



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion Between the Dates of
October 31, 2025 to November 07, 2025

DISCLAIMER |

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, November 08, 2025, at the 2025 Fall Plenary Session.

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

Area D | Jerome Hunt, Long Beach City College

Executive Director (Interim) | Austin J. Webster

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PLENARY RESOLUTIONS PROCESS

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

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions, as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- Explore California legal codes via the [California Legislative Information website](#).
- Explore California Code of Regulations, including title 5, via [Westlaw's California Code of Regulations website](#).

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **October 11, 2025 to October 24, 2025** are marked with #
- Amendments and urgent resolutions submitted **October 25, 2025 to November 07, 2025** are marked with ^

ASCCC 2025 FALL PLENARY SESSION RESOLUTIONS TIMELINE

- **September 10, 2025** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **September 26, 2025** | Pre-Area Meeting Resolutions packet distributed to the field.
- **October 10, 2025** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **October 10, 2025** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **October 11 to October 24, 2025** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **October 24, 2025** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **October 25 to November 07, 2025** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **October 28, 2025** | *Mandatory Contacts Meeting at 3:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between October 11 to October 24.

- **November 07, 2025** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.
- **November 07, 2025** | *Friday of Plenary Session at 5:00 p.m. Mandatory Contact Meeting.* This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between October 25 to November 07, 2025

In order to propose amendments or urgent resolutions **from October 25, 2025 to November 07, 2025**, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on **October 24, 2025** and new information is presented between **October 25, 2025 to November 07, 2025** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

PARLIAMENTARY MOTIONS |

Any **registered delegate** may make the following motions at the parliamentary microphone during the debate:

Motion	Debatable?	Second Required?	Votes Needed to Pass
Move to Approve by Acclamation*	No	Yes	N/A
Move to Re-Order Items	No	Yes	2/3
Move to Extend Debate (up to five minutes; may be used only once)	No	Yes	Majority
Move to Split the Resolves	No	Yes	Majority
Move to Postpone (within the same plenary session)	Yes	Yes	Majority
Appeal Decision of Chair	Yes	Yes	Majority
Move to Reconsider (by proponent)	Yes	Yes	Majority
Move to Close Debate	No	Yes	2/3

NOTES |

*Acclamation is a specific form of unanimous approval, typically expressed through a voice vote with clapping or cheering. The ASCCC often uses acclamation to highlight strong support for a resolution and to underscore its importance. However, delegates are encouraged to use acclamation selectively to ensure it retains its sense of significance and distinction.

QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2025 Fall Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

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

101. CURRICULUM

***101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates**

Whereas, The Academic Senate for California Community Colleges adopted the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*¹ in Spring 2016 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2016 paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* refers to “examples of the appropriate role of the curriculum committee in the consideration of proposed substantive, non-substantive, and technical changes to courses” in the 2017 paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*² that have since been removed in an update to the course outline of record paper; and

Whereas, Guidelines for processes for curriculum committees covering the range from substantive changes to technical changes is useful for the field;

Resolved, That the Academic Senate for California Community Colleges update the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* to include guidance on processes for substantive, non-substantive, and technical changes to course outlines of records and programs and present it to the field for adoption by the 2027 Spring Plenary Session.

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates**

Whereas, The Common Course Numbering Project has made significant progress in improving the construction and consistency of course templates, yet subsequent phases have identified needed adjustments to previously approved templates, such as changes to requisites and course titles to make the necessary preparation and content clearer to students;

Whereas, Under current intersegmental articulation practice, the definition of a “substantive change” differs from community college curriculum standards, such that even technical changes³ to University of California transferable courses (e.g., adjustments to requisites due to legislation mandates) are considered “substantive” for articulation purposes and require resubmission for review by the University of California Office of the President (UCOP);

Whereas, The University of California Transfer Course Agreement⁴ guidelines specify that colleges must submit new and substantively revised UC-transferable courses annually during the summer submission cycle and must also be submitted for California General Education Transfer Curriculum consideration, which may create a yearlong gap in articulation continuity and duplicative workload for intersegmental reviewers, articulation officers, curriculum specialists, faculty, while delaying catalog updates and impacting students’ degree and transfer progress; and

Whereas, The California Community Colleges (CCC) are held to stricter submission timelines and review criteria than those applied within the four-year segments, and according to longstanding articulation practice outlined

¹ Academic Senate for California Community Colleges. (2016, Spring). Ensuring effective curriculum approval processes: A guide for local senates. <https://www.asccc.org/papers/ensuring-effective-curriculum-approval-processes-guide-local-senates>

² Academic Senate for California Community Colleges. (2017, Spring). The Course Outline of Record: A Curriculum Reference Guide Revisited. <https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>

³ Technical changes are curriculum changes to are course that does not significantly alter the content or outcome.

⁴ [UC TCA guidelines about outline updates and when to submit](#)

in the *California Intersegmental Articulation Council (CIAC) Handbook for Articulation Officers*⁵, community college articulation officers, in consultation with discipline faculty, determine whether a curriculum change is considered substantive or non-substantive for articulation purposes, yet CCCs are still subject to intersegmental re-evaluation requirements that create inequities in the implementation of statewide initiatives, despite maintaining course outlines of record aligned with academic and curricular standards affirmed by the Intersegmental Committee of the Academic Senates;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Council of Academic Senates, the University of California Office of the President (UCOP), and the California State University Chancellor's Office to allow non-substantive curricular revisions to course outlines of record aligned with common course numbering templates to retain their existing articulations for UC transferability, the California General Education Transfer Curriculum, and course-to-course articulations without requiring resubmission and review;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates, the University of California Office of the President, and the California State University Chancellor's Office to develop intersegmental criteria distinguishing technical versus substantive course changes to ensure consistent implementation across the segments; and

Resolved, That the Academic Senate for California Community Colleges advocate for a streamlined intersegmental articulation process that accommodates technical common course number (CCN) revisions outside of the annual University of California Transfer Course Agreement submission cycle, ensuring equitable treatment of colleges participating in CCN implementation and minimizing unintended student impacts.

CONTACT | Mai Her, College of the Sequoias, Area A

***#101.03 F25 Delay Template Release without Prerequisite Research**

Whereas, Prerequisite establishment and validation remain local processes subject to collegial consultation with local academic senates and curriculum committees;

Whereas, Prerequisites may vary from college to college depending on faculty recommendations on course sequencing to promote student preparation and success in curricular pathways leading to degree/certificate attainment and/or transfer; and

Whereas, Common course numbering template development has revealed differences in prerequisites across the state, particularly in science, technology, engineering, and math (STEM) courses, and if these differences are ignored by requiring prerequisite alignment, they may result in unintended local consequences on curriculum, student access, equity-focused efforts, and articulation agreements;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recommend to the California Community Colleges Chancellor's Office (CCCCO) delaying release of common course numbering (CCN) course templates for courses where faculty feedback survey results indicate prerequisites differ significantly among colleges to collect data on existing prerequisites and articulation agreements for these courses for consideration by the CCN faculty workgroups, the ASCCC, the CCCCCO, and the CCN Council to inform recommended next steps for impacted CCN course templates

CONTACT | Cheryl Aschenbach, Lassen College

***#101.04 F25 Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o /**

⁵ [California Articulation Policies and Procedures Handbook \(Revised Spring 2013\)](#)

Latina/o Studies Courses and Programs to Their Appropriate New Taxonomy Of Programs (TOP) Codes

Whereas, The *California Taxonomy of Programs Codes*⁶ is an existing classification system used by the California Community Colleges to categorize academic and vocational programs and courses, while the federal *Classification of Instructional Programs* codes provide parallel identifiers for national data alignment;

Whereas, Ethnic Studies and the autonomous four core disciplines — African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o / Latina/o Studies - are currently coded under the *Social Justice Studies* Taxonomy of Programs (TOP) Code family, which inaccurately represents the inherent independent nature and academic integrity of each discipline and is confusing because Ethnic Studies and each of the four autonomous core disciplines collectively referred to as Ethnic Studies, now have their own separate TOP codes not listed under Social Justice Studies;

Whereas, Sunsetting the existing Ethnic Studies Taxonomy of Program (TOP) codes under *Social Justice Studies* and recognizing the newly established TOP codes for 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 - will eliminate confusion, provide clarity and consistency between state and federal coding systems, to align both local and statewide curriculum standards; and

Whereas, the Chancellor's Office has acknowledged that the Taxonomy of Program codes will be replaced by the Classification of Instructional program codes by Fall 2027, yet accurate coding remains essential in the interim to ensure curriculum clarity, and transparent program data;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to remove Ethnic Studies and the four autonomous core disciplines African American Studies, American Indian/Native American Studies, Asian American Studies, and Chicana/o Latina/o Studies from the *Social Justice Studies* taxonomy of programs (TOP) code family and assign these five disciplines to their appropriate, autonomous core discipline codes within the Ethnic Studies TOP code family, and encourage local academic senates and curriculum committees to update their local coding practices to reflect the TOP code reassignments.

CONTACT | Dr. Thekima Mayasa, San Diego Mesa College

102. DEGREE AND CERTIFICATE REQUIREMENTS

***102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Whereas, California community college students beginning their studies prior to Fall 2025 pursuing transfer to the California State University (CSU) could be partially certified for the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education (CSU GE) Breadth pattern, but as of Fall 2025 entering students transferring to the CSU must now either complete and be certified for the California General Education Transfer Curriculum (Cal-GETC) or else they will be required to complete the CSU GE requirements which may result in having to navigate separate general education requirements post-transfer;

Whereas, Partial certification previously benefited all students by making remaining general education requirements clear to students, more importantly, the provision addresses an equity need because it protected transfer students whose educational journeys were disrupted due to life circumstances, including, for example, being economically disadvantaged, first-generation, veterans, student parents, students of mixed immigration

⁶ [2023 California Community Colleges Taxonomy of Programs Manual](#)

and citizenship status families, etc., where educational disruption may result in students losing catalog rights and/or accumulating credit from multiple institutions of higher education;

Whereas, Student transfer options to the California State University are limited without partial certification because existing Associate Degrees for Transfer (ADTs) such as those in Chemistry which allowed a form of partial certification known as the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics are no longer possible if students are required to fully complete the California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification⁷ or alternative pathways to ADTs in STEM⁸ to meet the legislative mandates of AB2057 (Berman, 2023)⁹ and AB928 (Berman, 2021)¹⁰, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)¹¹ and SB440 (Padilla, 2013)¹², but these prior resolutions were primarily focused on ADTs in STEM; and

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹³ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC) as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that include partial certification for students in the California General Education Transfer Curriculum General Education pattern for all majors.

CONTACT | Stephanie Curry, ASCCC Executive Committee

***+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Amend the 4th Whereas |

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹⁴ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC), which is already permitted by the University of California per University of California Academic Senate Regulation 479¹⁵, as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students

⁷ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁸ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁹ [AB 2057](#)

¹⁰ [AB 928](#)

¹¹ [SB 1440](#)

¹² [SB 440](#)

¹³ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁴ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁵ [UC Academic Senate Regulation 479](#)

are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Amend the Resolved |

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California (UC) through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that ~~include~~ incorporate partial certification for students in the of the California General Education Transfer Curriculum General Education pattern for all majors for students seeking to transfer to the CSU, as is already permitted for students seeking to transfer to the UC.

CONTACT | John Freitas, Los Angeles Community College District, Area C

102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁶ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹⁷ that address direct assessment competency-based education and title 5 §§55060-55062,¹⁸ which include the requirement of a general education curriculum for associate degrees;

Whereas, Defining general education standards and criteria requires faculty-wide conversations to provide a holistic review so that general education represents the comprehensive educational experience of the associate degree and aligns with local college definitions of general education student learning outcomes;

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹⁹; and

Whereas, Colleges that wish to innovate and experiment with creating an associate degree using a direct assessment competency-based education approach can benefit from a set of competencies for general education that are optional and not required by regulation, but they may be adopted, adapted, or used to inspire local conversations regarding how to address general education curriculum in a direct assessment, competency-based education program;

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative²⁰ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

CONTACT | Randy Beach, Southwestern College, ASCCC CTE Leadership Committee

***102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5**

¹⁶ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹⁷ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹⁸ [Title 5 §55060](#)

¹⁹ [Title 5 §55061](#)

²⁰ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

Whereas, Vision 2030—July 2025 Edition²¹ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan²²;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061²³ including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”; and

Whereas, Environmental science courses are regularly included in the natural science general education area for local associate degrees and therefore adding environmental science to the list of disciplines in the natural science general education section of Title 5 (title 5 §55061(c)(5)) would simply reinforce current practice;

Resolved, That the Academic Senate for California Community Colleges advocate for the update of California Code of Regulations title 5 §55061(c)(5) so that the definition of the natural sciences general education area for local associate degrees also includes the effects of human activities on climate and the environment and also includes environmental science in the list of disciplines with language such as the following:

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. Helping students will learn to appreciate and understand how the scientific method is used to, for example, and study the relationships between science and other human activities, drive innovation, and learn about effects of human activities on climate and the environment. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs**

Whereas, AI literacy as used within this resolution is defined as the possessing basic competencies to understand the functions of AI, evaluating and applying strategic uses of AI in different real-world scenarios, as well as assessing the ethical and social concerns when utilizing AI²⁴;

Whereas, A September press release²⁵ from the California Community Colleges Chancellor’s Office announced a partnership with Google whereby artificial intelligence tools and training are being provided to the students and faculty of the California Community Colleges;

Whereas, Faculty have an important role in making recommendations regarding curriculum, degree requirements, program development, and professional learning²⁶, and faculty²⁷ who are duly hired through

²¹ [CCCCO Vision 2030 Report](#)

²² [CCCCO Climate Action Work Plan](#)

²³ [Title 5 §55061](#)

²⁴ Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). *Conceptualizing AI literacy: An exploratory review. Computers and Education: Artificial Intelligence*, 2, Article 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

²⁵ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

²⁶ [Title 5 §53200](#)

²⁷ [California Education Code - EDC §87359.2](#)

agreed-upon district process²⁸ are ultimately responsible for delivering the curriculum will also need upskilling to increase awareness of the benefits and limitations of artificial intelligence in teaching, learning, and workforce preparation; and

Whereas, Artificial intelligence skills are becoming increasingly sought-after by employers and artificial intelligence continues to be a tool to which students will have access therefore developing artificial intelligence literacy among students will be necessary to train our students for future jobs and for their continued educational goals;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to support faculty professional learning in developing artificial intelligence literacy among students;

Resolved, That the Academic Senate for California Community Colleges establish a faculty taskforce to draft language on how artificial intelligence literacy can be included in curriculum across all disciplines, and present this draft language at the 2026 Fall Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore revisions to title 5 regulations and related guidance to integrate artificial intelligence (AI) literacy within general education and workforce development programs.

CONTACT | Liz Encarnacion, Chaffey College, Area D

***+102.05 F25 Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses**

Whereas, California community colleges fulfill their mission of promoting seamless transfer for students to four-year institutions by articulating courses with California State University and University of California courses that are deemed by faculty at the transfer institution to be equivalent in content and rigor;

Whereas, Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses²⁹ directs the Academic Senate for California Community Colleges to work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college Ethnic Studies course that is articulated to any California State University or University of California course approved for Ethnic Studies general education or graduation requirements be automatically approved for California General Education Transfer Curriculum Area 6 Ethnic Studies; and

Whereas, California community college courses in other disciplines and areas besides Ethnic Studies have been denied California General Education Transfer Curriculum approval in general education (GE) areas even when they articulate with California State University (CSU) and University of California (UC) courses that are approved for those same GE areas at the CSU or UC³⁰;

Resolved, That the Academic Senate for California Community Colleges expand the scope of Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses to include all disciplines, and work with the Intersegmental Committee of Academic Senates to develop and implement a policy that any California community college course that is articulated to any California State University or University of California course approved for general education or graduation requirements be automatically approved for Cal-GETC in the same area(s).

CONTACT | Nili Kirschner, Woodland Community College, Area A

²⁸ [California Education Code - EDC §87359](#)

²⁹ [Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses](#)

³⁰ For example, Woodland Community College AG45 articulates with UC Davis ANS 04I, a general education science course at UCD, but was denied for Cal-GETC Area 5B.

***+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses**

Whereas, California community college students with catalog rights to the California State University General Education (CSU GE) Breadth may register for new course offerings in Fall 2025 and beyond that are California General Education Transfer Curriculum approved but were never historically on the CSU GE Breadth pattern;

Whereas, AB 928 (Berman, 2021) mandated the creation of a “singular lower-division general education pathway” to reduce barriers and streamline transfer to the California State University (CSU) and University of California (UC) systems³¹;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³² allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth, creating contradictory guidance; and

Whereas, These conflicting policies risk forcing California State University General Education (CSU GE) Breadth students to repeat general education requirements, accrue excess units, and face additional financial burdens (e.g., students completing a newly approved Cal-GETC Area 6 Ethnic Studies course that cannot be applied to CSU GE Breadth Area F Ethnic Studies), undermining the equity-focused intent of AB 928 (Berman, 2021) to streamline transfer and minimize excess coursework;

Resolved, That the Academic Senate for California Community Colleges research the potential impacts of this policy on CSU-bound students, including possible enrollment, transfer-rate, and socioeconomic implications, and communicate this information to the California State University Chancellor’s Office;

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor’s (CSUCO) General Education Advisory Committee (GEAC) to request that all California General Education Transfer Curriculum-only approved courses may also apply to CSU General Education Breadth requirements for students with catalog rights to that pattern, thereby protecting students from accruing unnecessary units, financial burden, and ensuring consistency with the intent of AB 928; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to include an exception in the California General Education Transfer Curriculum (Cal-GETC) standards, section 10.2 for “CSU GE³³ Certification Using Cal-GETC courses”.

CONTACT | Jessica Jackson, Butte College, Area A

³¹ [AB 928 \(Berman, 2021\)](#)

³² Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC standards, policies, and procedures: Version 1.3 (Final r-2)* [PDF]. https://icas-ca.org/wp-content/uploads/2025/06/Cal-GETC_Standards_1v3_-Final_r-2.pdf

³³ CSU GE is abbreviation for the California State University General Education

103. GRADING POLICIES

***+103.01 F25 Opposing the Use of Online Test Proctoring**

Whereas, The mission of the California Community Colleges is to promote equitable access to quality education for all students, and online test proctoring creates barriers for students who lack stable internet, adequate technology, or private testing spaces³⁴;

Whereas, The use of online proctoring has been shown to increase student anxiety and stress, negatively affecting learning outcomes, which is inconsistent with the Academic Senate for California Community Colleges' commitment to student success and well-being³⁵;

Whereas, Online proctoring systems raise significant privacy and data security concerns, including the collection and storage of sensitive personal and biometric information³⁶; and

Whereas, Existing, effective, accessible alternatives to proctored exams—such as authentic assessments, open-book exams, and project-based evaluations—can uphold academic integrity without imposing undue burdens or risks on students;

Resolved, That the Academic Senate for California Community Colleges oppose and discourage the use of online test proctoring in California community colleges unless required for accreditation or licensure;

Resolved, That the Academic Senate for California Community Colleges assert its commitment to equitable, student-centered, and privacy-respecting assessment practices;

Resolved, That the Academic Senate for California Community Colleges encourage faculty statewide to develop and implement assessment strategies that maintain academic integrity while supporting student learning and well-being; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide professional development, resources, and guidance to assist faculty in developing and implementing effective and equitable alternative assessment methods.

CONTACT | Margarita Pillado, Los Angeles Pierce College, Area C

104. EDUCATIONAL PROGRAM DEVELOPMENT

***#104.01 F25 Affirming Noncredit Faculty Expertise in Noncredit Curriculum and Pathway Development**

Whereas, The Vision 2030 Statewide initiative, its yearly conferences, and financial investments in professional development identify noncredit and adult education expansion as a key equity strategy to support access, success, and transitions for millions of adult learners, requiring intentional instructional design, pathway

³⁴ Swauger, S. (2021, January 13). *Why online test proctoring is biased, from an expert*. <https://library.auraria.edu/news/2021/why-online-test-proctoring-biased-exper>

³⁵ [ASCCC Mission and Vision](#)

³⁶ Swauger, S. (2020, August 7). *Software that monitors students during tests perpetuates inequality and violates their privacy*. MIT Technology Review. <https://www.technologyreview.com/2020/08/07/1006132/software-algorithms-proctoring-online-tests-ai-ethics/>

scaffolding, and integration with counseling and student services, as affirmed through the Academic Senate for California Community Colleges resolutions³⁷ and Rostrum publications³⁸;

Whereas, Noncredit instruction serves a legislatively defined set of adult education program areas as outlined in California Code of Regulations title 5 §58160 and title 5 §53200 mandates that colleges rely primarily on faculty experts—including noncredit discipline faculty, not solely credit faculty—in all 10+1 academic and professional matters, particularly in curriculum, course placement within disciplines, and educational program development, consistent with the ASCCC’s ongoing affirmation of noncredit counseling and part-time faculty expertise as evidenced in Resolution 08.01 F23 Noncredit Professional Learning and Support for Students³⁹, the rostrum article, “Advancing Equity and Inclusion for Part-Time Faculty in California Community Colleges”⁴⁰, and the position paper, “Part-time Faculty: Equity, Rights, and Roles in Governance”⁴¹;

Whereas, Noncredit faculty possess andragogical and heutagogical expertise, deep understanding of adult learner progression, and a long-standing record of collaboration with noncredit counseling, student support services, credit faculty, college administrators, and community partners such as regional consortia, employment partners, K–12 districts, and adult schools, all of which informs instructional integrity, compliance, academic standards, the design of coherent noncredit-to-credit pathways and transitions, and cross-system pathway agreements; and

Whereas, The absence of full-time noncredit faculty in a discipline, or other institutional capacity gaps to meet the expectations of Vision 2030, does not transfer authority to administrators or to credit faculty in the expansion of noncredit instructional offerings, mirroring, adult dual enrollment, noncredit-to-credit pathway development, or guided self-placement and onboarding practices with counseling support, as doing so—particularly when driven by funding incentives rather than student-centered, high-quality curriculum design—risks misalignment, weakens instructional integrity, and may lead to noncompliance with state and federal budgetary and curricular audit requirements;

Resolved, That the Academic Senate for California Community Colleges affirm that noncredit discipline faculty expertise and their inclusion in consultation, including that of part-time noncredit faculty and noncredit counselors, is essential in the development, revision, expansion, and implementation of noncredit curriculum, certificates, and student onboarding and pathway scaffolding, in order to uphold instructional quality, coherence across pathways, compliance with state and federal requirements, and maintain local relevance across educational systems and partnerships; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that all noncredit discipline faculty, full- and part-time alike, are meaningfully included in curriculum and pathway development processes and are represented as voting members in local senates and on shared governance committees, as appropriate.

CONTACT | Marianne Galindo, West Los Angeles College

105. STUDENT PREPARATION AND SUCCESS

³⁷ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

³⁸ Galindo, M., & Guerrero, C. (2025, February). *Vision 2030: Empowering communities through noncredit and adult education*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/vision-2030-empowering-communities-through-noncredit-and-adult-education>

³⁹ [Resolution 08.01 F23 Noncredit Counseling Professional Learning and Support for Students](#)

⁴⁰ Lara, L., & Zeledón-Pérez, M.-J. (2025, February). *Advancing equity and inclusion for part-time faculty in California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/advancing-equity-and-inclusion-part-time-faculty-california-community-colleges>

⁴¹ Academic Senate for California Community Colleges, *Part-time faculty: Equity, rights, and roles in governance* (2024), https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

***105.01 F25 CSU GE Approval Process for CCC Courses**

Whereas, The California State University Office of the Chancellor (CSUCO) issued guidance to the 22 CSUs that the “[California General Education Transfer Curriculum] and [CSU General Education] requirements are not the same and should not be referred to interchangeably [as] important differences exist between the two”⁴²;

Whereas, The California State University Office of the Chancellor (CSUCO) further provided guidance that “new students who start at a [California community college (CCC)] in fall 2025 and then transfer without [California General Education Transfer Curriculum] certification are fulfilling [CSU General Education (CSU GE)] requirements”, and since “campus can elect to publish campus specific CSU GE lists on assist.org,” transfer students not following the Cal-GETC may not know which CCC courses will articulate to the CSU GE subject areas;

Whereas, Having a separate California State University General Education (CSU GE) course approval process will improve transparency about which California community college (CCC) courses meet the revised CSU GE requirements; and

Whereas, Publishing campus-specific general education (GE) lists and articulation agreements for the California State University GE (CSU GE) requirements will support students by indicating which GE requirements have been fulfilled by students who want to transfer to a CSU and elect not to complete the California General Education Transfer Curriculum, i.e., science, technology, engineering, and mathematics majors, among others;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore the possibility with the California State University Office of the Chancellor (CSUCO) of maintaining or re-developing a review process to determine which CCC courses are approved to meet the revised CSU General Education requirement criteria; and

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor to continue publishing campus-specific general education lists and articulation agreements between the California Community Colleges for the California State University General Education pattern on websites such as ASSIST.org.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***+105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges**

Whereas, The dissemination of universal design and accommodating principles of student attendance and participation policies⁴³ as impacted by ongoing detention and deportation policies of the federal government⁴⁴ is vital to students’ ongoing safety and success;

Whereas, Other California state institutions, like CSULA, have already responded in innovative ways and recognized “*there may be circumstances where faculty choose to offer students facing extraordinary circumstances the option of joining an on-campus class remotely via a zoom link or turning in assignments remotely*”;⁴⁵ and

⁴² [Guidance for Implementation of CSU General Education \(GE\)](#)

⁴³ The Santa Rosa Junior College Academic Senate [passed a local resolution on 3 September 2025 \(draft minutes here\)](#) in support of the dissemination of [universal design and accommodation principles encouraging the adoption of increased flexibility in their curriculum, attendance, and syllabus policies](#) among faculty members.

⁴⁴ “[ICE is moving to step up arrests, detentions and deportations. We crunched the numbers.](#)” Wall Street Journal (Online); New York, N.Y. 26 September 2025 DeBarros, Anthony; Dapena, Kara; Hackman, Michelle . DeBarros, Anthony; Dapena, Kara; Hackman, Michelle.

⁴⁵ “[Cal State L.A. allows online classes, excused absences as students express fear amid ICE raids](#)” Los Angeles Times, 10 July 2025, Jaweed Kaleem

Whereas, Limitations to the flexibility available for offering differing options for attending an in-person class (whether in person, hybrid, remotely, or asynchronously) are present in various structural limitations including, but not limited to, lack of distance education addendums⁴⁶ and the inability to change course format once published in the schedule;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office and other interest holders to explore how to accommodate flexible attendance and participation modalities, in addition to the original in-person course modality, while maintaining compliance with state regulations and accreditation and transfer requirements in response to political, social, economic, natural, and health emergencies, as well as other threats to students' safe participation; and

Resolved, That the Academic Senate for California Community Colleges collect and/or create resources that share strategies that are legally permissible within existing attendance regulations used by California community colleges that help mitigate and address attendance issues that emerge due to emergency circumstances.

CONTACT | John A. Stover III, Ph.D., Santa Rosa Junior College, Area B

***+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students**

Whereas, Standards or policies regarding student preparation and success are included as “academic and professional matters” under Academic Senate purview in Title 5 §53200 (b), and the Academic Senate for California Community Colleges is committed to the success and well-being of all students, regardless of their background or immigration status;

Whereas, The Academic Senate for California Community Colleges mission includes, “Empower[ing] faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance” and “Lead[ing] and advocate[ing] proactively for the development of policies, processes, and practices”⁴⁷;

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)⁴⁸ into law, strengthening protections for students across California's education system, requiring community colleges to immediately notify students if immigration enforcement is present on campus and update their comprehensive school safety plans by no later than March 1, 2026, to include procedures for notifying parents, guardians, teachers, administrators, and staff when immigration enforcement is confirmed on school grounds and provisions to ensure students who face deportation are supported with seamless transitions back into enrollment and connected to support programs upon their request⁴⁹; and

Whereas, SB 98 (Pérez) includes an urgency clause, meaning these protections take effect immediately, to ensure that students across California's community colleges will have critical safeguards in place;

Resolved, The Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to provide guidance to the field about how colleges can fully and legally comply with SB 98 (Pérez); and

⁴⁶ The [Program and Course Approval Handbook](#) (8th edition) references the following: ‘Title 5, § 55206 states that, “If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.” The addendum is to address “...how course outcomes will be achieved in a distance education mode...” to include meeting regular and effective contact and Americans with Disabilities Act requirements’ (p64).

⁴⁷ [ASCCC About Us and Mission](#)

⁴⁸ [SB 98 \(Perez, 2025\)](#)

⁴⁹ [SSCCC Statement on Governor's Decision Regarding SB 98 \(Pérez\)](#)

Resolved, The Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to create promising practices and professional learning tools to support the implementation of SB 98 (Pérez).

CONTACT | Luke Lara, ASCCC Executive Committee, Area B

***+105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion**

Whereas, The California Community Colleges Vision 2030 goals of Equity in Access, Equity in Success, and Equity in Support are centered upon the system's current 2.1 million students as well as the 6.8 million Californians between the ages of 25 and 54 who have not yet earned a postsecondary credential⁵⁰;

Whereas, Being placed on academic or progress warning/probation presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements⁵¹ and these precarious positions also heighten the improbability of their returning to college⁵²;

Whereas, The National Student Clearinghouse Research Center's 2025 report⁵³ found that men and persons of Hispanic, African American, and Native American descent are disproportionately represented in the growing, nationwide tally of 37.6 million working age students who have prematurely left the higher education system without earning a credential; and

Whereas, Title 5 §55034⁵⁴ requires that California community colleges provide counseling and support services to buttress student's efforts to overcome academic difficulties, but the absence of a delineated, uniform set of support services may be contributing to the 48% completion rate across the California system of community colleges⁵⁵;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine the district policies and practices that impact student's ability to regain satisfactory academic and/or progress status and compile best practices that can be utilized systemwide to support student completion by publishing and analyzing a survey administered by a task force on topics related to the following with a report delivered by Spring 2027:

- a) The breadth of the student population that has been placed upon academic or progress warning and dismissed from the college
- b) Which support services are provided to support students return to satisfactory academic and/or progress status?⁵⁶
- c) What types of outreach and reconnection activities/programs are employed to help dismissed students prepare to return to college and earn a credential?

⁵⁰ California Community Colleges Chancellor's Office. (2025). *Vision 2030: A roadmap for California Community Colleges* [PDF]. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁵¹ RP Group. (2022, Fall). *African American Transfer Tipping Point (AATTP) Study: Brief I* [PDF]. [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_BriefI_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_BriefI_Fall2022.pdf)

⁵² California Competes. (2024, February). *From setback to success: Meeting comebacker students where they are* [PDF]. <https://californiacompetes.org/wp-content/uploads/2024/02/Comebackers-Report-Final.pdf>

⁵³ National Student Clearinghouse Research Center. (2025, June). *Some College, No Credential: A 2025 snapshot for the nation and the states* [PDF]. <https://nscresearchcenter.org/wp-content/uploads/SCNCRReport2025.pdf>

⁵⁴ Title 5 §55034

⁵⁵ California Community Colleges Chancellor's Office. (n.d.). *Vision for Success: Strengthening the California Community Colleges to meet California's needs* [PDF]. Retrieved October 11, 2025, from <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success>

⁵⁶ U.S. Code Title 20 §1091

***+105.05 F25 Faculty Counselors and Student Education Plans (SEPs)**

Whereas, The Academic Senate for California Community Colleges affirms that counselors are faculty⁵⁷ and, consistent with title 5 §51018⁵⁸ and the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, they hold unique professional preparation and expertise in guiding students through academic planning, career exploration, and personal challenges that may impact their education;

Whereas, Research demonstrates that counseling and academic advising conducted by qualified counseling faculty significantly increases student retention, success, and completion outcomes, including improved GPA, higher persistence, and greater likelihood of graduation (Mackenzie⁵⁹, 2023; Kutty, 2022⁶⁰; AASCU, 2023⁶¹; NSSE findings in Kinzie, 2022⁶²);

Whereas, The Academic Senate for California Community Colleges has consistently opposed⁶³ the displacement of counseling faculty through outsourcing, automation, or delegation of faculty work to paraprofessionals or non-faculty, affirming that the preparation and monitoring of comprehensive Student Education Plans (SEPs) is an essential counseling faculty role that requires advanced training, student-centered pedagogy, and ethical practice, including the protection of student privacy and the assurance of equity-minded support; and

Whereas, While paraprofessionals and emerging technologies such as artificial intelligence may support counseling services by enhancing access to information or performing clerical functions, they cannot replace the professional judgment, contextual understanding, and relational capacity of counseling faculty in developing, reviewing and approving Student Education Plans;

Resolved, That the Academic Senate for California Community Colleges affirm that counseling faculty should be the primary author, reviewer, and approver of Student Education Plans (SEPs) and SEP automated processes, whether comprehensive or abbreviated, and that such responsibilities should not be delegated to paraprofessionals, automated platforms, or artificial intelligence tools; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with administration, faculty unions, and counseling departments to ensure that policies, staffing structures, and technological adoptions protect the faculty role of counselors in the preparation and approval of Student Education Plans.

CONTACT | Ruby Duran, Reedley College, Area A

***#105.06 F25 Applying Cal-GETC Subject Area 1B Courses to Basic Requirements for University of California Admission**

Whereas, The California General Education Transfer Curriculum standards were created with the express intent of providing “a singular general education pathway for California Community College (CCC) students to fulfill

⁵⁷ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁵⁸ [Title 5 §51018](#)

⁵⁹ Mackenzie, J. (2023). *The impact of counseling on retention and graduation*. *Journal of College Student Retention*.

⁶⁰ Kutty, G. (2022). *The effect of academic advising on student GPA*. ERIC Document EJ1347870.

⁶¹ American Association of State Colleges and Universities (AASCU). (2023). *Integrating Career Advising for Equitable Student Success*.

⁶² Kinzie, J. (2022). *NSSE Findings on Academic Advising and Relationship-Rich Education*. Council of Independent Colleges.

⁶³ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

lower-division general education requirements necessary for transfer *and admission* to both the California State University (CSU) and the University of California (UC) [emphasis added]”⁶⁴;

Whereas, Courses approved for the California General Education Transfer Curriculum (Cal-GETC) subject Area 1B Critical Thinking and Composition include a prerequisite course in Cal-GETC subject Area 1A (English Composition), instruction in argumentative writing, and a writing requirement of at least 5,000 words⁶⁵;

Whereas, To satisfy the requirements of the California General Education Transfer Curriculum subject Area 1B, many colleges have extensively revised their outlines of record in such courses as Introduction to Logic, Symbolic Logic, and Critical Thinking, and many more colleges are currently in the process of doing so; and

Whereas, Independent of the California General Education Transfer Curriculum (Cal-GETC) pathway, the University of California (UC) continues to include two courses in English composition among its basic admission requirements⁶⁶, and many California community college (CCC) courses that have been approved for Cal-GETC subject Area 1B are not being applied toward that two-course English composition requirement for UC admission, with the result that CCC students can meet all the requirements for transfer under Cal-GETC but still not obtain admission to the UC;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, the California Community Colleges Chancellor’s Office, and the University of California Office of the President to ensure that courses approved for the California General Education Transfer Curriculum subject Area 1B also count as one of the two courses in English composition that are part the University of California’s basic admission requirements.

CONTACT | Erich Tucker, Cuesta College

106. GOVERNANCE STRUCTURES

***+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment**

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment⁶⁷;

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor’s Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements⁶⁸;

Whereas, Systemwide College and Career Access Pathways full-time equivalent students have grown from 1,763 in 2017–18 to over 24,000 in 2023–24, reflecting rapid program expansion and underscoring the need for faculty

⁶⁴ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC*. <https://icas-ca.org/cal-getc/>

⁶⁵ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC Standards, Policies & Procedures, Version 1.3*. <https://icas-ca.org/cal-getc-standards/>

⁶⁶ University of California. (n.d.). *Basic requirements for transfer admission*. Retrieved October 24, 2025, from <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html>

⁶⁷ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

⁶⁸ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

involvement and inclusion in governance to ensure that such growth aligns with local academic senate processes⁶⁹; and

Whereas, The implementation of dual enrollment across California community colleges has been inconsistent, with varying levels of faculty input and local academic senate engagement in planning and implementation, leading to uneven governance alignment, and faculty participation in areas that fall under the 10+1⁷⁰;

Resolved, The Academic Senate for California Community Colleges affirm that dual enrollment is college instruction fully under faculty purview and local academic senate processes across the 10+1, including curriculum, program development, grading and assessment, professional learning, and academic standards;

Resolved, The Academic Senate for California Community Colleges encourage local academic senates to establish clear governance processes for dual enrollment, including curriculum approval, discipline assignment and minimum qualifications, faculty evaluation, and student support, ensuring consistency with faculty responsibilities and existing collective bargaining agreements; and

Resolved, The Academic Senate for California Community Colleges develop, in a paper and/or resources on dual enrollment that clarifies the alignment of dual enrollment with the 10+1, and provides implementation tools, promising practices, and policy support, to be presented at the Fall 2027 Plenary Session.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

***108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program”**

Whereas, Policies for professional development activities are established as an academic and professional matter in title 5 §53200⁷¹, indicating the role and involvement of faculty in the development of policies related to professional learning and development;

Whereas, In April 1993, the Academic Senate for California Community Colleges adopted Resolution 08.01 S93⁷², which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁷³, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁷⁴, due to regulatory changes, which included the elimination of references to “Average Daily Attendance (ADA)”, and an additional appendix with examples of certification documents issued annually by the CCCCCO; and

Whereas, In November 2024, the California Community Colleges’ Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the “Flexible Calendar” (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)⁷⁵, which will take effect on September 18, 2025;

⁶⁹ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁷⁰ Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).

⁷¹ [Title 5 §53200](#)

⁷² [Resolution 08.01 S93 Flex Calendar](#)

⁷³ [“Guidelines for the Implementation of the Flexible Calendar Program” 1992 Paper](#)

⁷⁴ [“Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper](#)

⁷⁵ [Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar](#)

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to update the 2007 revised paper, "Guidelines for the Implementation of the Flexible Calendar Program" to reflect recent regulatory changes and reinforce the role of faculty in recommending policy related to professional development and learning activities by Spring 2027.

CONTACT | Tracy Herzog, Mt. San Jacinto College, ASCCC Faculty Leadership Development Committee

109. PROGRAM REVIEW

***+109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data**

Whereas, California is home to approximately one million individuals who identify as Middle Eastern and North African (MENA), and the California Community College system began offering a "Middle Eastern" race/ethnicity category in 2018, and this category rolls into "White", omitting nearly 20 race/ethnicity subcategories, such as Kurdish, Algerian, Afghan, and Sudanese⁷⁶;

Whereas, The aggregation of Middle Eastern and North African (MENA) students into the "White" category renders invisible the significant disparities that MENA students experience in retention, graduation rates, access to scholarships, health outcomes, and translation services⁷⁷ rendering it difficult to identify the challenges faced by MENA students or provide the resources needed to support their success and wellbeing;

Whereas, California Assembly Bill 91 (Harabedian, 2025), The MENA Inclusion Act, was signed into law on October 6, 2025, establishing a distinct Middle Eastern and North African category in state demographic data systems⁷⁸; and

Whereas, The collection of detailed, disaggregated data will empower state institutions to promote health equity, track disparities and ensure culturally responsive care, to build economic resilience and efficiency by increasing access to programs and services, and to strengthen civil rights and democracy through the proper documentation and classification of racial profiling, discrimination, and voter suppression⁷⁹.

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to refine data disaggregation processes beyond the 6 groups currently designated (Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli) to ensure recognition of major Middle Eastern groups, including but not limited to Afghan, Bahraini, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Turkish, and Yemeni, major North African groups including but not limited to Algerian, Djiboutian, Egyptian, Libyan, Mauritanian, Moroccan, Somali, Sudanese, and Tunisian, and other transnational Middle Eastern and North African groups, including but not limited to Amazigh or Berber, Armenian, Assyrian, Chaldean, Circassian, and Kurdish;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the

⁷⁶ California Community Colleges, Technology Center. (2018). 2018-18R: New Race & Ethnicity Implementation. <https://cccnext.jira.com/wiki/spaces/PD/pages/731381767/2018-18R+New+Race+Ethnicity+Implementation+2018>

⁷⁷ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

⁷⁸ California Legislative Information. (2025). Bill Text - AB-91 State and local agencies: demographic data. This bill has garnered support from more than 200 organizations, cities, counties, agencies, and elected officials across California; furthermore, this legislation is led by the State's largest and only MENA-led, MENA-serving, MENA-constituency based membership organizations.

⁷⁹ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity⁸⁰ within the next academic year⁸¹;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to utilize disaggregated data as part of their practices when collecting, examining, and reporting enrollment, success, retention, and persistence data for Middle Eastern and North African students and other minoritized populations (specific to their college demographics); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office within the 2026-2027 academic year to create trainings and webinars on how to center equity and the implementation of utilizing disaggregated Middle Eastern and North African data.

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

***+110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media**

Whereas, Faculty in the California Community Colleges system have the right of academic freedom in the classroom, free from threats, intimidation, and threats of workplace violence, whether occurring in person or through digital platforms such as social media;

Whereas, The rise of online harassment and social media threats against academic freedom in the classroom has created new safety concerns that can adversely impact faculty well-being, teaching effectiveness, and the ability to carry out professional responsibilities;

Whereas, While some colleges may have existing safety policies or crisis response protocols, there is currently no systemwide requirement or consistent set of guidelines addressing how colleges should respond when faculty members experience threats of workplace violence or targeted threats on social media; and

Whereas, The California Community Colleges Chancellor's Office has authority to provide leadership, guidance, and accountability to ensure that all colleges develop clear, equitable, and supportive protocols that protect faculty safety and reinforce institutional commitments to a healthy campus climate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, collective bargaining units, and other system partners to direct colleges to develop and implement formal protocols to address the threats of workplace violence and social media threats targeting faculty, ensuring timely response, institutional support, and appropriate protections while ensuring that such protocols are transparent, equitable, and prioritize the safety, dignity, and academic freedom of faculty members.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F25 Adopt the Paper, "The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update"

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of

⁸⁰Revisions to OMB's Statistical Policy Directive No. 15 (Federal Register)

⁸¹ As has been previously recommended in [Resolution I 14.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

Counseling Services in the California Community Colleges⁸²”, which recognized the evolving impact of technological advancements, legislative mandates, and shifting student behaviors on how counseling faculty provides student support;

Whereas, Counseling faculty and allies have contributed their lived experiences and expertise in the drafting of, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges – A 2025 Update”; and

Whereas, The Academic Senate for California Community College’s paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁸³”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”⁸⁴, and disseminate the paper to local academic senates upon its adoption; and

Resolved, That the Academic Senate for California Community Colleges promote the updated paper through professional learning opportunities to support counseling faculty in navigating their position within the 10+1.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

111.02 F25 Establish Credit for Prior Learning Liaisons

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning, and aligns with the core academic and professional matters outlined in the title 5 §53200⁸⁵ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁸⁶ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate credit for prior learning across the institution through other successful liaison roles; and

Whereas, Purview of faculty in academic and professional matters requires colleges to recognize faculty with the necessary time to effectively oversee the credit for prior learning work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing credit for prior learning requires substantial and ongoing work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to advocate for the establishment of a credit for prior learning (CPL) liaison to facilitate CPL-related communications and efforts between the local academic senate and the ASCCC.

CONTACT | Carrie Roberson, Credit for Prior Learning Pathways to Credit Faculty Director

⁸² [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

⁸³ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

⁸⁴ [“The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”](#) draft being considered for adoption by the delegates.

⁸⁵ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁸⁶ [ASCCC Pathways to Credit Web Page](#)

***#111.02.01 F25 Amend 111.02 F25 Establish Credit for Prior Learning Liaisons**

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges (ASCCC) ~~urge local academic senates to advocate for the establishment of~~ establish a credit for prior learning (CPL) liaison to facilitate CPL-related communications and efforts between the local academic senates and the ASCCC.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, The California Community Colleges Chancellor's Office Burden-Free Instructional Materials Task Force was charged with providing recommendations and regulatory actions to reduce instructional material costs and create sustainable, equitable solutions that prioritize the removal of financial, administrative, and psychological burdens on students, as outlined in its 2024 report *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁸⁷;

Whereas, The Burden-Free Instructional Materials Task Force emphasized that a "burden-free student experience" means the alleviation of all unnecessary burdens, including financial burdens, and noted that sustainable, no-cost course materials options, such as open educational resources, should be prioritized over practices auto-billing program such as "inclusive access", which impose automatic fees on students and limit their agency when choosing how to obtain course materials (California Community Colleges Chancellor's Office, 2024, p. 6);

Whereas, Auto-billing programs create new burdens for students by imposing automatic charges for course resources, often without offering meaningful options for opting out, and disproportionately affecting students who rely on financial aid or require print formats, thereby contradicting the intent of title 5 §54221⁸⁸ Burden-Free Access to Instructional Materials to remove cost burdens for students (California Community Colleges Chancellor's Office, 2024, p. 8); and

Whereas, The California Community Colleges system's vision for equitable access and success aligns with the goals of title 5 §54221, which seeks to prioritize the elimination of instructional material costs for students, and the burden-free approach outlined by the Burden-Free Instructional Materials Task Force underscores the importance of fostering student choice and agency without introducing new financial or administrative barriers;

Resolved, That the Academic Senate for California Community Colleges affirm that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to instructional materials at no cost, thereby prioritizing the removal of cost burdens over access burdens;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their respective colleges to avoid adopting auto-billing programs such as "inclusive access" that impose automatic charges on students, and instead support practices that align with the goals of title 5 §54221, including expanding the use of open educational resources and other no-cost instructional materials; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to continue implementing the recommendations of the Burden-Free Instructional Materials Task Force including discouraging practices that limit student choice or create new financial burdens, and providing guidance on fostering sustainable, no-cost instructional materials solutions.

CONTACT | Julie Bruno, Open Educational Resources Initiative

⁸⁷ California Community Colleges Chancellor's Office. (2024, April 15). Advancing equity in access, support and success through burden-free instructional materials [PDF]. California Community Colleges Chancellor's Office.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

⁸⁸ [Title 5 §54221](#)

***+111.04 F25 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, Title 5 §54221 requires governing boards to “adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class” and delineates “practices that enable first day access to zero-cost resources”, but does not specify college responsibilities after the first day of class⁸⁹;

Whereas, The California Community College Chancellor’s Office issued a memo on July 22, 2025, Burden-Free Access to Instructional Materials: Regulatory Provisions (ESS 25-43), that states that Title 5 §54221:

“...requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students *throughout the term* [emphasis added]. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by Education Code section 78052, and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations (34 CFR §668.164(i)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability. (Todd, 2025, p. 2)”⁹⁰

Whereas, The charge of the Burden-free Instructional Materials Task Force proposed a vision that “when a course begins, students have everything needed for that course, including all instructional materials at no cost” (California Community Colleges Chancellor’s Office, 2024, p. 8), expanding the “burden-free” experience referenced in Title 5 §54221 to all instructional materials (i.e., textbooks, supplemental materials, and supplies) and beyond the first day of class,⁹¹ and

Whereas, College districts have until January 26, 2026 to conform their policies and procedures to the regulatory requirements associated with title 5 §54221 Burden-Free Access to Instructional Materials;

Resolved, That the Academic Senate for California Community Colleges assert that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to all instructional materials at no cost, not merely free access to resources for a limited part of the term; and

⁸⁹ [Title 5 §54221](#)

⁹⁰ Todd, J. (2025, July 22). *Burden-free access to instructional materials: Regulatory provisions* (Memorandum No. ESS 25-43). California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-25-43-burden-free-access-to-instructional-materials-regulatory-provisions-al ly.pdf?la=en&hash=D8EA4728214206D40F6892F7C0F608547E9600DA>

⁹¹ California Community Colleges Chancellor's Office. (2024). *Advancing equity in access, support and success through burden-free instructional materials*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-al ly.pdf>

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to adopt policies that support the sustainability of local efforts to encourage and support the adoption of open educational resources and other approaches to establishing zero textbook cost pathways as a mechanism for achieving the intent of title 5 §54221 Burden-Free Access to Instructional Materials.

CONTACT | Julie Bruno, Sierra College, Area A

***+111.05 F25 Encourage Systemwide Use of California Community Colleges Canvas Commons**

Whereas, All openly licensed resources created with Zero-Textbook-Cost Degree Program funds must be shared, but California Education Code §78052⁹² specifies that “Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials.”;

Whereas, Canvas Commons is a platform for sharing complete Canvas courses with all Canvas users who have instructor status, providing a mechanism for limiting the users that can access Canvas Commons, but making resources available to users with specified credentials at over 8000 institutions⁹³;

Whereas, There is a California Community College Canvas Commons that could be used to limit the access to resources created by California Community College faculty to only users with the appropriate permissions within the system, decreasing the opportunity for assessments within shared courses to be accessed by inappropriate users, yet less than 25% of colleges in the system have made the California Community College Canvas Commons available to their faculty (G. Grace, personal communication, n.d.); and

Whereas, The use of a Canvas Commons that only houses resources developed and used by faculty in the California Community Colleges would facilitate discovery of these resources;

Resolved, That the Academic Senate for California Community Colleges recognizes the California Community College Canvas Commons as an appropriate platform for faculty to minimize access to Canvas resources that should only be available to faculty; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for making the California Community Colleges Canvas Commons available for local use.

CONTACT | Julie Bruno, Sierra College, Area A

***#111.06 F25 ASCCC Resolution: Support for the A2MEND/California Community College Pan African Virtual College (PAVC)**

Whereas, The Academic Senate for California Community Colleges recognizes the importance of equitable access to high-quality global education opportunities for all students, particularly those historically underrepresented in international learning experiences;

Whereas, The Pan African Virtual College⁹⁴, developed in partnership between A²MEND^{95,96} and the California Community Colleges, addresses long-standing barriers, such as the high cost of travel, geographic limitations, and lack of curriculum alignment, that have restricted participation in global education for underrepresented students;

⁹² [California Education Code - EDC §78052](#)

⁹³ [Instructure Customers](#)

⁹⁴ University of Ghana. (2025, October 21). *California Community Colleges, A²MEND and University of Ghana collaborate to establish Pan-African Virtual College*. University of Ghana College of Education. <https://coe.ug.edu.gh/news/california-community-colleges-a2mend-and-university-ghana-collaborate-establish-pan-african>

⁹⁵ A²MEND. (2022). *A²MEND 2022 Web Update: Overview*. <https://a2mend.net/a%C2%B2mend-2022-web-update/overview/>

⁹⁶ A²MEND is the acronym for the African American Male Education Network & Development

Whereas, The Pan African Virtual College leverages the California Virtual College platform to create a virtual academic bridge between California Community Colleges and universities in Ghana, providing culturally relevant and globally connected instruction that incorporates African-centered pedagogy and cross-cultural exchange, and that the Academic Senate for California Community Colleges has previously affirmed its commitment to equity, inclusion, and global learning through resolutions such as Resolution 3.02 F20 Recommendation to Update Title 5 Language for Section 53022⁹⁷, which supports community college students in demonstrating skills and abilities in cultural responsiveness and cultural humility, and Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions⁹⁸, supporting Vision 2030 which promotes the growth and development of the California Virtual Campus; and

Whereas, The Pan African Virtual College model not only strengthens international and intersegmental collaboration but also advances the Vision 2030 goals of equity, innovation, and global engagement by fostering inclusive, culturally responsive, and workforce-relevant education that can scale to other regions, including South and Latin America;

Resolved, That the Academic Senate for California Community Colleges endorse the A²MEND/California Community College Pan African Virtual College (PAVC) initiative as an innovative and equity-driven model for global learning and academic collaboration; and

Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office, A²MEND, and intersegmental partners to ensure that the Pan African Virtual College is developed and implemented in alignment with academic and professional matters under Title 5 §53200, particularly in the areas of curriculum, educational program development, and standards of student preparation and success.

CONTACT | Dr. LaTonya Parker-Parnell, ASCCC Executive Committee

⁹⁷ [Resolution 03.02 F20 Recommendation to Update Title 5 Language for Section 53022](#)

⁹⁸ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

***112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”**

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”⁹⁹ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes¹⁰⁰ went into effect for colleges to incorporate inclusion, diversity, equity, anti-racism, and accessibility into the faculty evaluation process; and

Whereas, The Academic Senate for California Community Colleges’ paper, “Sound Principles for Faculty Evaluation” lays a strong foundation that could further include the 2023 title 5 regulations, more promising practices for working with local bargaining units, ways to acknowledge and address bias, and more explicit support for anti-racism in our evaluation processes;

Resolved, That the Academic Senate for California Community Colleges update the paper, “Sound Principles for Faculty Evaluation,” to incorporate Inclusion, Diversity, Equity, Anti-racism, and Accessibility into the faculty evaluation process and present it to the field by no later than Fall 2027.

CONTACT | Heather Eubanks, Sierra College, ASCCC Equity and Diversity Action Committee

113. LEGISLATION AND ADVOCACY

***+113.01 F25 Opposition to the “Compact for Academic Excellence in Higher Education” or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles**

Whereas, The Academic Senate for California Community Colleges has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA-related initiatives¹⁰¹;

Whereas, The “Compact for Academic Excellence in Higher Education” requires that “no factor such as sex, ethnicity, race, nationality, political views, sexual orientation, gender identity, religious associations, or proxies for any of those factors shall be considered, explicitly or implicitly, in any decision related to undergraduate or graduate student admissions or financial support,” seeks to impose federalized standards of admissions, hiring, pedagogy, and governance that undermine institutional autonomy and shared governance by explicitly restricting the ability of institutions to engage, barring institutions from engaging in affirmative, equity-minded practices that address historic and ongoing disparities faced by marginalized communities, including but not limited to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and first-generation students by framing discriminatory admissions processes as reflecting a “fundamental misunderstanding” of Civil Rights law and having “damaging impacts,” arguing that treating certain groups as needing preferential treatment “perpetuates a dangerous badge of inferiority”¹⁰²; and

⁹⁹ “Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013

¹⁰⁰ [Title 5 §53602](#)

¹⁰¹ Academic Senate for California Community Colleges. (n.d.). *Diversity and equity resolutions*. Retrieved October 11, 2025, from <https://www.asccc.org/category/resolutiontopic/diversity-and-equity>

¹⁰² American Federation of Teachers. (2025, October 2). *AAUP’s Wolfson and AFT’s Weingarten on Trump’s loyalty pledge for colleges and universities*. <https://www.aft.org/press-release/aaups-wolfson-and-afts-weingarten-trumps-loyalty-pledge-colleges-and-universities>.

Whereas, The Compact marks a continuation of a pattern of intimidation and retaliation against institutions of higher education¹⁰³, academic freedom of faculty, and the wellbeing and educational success of our students belonging to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and other communities by forcing “institutional neutrality at all levels”¹⁰⁴;

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment¹⁰⁵ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

Resolved, That the Academic Senate for California Community Colleges join in opposition with other higher education entities to any form of compliance with the “Compact for Academic Excellence in Higher Education” or related federal mandates that restrict institutional commitment to inclusion, diversity, equity, anti-racism, and accessibility principles, institutional autonomy, and academic freedom¹⁰⁶;

Resolved, That the Academic Senate for California Community Colleges create opportunities to educate faculty about current efforts to undermine academic freedom, free speech, and inclusion, diversity, equity, anti-racism, and accessibility, and equip faculty with the tools and methods to resist these efforts and continue to increase student success for marginalized communities; and

Resolved, That the Academic Senate for California Community Colleges integrate into the ongoing professional learning activities how to respond when faculty academic freedom and rights are attacked.

CONTACT | Tiffany Lanoix, West Los Angeles College, Area C

***+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students**

Whereas, Automatic-billing programs, also referred to as “inclusive access” programs, typically charge students a per-unit fee for course materials, regardless of the actual cost of the required resources and often fail to clearly notify students of opt-out options, thereby limiting student choice and creating new financial burdens¹⁰⁷;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic-billing strategies that maintain reliance on commercial publishers and encourages colleges to consider the long-term impact of such programs on students¹⁰⁸;

Whereas, As of Fall 2025, at least four California community colleges have adopted automatic-billing programs that charge students a per-unit fee for course materials, even when the cost of the commercial materials is less than the per-unit fee, and often when there are no costs, creating inequities for students; and

Whereas, The 2024 report from the Burden-Free Instructional Materials Task Force, *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*¹⁰⁹, highlights the importance of fostering

¹⁰³ Binkley, C., & Casey, M. (2025, September 3). Judge reverses Trump administration’s cuts of billions in research funding to Harvard. *PBS News*. <https://www.pbs.org/newshour/politics/judge-reverses-trump-administrations-cuts-of-billions-in-research-funding-to-harvard>

¹⁰⁴ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

¹⁰⁵ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

¹⁰⁶ Association of American Colleges & Universities. (2025, October 3). AAC&U statement on the Trump administration’s “Compact for Academic Excellence in Higher Education”. <https://www.aacu.org/newsroom/aac-u-statement-on-the-trump-administrations-compact-for-academic-excellence-in-higher-education>

¹⁰⁷ U.S. PIRG Education Fund. *Automatic Textbooks Billing: An Offer Students Can’t Refuse?* (K. Vitez, Author). (February 2020). https://studentpirgs.org/assets/uploads/2022/12/USPIRG_Textbook-Automatic-Billing_Feb2020_v3-2.pdf

¹⁰⁸ [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies](#)

¹⁰⁹ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

equitable access to instructional materials by alleviating financial burdens and ensuring that students have agency in their educational choices, recommending practices that prioritize no-cost materials, and discourage automatic-billing mechanisms that limit transparency and choice;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to advocate for regulatory changes that require automatic-billing programs to be opt-in, provide clear and transparent pricing information, and exclude no-cost course materials from cost calculations.

CONTACT | Michelle Pilati, Rio Hondo College, Area C

***#113.03 F25 In-State Tuition for Undocumented Scholars Who Have Graduated from High Schools Outside of California**

Whereas, Thousands of undocumented students graduate high school across the United States¹¹⁰ and face significant barriers to accessing higher education, including financial obstacles and limited access to resources and support services¹¹¹ and requiring undocumented high school graduates from other states to pay out-of-state tuition rates presents a significant financial burden and may deter them from pursuing their educational goals;

Whereas, The Academic Senate for California Community Colleges have historically been leaders in providing accessible and affordable education to all students, regardless of immigration status¹¹²;

Whereas, The California Legislature has recognized the importance of supporting undocumented students by allowing them to pay in-state tuition rates through the passing of Assembly Bill 540¹¹³; and

Whereas, Many undocumented high school students and their immigrant families living in other states pay close to 100 billion dollars in taxes annually¹¹⁴ may wish to pursue higher education in California due to its supportive policies and robust academic programs and providing in-state tuition rates to undocumented high school graduates from other states promotes equity and access to higher education, aligning with the values of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges advocate for the extension of in-state tuition rates to undocumented high school graduates from other states who choose to attend a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Legislature and relevant state agencies to amend California Education Code §68130.5(a)(1)¹¹⁵ to remove any restrictions that currently do not allow undocumented high school graduates from other states to pay in-state tuition rates at California community colleges.

CONTACT | Edgar Perez, ASCCC Executive Committee

***#113.04 F25 Establishing Pickleball as a Competitive Sport in the California Community Colleges**

¹¹⁰ Presidents' Alliance on Higher Education & Immigration. (n.d.). *Florida – Data on Immigrant Students | Higher Ed Immigration Portal*. Retrieved October 24, 2025, from <https://www.higheredimmigrationportal.org/state/florida/>

¹¹¹ Prieur, D. (2023, August 10). *Undocumented students face new challenges under Florida's immigration law*. Central Florida Public Media. Retrieved October 24, 2025, from <https://www.cfpublish.org/education/2023-08-10/undocumented-students-face-new-challenges-under-floridas-immigration-law>

¹¹² [Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges](#)

¹¹³ [California Nonresident Tuition Exemption \(AB 540\) Information](#)

¹¹⁴ Institute on Taxation and Economic Policy. (2024, July 30). *Tax payments by undocumented immigrants*. Retrieved October 24, 2025, from <https://itep.org/undocumented-immigrants-taxes-2024/>

¹¹⁵ [California Education Code - EDC §68130.5](#)

Whereas, Pickleball is a rapidly growing sport in the United States, with The Association of Pickleball Professionals (APP) unveiling of updated pickleball participation research which reveals that 48.3 million adult Americans – nearly 19% of the total adult population – have played pickleball at least once in the past 12 months, highlighting its popularity and accessibility to players of all ages and genders¹¹⁶;

Whereas, The Academic Senate for California Community Colleges supports initiatives that promote student engagement and success through diverse and inclusive athletic programs, aligning with the mission to empower faculty and enhance student learning¹¹⁷;

Whereas, Title IX of the Education Amendments of 1972 mandates that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, ensuring gender equity in all athletic programs¹¹⁸; and

Whereas, The California Community College Athletic Association oversees the administration of intercollegiate athletic programs for nearly 28,000 student-athletes, and the inclusion of Pickleball as a competitive sport would provide additional opportunities for student engagement and athletic participation¹¹⁹;

Resolved, That the Academic Senate for California Community Colleges establish a relationship with the California Community College Athletic Association and advocate for the inclusion of Pickleball as a competitive sport to promote student engagement and athletic participation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association to ensure that the introduction of Pickleball as a competitive sport complies with Title IX regulations, providing equitable opportunities for student athletes and the community.

CONTACT | Edgar Perez, ASCCC Executive Committee

114. CONSULTATION WITH THE CHANCELLOR’S OFFICE

114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes

Whereas, The Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office, in partnership with appropriate entities and constituencies collaborate to provide system-wide access to generative artificial intelligence tools, resources, and professional development opportunities and confirms that the governance, content curation, and educational frameworks of such resources are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty¹²⁰;

Whereas, The Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters and that the California

¹¹⁶ Association of Pickleball Professionals. (2023, March 29). *New APP research reveals nearly 50 million adult Americans have played pickleball in the last 12 months; average age drops to 35*. Retrieved October 24, 2025, from <https://www.theapp.global/news/nearly-50-million-adult-americans-have-played-pickleball>

¹¹⁷ Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. Retrieved October 24, 2025, from <https://asccc.org/about/mission>

¹¹⁸ U.S. Department of Education. (n.d.). *Title IX and sex discrimination*. Retrieved October 24, 2025, from <https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination>

¹¹⁹ California Community College Athletic Association. (n.d.). *About*. Retrieved October 24, 2025, from <https://www.cccaasports.org/about/about>

¹²⁰ [Resolution 111.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions¹²¹;

Whereas, The collaboration with Google announced on September 10, 2025¹²², the Nectir AI pilot initiated in 2024¹²³, and the NVIDIA collaboration announced in 2024¹²⁴ are agreements that were entered into without prior discussion, bypassing Consultation Council and the Academic Senate for California Community Colleges which are both part of the existing consultative processes established to ensure constituency review and support; and

Whereas, Expediency in decision-making does not negate the need for appropriate consultation when making decisions on behalf of the California Community Colleges as the AI Council members have not been selected according to the Procedures and Standing Orders of the Board of Governors¹²⁵ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹²⁶;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to establish and adhere to processes that ensure transparency with respect to establishing systemwide agreements, sharing the details of agreements before they are finalized, gathering the input of impacted constituencies, and seeking recommendations from Consultation Council before finalized; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the constituencies represented on Consultation Council to develop guidelines that delineate the information that needs to be provided about new technology procurements before they are finalized and publicly shared once they are in effect.

CONTACT | ASCCC Executive Committee

***+114.02 F25 Academic Freedom and Academic and Professional Matters in Rising Scholars Programs**

Whereas, The Academic Senate for California Community Colleges has made a commitment in multiple resolutions, including Resolution 114.01 S25, "Empowering Faculty Voice in Rising Scholars Programming,"¹²⁷ 13.03 S22, "Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),"¹²⁸ and 13.04 S22, "Establishing Rising Scholars Faculty Liaisons,"¹²⁹ to student-first practices and effective shared governance through urging collegial consultation between the California Community Colleges Chancellor's Office, the California Department of Corrections and Rehabilitation and faculty in the Rising Scholars Network;

Whereas, A new Rising Scholars memorandum of understanding (MOU) was distributed by the California Department of Corrections and Rehabilitation (CDCR), with a request for colleges/districts to sign on to this Rising Scholars MOU with CDCR¹³⁰; and

Whereas, This memorandum of understanding between the California Department of Corrections and Rehabilitation (CDCR) and the college/district puts conditions and responsibilities on colleges/districts, faculty, and Rising Scholars program students in CDCR facilities that are in need of local clarification per title 5 §53203(a)¹³¹, including a newly added section titled "Instructor Research and Access," which establishes new

¹²¹ [Resolution 108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

¹²² [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

¹²³ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹²⁴ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹²⁵ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹²⁶ [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)

¹²⁷ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

¹²⁸ [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹²⁹ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

¹³⁰ [A copy of the most recent MOU with the CDCR](#)

¹³¹ [California Code of Regulations Title 5 §53203](#)

CDCR and California Community Colleges Chancellor's Office permissions and restrictions concerning communications between Rising Scholars program faculty and students, as well as requiring CDCR permissions before Rising Scholars graduates may participate in writing/publishing and speaking about their experiences at academic conferences and other events;

Resolved, That the Academic Senate for California Community Colleges inform local colleges and districts' Academic Senates of the language in the Fall 2025 Rising Scholars California Department of Corrections and Rehabilitation's memorandum of understanding (MOU), and recommend that local Rising Scholars faculty and staff thoroughly review the MOU with their campus administrators.

CONTACT | Peter Fulks, Cerro Coso Community College, Area B

***+114.03 F25 Request for CCCCCO Impact Analysis and Timeline Review for Multiple Initiatives**

Whereas, California community colleges are simultaneously implementing multiple statewide initiatives with accelerated and frequent reporting requirements¹³²;

Whereas, The compressed and restrictive timelines may create an undue burden on colleges, particularly small and under-resourced colleges, by straining limited personnel, data/information technology capacity, and professional development bandwidth, thereby diverting attention from instruction and direct student support;

Whereas, Some initiatives are legislatively mandated and/or aligned with Vision 2030 goals, yet implementation schedules and reporting cadences are often within the purview of the California Community Colleges Chancellor's Office (CCCCO) and can be informed by interest holder input; and

Whereas, Transparent impact analysis and realistic, phased timelines will improve data quality, compliance, and, most importantly, student outcomes;

Resolved, That the Academic Senate for California Community Colleges request that California Community Colleges Chancellor's Office conduct and publicly share a comprehensive impact analysis of the cumulative workload and resource implications of concurrent initiatives with accelerated reporting requirements including fiscal, staffing, technology, professional development, and equity impacts, with attention to college size and rural/remote contexts, and based on the findings of the analysis, urge the California Community Colleges Chancellor's Office to adjust implementation and reporting timelines by providing phased rollouts, reasonable extensions or grace periods, and alternative compliance options where appropriate, to reduce undue burden on colleges with limited resources;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to consider co-developing future timelines with system interest holders, including local academic senates, Chief Instructional Officers, Institutional Researchers, information technology professionals, and student representatives, and to establish a standard minimum notice period prior to new or changed reporting requirements, except when precluded by statute; and

Resolved, That the Academic Senate for California Community Colleges advocate, as needed, with the California State Legislature and the California Community College's Board of Governors to align statutory and regulatory deadlines to assess realistic campus capacity, and to secure technical assistance and funding to meet any accelerated mandates.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

***+114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption**

¹³² [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

Whereas, The Academic Senate for California Community Colleges has long supported lowering course material costs through the adoption of open educational resources¹³³;

Whereas, The adoption of open educational resources saves students money, but gathering the data to calculate actual cost-savings is labor-intensive and there is no standardized systemwide method to facilitate the calculation of savings that colleges could use to track and quantify savings;

Whereas, A simple standardized method for calculating the cost savings that result from the adoption of open educational resources, such as using a stipulated class size and textbook cost, would allow for the compilation of savings-related data and as well as support the advocacy for ongoing OER funding; and

Whereas, Data demonstrating the return on investment associated with open educational resources (OER) is necessary to advocate for ensuring the sustainability of OER efforts¹³⁴;

Resolved, That the Academic Senate for California Community Colleges work with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources that can be applied across all California community colleges, simplifying the gathering of impact data and allowing for publication and comparisons and to present this recommended method for consideration by local academic senates no later than the 2026 Spring Plenary Session.

CONTACT | Liz Encarnacion, Chaffey College, Area D

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¹³³ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹³⁴ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)