



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

# **2026 Fall Plenary Session Resolutions**

*For Consideration at Area Meetings*

## **ASCCC RESOLUTIONS COMMITTEE 2026-2027**

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## 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

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

- 101. Curriculum
- 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](#)<sup>1</sup> 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, University of California Office of the President, 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

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<sup>1</sup> [ICAS Common Course Numbering Templates Memo Final-2026.05.15](#)

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

### **\*101.03 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

## **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

## **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**

### **\*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"<sup>2</sup> 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)<sup>3</sup>, which directed the CCCCCO to "establish a process...for identifying community colleges with staffing levels that are insufficient to provide

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<sup>2</sup> [CCCCO Memo ESS-26-53](#)

<sup>3</sup> [Recommendations from the 2023-123 California's Systems of Public Higher Education](#)

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 CCCCCO 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,"<sup>4</sup> 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.

Contact: Mark Edward Osea, ASCCC Board of Directors

## **111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

## **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";

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<sup>4</sup> [ASCCC Paper, "Effective and Equitable Transfer Practices in the California Community Colleges"](#)

Resolved, that the Academic Senate for California Community Colleges adopt the paper titled “Faculty Hiring Processes and Procedures<sup>5</sup>” 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;<sup>6</sup>

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;

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

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<sup>5</sup> [“Faculty Hiring Processes and Procedures”](#) updated paper

<sup>6</sup> [The State of Higher Education for Black Californians](#), The Campaign for College Opportunity, March 2026.

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

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