes-and-faculty-role#71251237

Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate and includes:

- Serving on the ASCCC Executive Committee (Board) in the roles of President, Vice President, Treasurer, and Area A Representative
- Chairing ASCCC Committees such as Legislation and Advocacy, Curriculum, Resolutions, Accreditation, and the Guided Pathways Taskforce,
- Serving as a liaison or ASCCC representative to many partner organizations within the California Community Colleges as well as intersegmental groups including a term as chair of the Intersegmental Committee of the Academic Senates;

Whereas, Ginni has formally and informally mentored many faculty leaders currently serving in local and statewide leadership positions in the state; and

Whereas, Ginni has always represented the ASCCC with dignity, thoughtfulness, and fairness; engendering respect for the organization and for faculty in general throughout the state;

Resolved, That the Academic Senate for California Community Colleges recognizes Ginni May's extraordinary and distinguished service by conferring upon her the highest honor of Senator Emeritus with all rights and privileges thereof and thank her for her contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Ginni a restful retirement with lots of playtime with her grandson, Elias, and much joy to her and her family in the future.

Contact: Lori Petite, Sacramento City College, Area A

*+111.02 F26 CLIMATE ACTION AND ENVIRONMENTAL SUSTAINABILITY TASK FORCE

Whereas, The Academic Senate for California Community Colleges approved Resolution 01.04 S 2009 to Create a Sustainability Task Force but, "the task force was not developed as that part of the resolution [because it was] infeasible given the current budget climate" at the time[83], and

Whereas, Environmental sustainability remains, "a[n] [immediate] complex and profound issue"1 with many statewide laws and initiatives being passed that profoundly impact our environment and our communities; and

Whereas, Vision 2030[84], Title 5 §55061(c)(5))[85], and recent articles[86] [87] [88] recognizes that California community colleges must address climate change impacts and environmental sustainability including new course, program, degree and certificate development, and infusion of climate change and environmental sustainability themes within existing courses, in order to meet new blue and green technology workforce demands; and

Whereas, The Academic Senate for California Community Colleges provides guidance in academic and professional matters as specified by Title 5 53200(b), and local academic senates need support in the area of climate action and environmental sustainability;

[83] Resolution 01.04 S09: https://asccc.org/resolutions/creation-sustainability-task-force
[84] Vision 2030: vision2030.cccco.edu
[85] Title 5 §55061(c)(5)
[86] Anders T., et al. (2024) Vision 2030's Focus on Climate Action: How Faculty Roles and College Governance are Critical to Building Momentum and Implementation https://www.asccc.org/content/vision-2030s-focus-climate-action-how-faculty-roles-and-college-governance-are-critical
[87] Behlendorf, X., and Abels, B. (2026) The Importance of Environmental Equity Education https://www.asccc.org/content/importance-environmental-equity-education
[88] Vogel Trautt, M., and Hlebakos J. (2026) Environmental Justice as Equity in Action: Cultivating Environmental Competence and Compassion Across the Curriculum https://www.asccc.org/content/environmental-justice-equity-action

Resolved, That the Academic Senate for California Community Colleges create a climate action and sustainability task force to "provide leadership and guidance on matters of policies and procedures relating to climate action and environmental sustainability through breakout sessions, workshops, and conferences"[89]; and

Resolved, That the Academic Senate for California Community Colleges explore the feasibility of creating a standing committee on climate action and environmental sustainability and report its findings back to the body by Fall 2027.

Contact: Tamara Cheshire, Folsom Lake College, Area A

*+111.03 F26 SUPPORTING THE AUTONOMY, CULTURAL FOUNDATIONS, REPRESENTATION, AND DEVELOPMENT OF THE AUTONOMOUS DISCIPLINES OF AFRICANA/AFRICAN AMERICAN/BLACK STUDIES, ASIAN AMERICAN STUDIES, AMERICAN INDIAN AND NATIVE AMERICAN STUDIES, AND CHICANA/O/X AND LATINA/O/X STUDIES, REFERRED TO AS ETHNIC STUDIES

Whereas, The Academic Senate for California Community Colleges has supported the development of the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, for nearly four decades, beginning with resolutions adopted in 1988 addressing programs and services, faculty evaluation, curriculum, associate degrees, and staff development, and continuing through resolutions addressing graduation requirements, faculty qualifications, transfer curriculum, and disciplinary recognition;[90]

Whereas, the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic

[89] Resolution 01.04 S09: https://asccc.org/resolutions/creation-sustainability-task-force

[90] Academic Senate for California Community Colleges (ASCCC), "General Education Transfer Curriculum," resolution 04.06 S88 (Spring 1988); "Ethnic Studies – Programs and Services," resolution 05.01 F88 (Fall 1988); "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – All Disciplines," resolution 05.03 F88 (Fall 1988); "Ethnic Studies – AA Degree," resolution 05.04 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Sociology," resolution 07.05 S93 (Spring 1993); "Ethnic Studies Requirement," resolution 03.06 S98 (Spring 1998); "Examine Title 5 Ethnic Studies Requirement," resolution 09.05 S08 (Spring 2008); "Meeting Ethnic Studies Requirement," resolution 09.01 S09 (Spring 2009); "Disciplines List – Political Science," resolution 10.02 S09 (Spring 2009); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General," resolution 07.08 S18 (Spring 2018); "Support for the CSU United States History, Constitution and American Ideals Requirement," resolution 15.02 S19 (Spring 2019); "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements," resolution 09.01 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F," resolution 09.06 S21 (Spring 2021); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Creation of a Separate Transfer Model Curriculum for Women and Gender Studies," resolution 09.04 S22 (Spring 2022); "General Education in the California Community College System Resources," resolution 04.01 F22 (Fall 2022); "Proactive Planning and Support for Articulation and Counseling," resolution 04.02 F22 (Fall 2022); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); "Request Clarification and Support of Area F Requirements," resolution 15.04 F22 (Fall 2022); "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); "Disciplines List–Ethnic Studies," resolution 10.01 S23 (Spring 2023); "Develop Clear Guidelines for Transferability and Articulation Processes," resolution 101.08 F24 (Fall 2024); "Support for Faculty for Implementation of AB 1111 Guidance," resolution 114.01 F24 (Fall 2024); "Cal-GETC Approval of California Community Colleges Ethnic Studies Courses," resolution 101.02 S25 (Spring 2025); "Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o / Latina/o Studies Courses and Programs to Their Appropriate New TOP Code," resolution 101.04 F25 (Fall 2025); "Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses," resolution 102.05 F25 (Fall 2025); "Applicability of Cal-GETC Courses as CSU GE Breadth Courses," resolution 102.06 F25 (Fall 2025); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

Studies, are autonomous disciplines rooted in the distinct histories, cultures, intellectual traditions, scholarship, and knowledge production of the communities from which they emerged;[91]

Whereas, Faculty expertise in the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, is grounded in their distinct histories, intellectual traditions, scholarship, theories, methodologies, and unique knowledge production within their respective disciplines,[92] is essential to their integrity, growth, and continued development; and

Whereas, The California Community Colleges Ethnic Studies Faculty Council (CCCESFC) represents faculty within the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, statewide and works in coordination and collaboration with the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, and the California State University Council on Ethnic Studies (CSUCES) on the development and implementation of the Ethnic Studies graduation requirement;[93]

Resolved, That the Academic Senate for California Community Colleges recognizes and affirms the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, their cultural and intellectual foundations, continued growth, and development;

Resolved, That when the Academic Senate for California Community Colleges's work concerns or affects the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, that it seeks appropriate faculty participation from these autonomous disciplines; and

Resolved, That the Academic Senate for California Community Colleges continue to collaborate and consult with the California Community Colleges Ethnic Studies Faculty Council (CCCESFC) on statewide academic and professional matters (i.e. degrees/programs and curriculum) concerning the continuous growth and development associated with the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies.

Contact: Deborah Anna Brown, Riverside City College, Area D

*+111.04 F26 PUBLICLY RECOGNIZE OUTGOING LOCAL ACADEMIC SENATE LEADERSHIP

Whereas, Local academic senate leaders devote substantial time and effort to advancing faculty voice, shared governance, and academic and professional matters at their colleges and districts;

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[91] ASCCC, "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Assign Ethnic Studies and the Four Autonomous Core Disciplines," resolution 101.04 F25 (Fall 2025); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[92] ASCCC, "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[93] California Community Colleges Chancellor's Office, "Ethnic Studies," institutional resource; "California Community Colleges Governing Board Approves Ethnic Studies Graduation Requirement," press release (2021); ASCCC, "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); and "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023).

Whereas, Service in local academic senate leadership often requires significant commitments beyond regular faculty responsibilities, including participation in governance committees, statewide initiatives, accreditation efforts, and faculty advocacy;

Whereas, For many local academic senate leaders, a final plenary session represents the culmination of years of service, professional growth, and engagement with colleagues across the state, providing a meaningful occasion for recognition and appreciation; and

Whereas, Public recognition of outgoing academic senate leaders can foster a culture of appreciation, encourage future leadership participation, and strengthen connections among local senates throughout the California Community Colleges system;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) establish a practice of publicly recognizing outgoing local academic senate leadership at ASCCC plenary sessions or other events.

Contact: Victoria Bañales, Cabrillo College, Area B

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

*112.01 F26 ADOPT THE UPDATED ASCCC PAPER, "FACULTY HIRING PROCESSES AND PROCEDURES"

Whereas, In Spring 2025, the Academic Senate for California Community Colleges adopted Resolution 112.04 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures" which recognized the need to update this paper, including its title, to reflect significant changes since the last iteration in 2018; and

Whereas, Faculty leaders on the 2025-26 Academic Senate for California Community Colleges (ASCCC) Education Policies Committee and the ASCCC Equity Diversity and Action Committee, as well as the 2025-26 ASCCC Board of Directors have contributed their expertise in updating the paper to reflect the most current practices in faculty hiring procedures, resulting in the updated paper titled "Faculty Hiring Processes and Procedures";

Resolved, that the Academic Senate for California Community Colleges adopt the paper titled "Faculty Hiring Processes and Procedures[94]" and disseminate the paper to local academic senates upon its adoption.

Contact: Mitra Sapienza, ASCCC Board of Directors

113. LEGISLATION AND ADVOCACY

113.01 F26 REMOVAL OF "MASTER" FROM THE CALIFORNIA MASTER PLAN FOR HIGHER EDUCATION

Whereas, Over three-quarters of Black/African American undergraduates are enrolled in a public college or university, with California community college students accounting for two out of every three Black/African American undergraduate students across the state;[95]

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has advanced Diversity, Equity, Inclusion, and Accessibility (DEIA) for students, faculty, and staff via DEI Integration Plans, a Call to Action, tools and support for the creation of equity-centered, anti-racist policies and practices, Vision 2030, and the DEIA strategic plan;

[94] "Faculty Hiring Processes and Procedures" Paper

[95] *The State of Higher Education for Black Californians*, The Campaign for College Opportunity, March 2026; https://e1.nmcdn.io/assets/cco/wp-content/uploads/2026/03/2026_StateHighEdBlackCA_i10_v5_SinglePgs.pdf.

Whereas, The Academic Senate for California Community Colleges promotes the utilization of Inclusion, Equity, Anti-Racism, and Accessibility (IDEAA) practices via numerous tools and has adopted IDEAA as core parts of the mission, vision, and organizational policies; and

Whereas, The word "Master" has historically indicated a mastery over a skill or area of knowledge, but it has and still is used to mean to have control or authority over a human, and is fundamentally linked with the institution of slavery, which continues to have lasting negative impacts on the Black/African American population;

Resolved, That the Academic Senate for California Community Colleges work with our system partners, the California State University, the University of California, the California Community Colleges Chancellor's Office (CCCCO), and the legislature to advocate for the removal of the word "Master" from the California Master Plan for Higher Education.

Contact: Jerome Hunt, ASCCC Board of Directors

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

114.01 F26 MINIMUM QUALIFICATIONS FOR MIRRORED COURSES

Whereas, Mirrored courses are those in which sections of a credit and noncredit course are taught at the same time by the same instructor; and the course outlines of record for the noncredit and credit course are the same in regard to content, objectives, learning outcomes, and assignments, but may differ in terms of the discipline assignment;

Whereas, A student in a mirrored course has the option to enroll in a noncredit or a credit section therefore a student should have the option of being taught by an instructor with the minimum qualifications to teach a credit course;

Whereas, Noncredit and credit minimum qualifications differ in that credit minimum qualifications typically require a master's degree, and faculty with qualifications higher than the minimum may be assigned to teach a credit or noncredit course; and

Whereas, The Minimum Qualifications Handbook currently has no guidance on how to assign faculty to teach mirrored courses;

Resolved, That the Academic Senate for California Community Colleges recommends that mirrored courses are taught by instructors with credit course minimum qualifications (or equivalent); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include a statement guiding districts to assign faculty who meet the credit minimum qualifications to teach mirrored courses in the Minimum Qualifications Handbook.

Contact: Michelle Vogel Trautt, ASCCC Standards and Practices Committee

*+114.02 F26 REACTIVATING THE CCCCO LIBRARY AND LEARNING RESOURCES PROGRAM ADVISORY COMMITTEE (LLRPAC)

Whereas, the Library and Learning Resources Program Advisory Committee (LLRPAC) was established by the California Community Colleges Chancellor's Office (CCCCO) to provide statewide expertise and recommendations regarding library services, learning resources, information literacy, student learning support, and emerging issues affecting California community college libraries, serving as an important collaborative forum between the CCCCO and practitioners throughout the system; and

Whereas, California community college libraries and learning support programs continue to play an essential role in advancing student learning, equitable access, information literacy, research skills, academic integrity, open educational resources, burden-free instructional materials, digital literacy, workforce readiness, and student success while supporting the academic mission of colleges through instruction, collections, technology, and partnerships with instruction, counseling, tutoring, and student services; and

Whereas, California community college libraries and learning support programs are navigating significant and rapidly evolving challenges, including the widespread adoption of artificial intelligence (AI), the increasing need for AI literacy and responsible use of AI in teaching and learning, concerns regarding misinformation and synthetic media, digital accessibility, privacy and cybersecurity, data security, digital resource licensing, data-informed decision-making, and expanding expectations for online and hybrid library instruction, which warrant coordinated statewide discussion, support and guidance; and

Whereas, Collaboration among the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, the Council of Chief Librarians, and other statewide student learning partners would strengthen communication, inform policy development, identify professional development needs, and support innovative practices that ensure California community college libraries continue to meet the changing educational and technological needs of students, faculty, and colleges;

Resolved, that the Academic Senate for California Community Colleges urges the California Community Colleges Chancellor's Office to reactivate the Library and Learning Resources Program Advisory Committee as a standing statewide advisory committee.

Contact: Stephanie Curry, Reedley College, Area A

*+114.03 F26 COMMON COURSE NUMBERING: A COMMON-SENSE TIMELINE

Whereas, Common Course Numbering Phase III is the largest phase developed to date, requiring substantial coordination across disciplines and campus operations;

Whereas, Local implementation requires faculty review, curriculum and governing board approvals, course and program revisions, articulation coordination, technology updates, catalog publication, and student communication, each operating within established institutional timelines;

Whereas, The California Community Colleges Chancellor's Office has withheld Phase III templates pending systemwide transferability and articulation assurances and removed the fall 2027 implementation expectation, but has not established a minimum local implementation period following official release[96]; and

Whereas, Compressed implementation timelines create the potential for mischief through rushed curriculum review, inconsistent course and program information, and avoidable confusion for students, undermining the clarity and credit mobility Common Course Numbering is intended to provide;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office to establish a minimum of twelve months between the official release of final Common Course Numbering (CCN) course templates and required student-facing implementation for Phase III, subsequent phases, and future CCN course templates updates to accommodate established local curriculum approval, articulation, catalog, and technology cycles.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

*+114.04 F26 COMMON COURSE NUMBERING: KEEP THE PREFIXES COMMON

Whereas, Common Course Numbering is intended to provide students with consistent course identifiers that support credit mobility and transfer, and stable discipline prefixes are essential to that consistency;

Whereas, Implementing Common Course Numbering prefixes requires coordinated changes to course outlines, degree and certificate requirements, prerequisite references, catalogs, student information systems, advising resources, and campus communications, making subsequent prefix changes a significant source of duplicated work;

Whereas, Selecting a different prefix in a later Common Course Numbering phase can create uncertainty about previously released templates and require colleges to repeat completed implementation work, creating the potential for inconsistent course references and student confusion; and

[96] California Community Colleges Memo March 13, 2026: Common Course Numbering Implementation Phase III Update, March 13, 2026, p. 2.

Whereas, Faculty expertise and local curriculum processes are central to Common Course Numbering implementation, requiring clear and consistent statewide decisions before colleges undertake coordinated curriculum and systems changes;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for discipline prefixes established in officially released Common Course Numbering course templates to remain fixed across subsequent phases.

Contact: Kelly Rivera, Mt. San Antonio College, Area C