

ACADEMIC SENATE MINUTES

NOVEMBER 18, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	N
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	N
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	Y
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	N
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	N
Patricia Gomez	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	Y
Alternates			
Stephen Shelton	Arts, Communication & Design A	2024-2026	N
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Lisa Doget	Health & Wellness - Health Sciences	2025-2027	N
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	N
Nolan Krueger	Chaffey College Student Government	2025-2027	N
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Adriana Arce, Director, Distance Education & Professional Development

Margaret Fernandez, Dean, Chino Campus

Ryan Hitch, Instructional Specialist, Distance Education

Lissa Napoli, Administrative Assistant, Academic Senate

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications

Julie Song, Director, Honors Program Committee

1. PERSONAL EXPRESSION (12:30 P.M.)**2. CALL TO ORDER (12:35 P.M.)****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

- Read by Jayne Clark-Frize, Health & Wellness/ Health Science, Academic Senate

2.2 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. ADOPTION OF AGENDA**

- November 18, 2025
- **Motion for Approval** - Senator Clark Frize moved to adopt the agenda with the amendment to move 6.1 to after 8.1. Senator Gomez seconded the motion. The motion was approved. 11.18.25, 19Y/0N/0A.

5. CONSENT AGENDA**5.1 November 4 Meeting Minutes.** See attachment titled, "ACADEMIC SENATE MINUTES November 4, 2025 DRAFT"**5.2 Curriculum** is asking that the Academic Senate endorse the course modifications that are presented in the packet. See attachment titled "*11-5-25 Curriculum Endorsements*"**5.3 Faculty representatives** that have been requested to serve on these selection/hiring committees: see ["AP 7120 Committee Compositions"](#)**5.3.1 Dean, Instructional Support**

Megan Keebler, Instructional Specialist,

Ryan Hitch, Instructional Specialist
Manar Hijaz, Instructional Specialist
Greg Creel, Instructional Specialist

5.4 Faculty representatives that have been requested to serve on these campus committees:

5.4.1 Programs & Services Committee

Marlene Soto, Radiologic Technology, HW

5.5 Faculty representatives that can no longer serve on these campus committees:

5.5.1 Wignall Advisory Committee

Neil Watkins, English, ACD

5.5.2 LGBTQIA+ Advocates Committee

Neil Watkins, English, ACD

- **Motion for Approval** - Senator Jenkins moved to approve the Consent Agenda with fixes to typos and clarification on Senator Johannsen's statement. Senator Polidano seconded the motion. The motion was approved. 11.18.25, 20Y/0N/0A.

6. GUEST(S)/PRESENTATION(S)

6.1 Director, Honors Program Committee, Julie Song, will present Chaffey College Honors Program Informational, See attached, "*Chaffey College Honors Program Information.*"

- Senator Jenkins inquired whether stand alone and contract courses are offered asynchronously. Julie mentioned that in addition to asynchronous courses, the program also offers students the opportunity to complete their out-of-class requirement virtually.
- Senator Clark Frize asked whether there are nursing programs currently enrolled in the Honors Program. Currently, there are nursing students that are part of the program; however, the program itself doesn't necessarily benefit them in the same way since nursing programs are their own entity. For instance, the transfer agreements usually don't have nursing as a major. UCLA, for example, nursing as a major falls outside the College of Letters and Sciences.
- Senator Connelly wanted to know how faculty can recommend students to the program. Students that are a good fit for the program can be recommended by faculty through the following link: [Honors Nomination Form](#)
- Senator Chamberlain wanted to confirm whether students' proposed outside activity could be watching a documentary. She also wanted clarification on how a course becomes an honors course. Julie stated that, usually, the committee defers to the faculty's academic freedom in assigning and accepting the outside activity. Any UC transferable classes can become a stand alone honors course. Faculty that are interested can discuss teaching an honors course with their coordinator.
- Senator Keller observed that the graph titled "Student Responses to: 'Are you the first in your family to attend college?'" requires clarification because it truncated at 40%, making the number, making the response to this question closer to a 3% difference rather than 50%.

7. REPORT(S)

7.1 President

- The Academic Senate was able to collect 4 full Thanksgiving baskets for the Foothill Family Shelter's Thanksgiving Food Drive sponsored by CSEA. Thank you to everyone for donating!
- The Governing Board held a special Board Meeting to interview the applicants for the District 1 vacancy appointments. There was 1 complete applicant, Andrea Dutton who is a retired Radiologic Technology professor from Chaffey College. I attended the regularly scheduled Board Meeting where Andrea Dutton was approved by the board to fill the appointment for District 1 until the regular election cycle will be held in June 2026.
- I attended the last Curriculum Committee meeting, where a workgroup presented on local GE Patterns. I found the presentation to be very interesting, and currently Curriculum Committee Representatives are reaching out to their constituents regarding the details within the presentation to bring back to the next scheduled meeting for discussion. I am eager to hear the discussion and what the committee members have to say regarding the topic.
- Yesterday was the conclusion of the Fall Faculty Advocacy Series. While the series itself felt like a "rats race" to build webinars each month, it was also a learning experience and informative to work with different departments across campus and insightful to be able to educate faculty on the different aspects of governance and dig deeper into the topics myself. I enjoyed working with Tamari and the FSC and each presentation was well attended and attendees were well engaged and brought great questions and insights to the discussions. I look forward to the Spring semester.
- I attended the President's Cabinet this morning where we were given various updates. One particular update given by Chief of Police Steve Griffin was in regards to statewide updates regarding immigration enforcement. At the end of his presentation I gave my compliments to our Police team's response to SB 98 as many California Community College's are just now finding themselves scrambling to find ways to enact public response mechanisms to SB 98, while Chaffey College has been initiating response mechanisms for at least a year now. I stressed to the Chief of Police that as long as our District continued to see immigration concerns as a high priority and maintained the high level of response protocol as we currently use, we were on the right track.

7.2 Vice President

7.3 Secretary/Treasurer

- Trans Day of Remembrance event Thursday 11/20 11:00 am - 12:00pm in PRISM

7.4 Curriculum Chair

7.5 Classified Senate Liaison

7.6 Chaffey College Student Government Liaison

- CSSG Liaison Mora De Jesus shared that CCSG is focusing on drafting different resolutions before the General Assembly in the spring, and also preparing for their upcoming Advocacy Academy conference happening on December 5th to the 7th.. CCSG has also met SCCC's

Region 9 Legislative Affairs Director and are trying to form connections to different senators across the state, including Senator Reyes of District 29.

8. UNFINISHED BUSINESS

8.1 Discussion/Possible Action Item: Sabbatical Proposal Review: The subcommittees must communicate any requested revisions to the proposal writers during the five-week review period (10/24-11/25). A completed proposal must be submitted by Tuesday, November 25, 5:00 PM. The subcommittee must present the completed final proposal prior to giving an official report to the Academic Senate.

- Shannon Jessen, Biology, STEM (Requested: Spring 2027) Senators: Hadaway and Hines-Tinsley
 - The purpose of Shannon's sabbatical is to create shared instructional open access resources for biology courses emphasizing culturally responsive teaching and helping to improve students' ability to accurately interpret scientific information and synthesize complex biological concepts. This work would enhance educational programs for student success goals by providing materials and strategies that directly support first-generation, socioeconomically disadvantaged, and neurodivergent learners, ideally contributing to increased student engagement and success rates. This sabbatical will contribute to the college's institutional mission by advancing equity, accessibility, and student success. Beyond a biology program, the OER materials and strategies developed will serve as a model for other departments interested in adopting active learning approaches and culturally responsive practices, particularly in STEM disciplines. This also will help to reduce costs for students and provide faculty with adaptable research-based tools.
- **Motion for Approval** - Senator Hines-Tinsley moved to approve the sabbatical leave application was reviewed and through unanimous vote has been forwarded to the office of Associate Superintendent, Instruction and Institutional Effectiveness. Senator Chamberlain seconded the motion. The motion was approved. 11.18.25, 20Y/0N/0A.
- Erik Kolb, Biology, STEM (Requested: Spring 2027) Senators: Carter and Clark-Frize
 - Focuses on integrating AI tools for the biology department. His proposal has clear objectives, including developing ethical AI guidelines, evaluating biology-specific AI tools for career readiness, and designing AI-supported teaching strategies that both boost faculty productivity and strengthen student-centered learning in and beyond the classroom. His deliverables will benefit both faculty and students alike by offering workshops for faculty, compiling relevant AI tools, and creating AI-enhanced student learning activities.
- **Motion for Approval** - Senator Carter moved to approve the sabbatical leave application was reviewed and through unanimous vote has been forwarded to the office of Associate Superintendent, Instruction and Institutional Effectiveness. Senator Clark Frize seconded the motion. The motion was approved. 11.18.25, 20Y/0N/0A.
- Naomi McCool, Sociology, PCS (Requested: Spring 2027) Senators: Kandhway and Whitney
- Jean Oh, Counseling/DPS, ACC (Requested: 2026-2027 Academic Year) Senators: Jenkins, Liu, and Villeneuve - *proposal withdrawn*.
- The Academic Senate was notified that Jean Oh has withdrawn her proposal.

8.2 Discussion/Possible Action Item: Honorlock proctoring / AI cheating for examinations. See attachment, "*Honorlock Discussion*" See attached, "*Online Proctoring Email Draft - Academic Senate Review*"

- Senator Osmanian asked whether there is any resource that can provide guidance or awareness of issues related to online proctoring to faculty who may be using Honorlock for upcoming finals

- Adriana Arce mentioned that there are existing considerations for faculty using online proctoring on what each feature does. How Honorlock is used is also being examined. This includes a conversation on what features are being used and what the need for those features is. This would also help determine possible considerations or potential limitations for students for those specific features.
- Senator Chamberlain highlighted the differences between online courses and in-person courses when it comes to testing, particularly students' capability to use AI to complete quizzes. Though she was reluctant to use Honorlock due to the equity concerns, she emphasized that some disciplines require testing for information recall. In an in-person course, students have to complete the quiz without the help of AI. She highlighted the frustration of trying to weigh academic integrity and equity concerns, stating that though she has attended and implemented other forms of assessment in her courses, this does not solve the issue of securing exams and quizzes. The senator also brought up the need to have in-person proctoring or other options for students and faculty.
- President Encarnacion shared that she recognized that past conversations may have focused too much on non-user assumptions on proctoring. She highlighted the perspective of faculty in disciplines where their accreditation requires that they use proctoring software or faculty that see student benefits when using online proctoring. There is also an opportunity to choose which features should not be turned on district wide with the help of DE, Academic Senate, Curriculum, etc. As it stands now, faculty can control individual settings and features in Honorlock.

*****The meeting was adjourned at the scheduled time of 1:50 P.M. All agenda items that were not discussed will be prioritized as unfinished business in a future meeting. *****

8.3 Discussion Item: Resolution results from ASCCC Fall 2025 Plenary, See attachment, “2025 Fall Plenary Resolution Debate Order” and “2025 Fall Plenary Session Resolutions”

9. NEW BUSINESS

9.1 Discussion Item: AI and Academic Integrity Workgroup Update lead by workgroup members: Rose Ann Osmanian, Patty Gomez, Joseph Lee, Stephen Shelton, Henry Leonor, Justin Keller

9.2 Discussion Item: “Vote Of No Confidence” one year later - where are we with our participatory governance process?

10. FLOOR ITEMS *10 minutes each (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

11. ANNOUNCEMENTS

11.1 Chaffey College

11.1.1 The FSC Advisory Committee has prepared a very brief survey (3 -5 minutes) to solicit faculty input with regards to our Faculty Summer Institute. All faculty can and should respond to this survey! The FSI is tentatively scheduled to take place on July 28-30, 2026. We are still in the planning stages, but we want to make sure we hit the mark with the topics that interest you most. Thank you for your time and collaboration!

Please respond to this survey on or before Wednesday, November 26th.
FA25 FSI Survey: https://chaffey.qualtrics.com/jfe/form/SV_bpctDeFa12Dr4k6

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

12. ADJOURNMENT (1:50 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, November 25, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

11-5-2025 Curriculum Endorsements

1. Non-Cycle Updates:

Course Modifications w/ DE:

SCSCI-10	Statistics for Social Science
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2. ACD, BTH, and CHINO Mid-Cycle Updates:

ENGLISH

New Courses w/ DE:

ENGL-20	Introduction to Creative Writing
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ACCOUNTING PACKAGE

[Accounting Program Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ACCTG-70	Cost Accounting
ACCTG-430	Accounting for Governmental and Not-for-Profit Organizations
ACCTG-435	Payroll Accounting
ACCTG-485	Bookkeeping
ACCTGFS-442	Fundamentals of Finance and Investing
ACCTGFS-453	U.S. and California Income Tax Preparation
ACCTGFS-465	Financial Accounting for the Non-Accounting Major

Course Modifications w/ DE:

ACCTG-1A	Financial Accounting
ACCTG-1B	Managerial Accounting
ACCTG-460	Commercial Accounting Software
ACCTGFS-30	Personal Finance

Program Modifications:

Accounting	AS
Accounting	Certificate of Achievement
Accounting for Government and Not-For-Profit Organizations	Certificate of Achievement
Bookkeeping	Certificate of Achievement
Payroll and Income Tax Preparer	Certificate of Achievement



Chaffey College Honors Program Informational

Overview



01 What is the program?

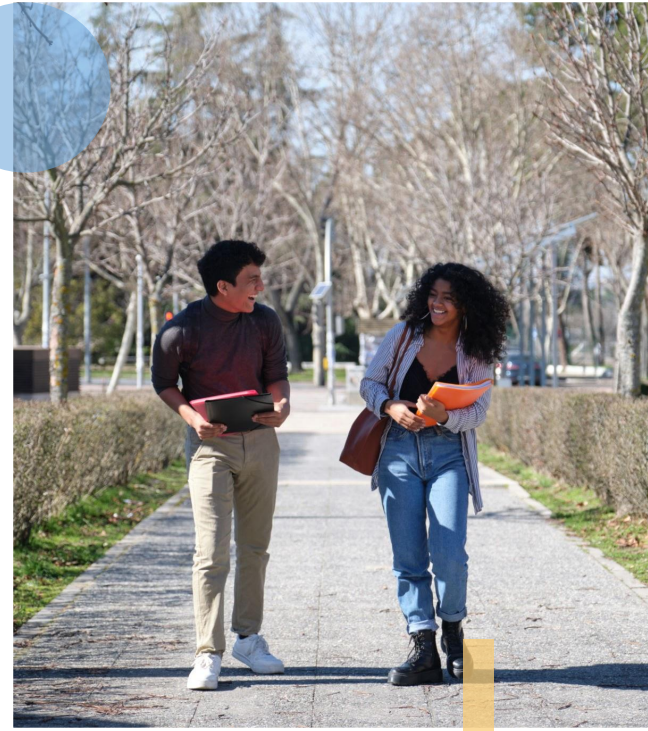
02 Who are our students?

03 Benefits to students

04 Completing the
program

01

What is the Honors Program?



Chaffey College Honors Program

Larger network of honors programs

- [Honors Transfer Council of California](#)
- [Western Regional Honors Council](#)
- [Bay Honors Consortium](#)
- [National Collegiate Honors Council](#)

Student Service Program

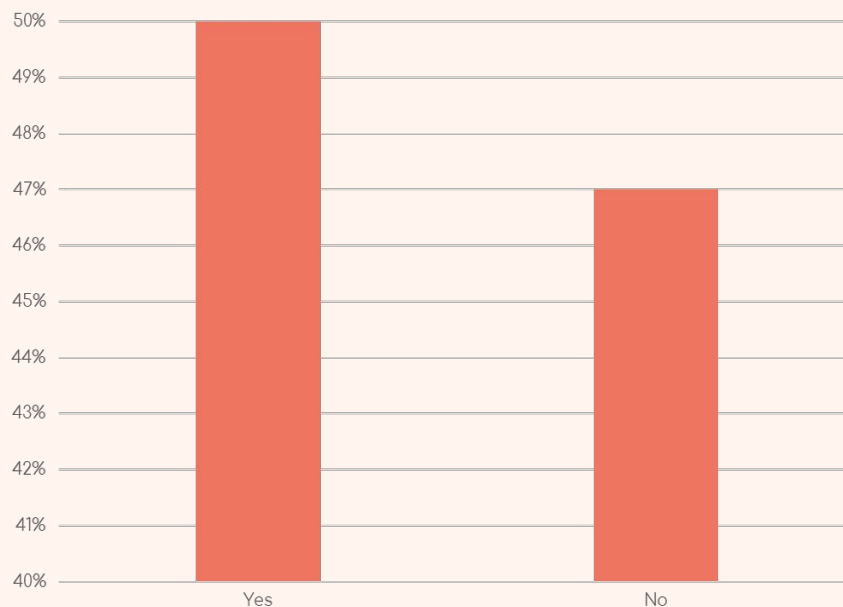
Prepares students for upper division and graduate level work

- Research
- Critical thinking
- Presentation
- Mentorship

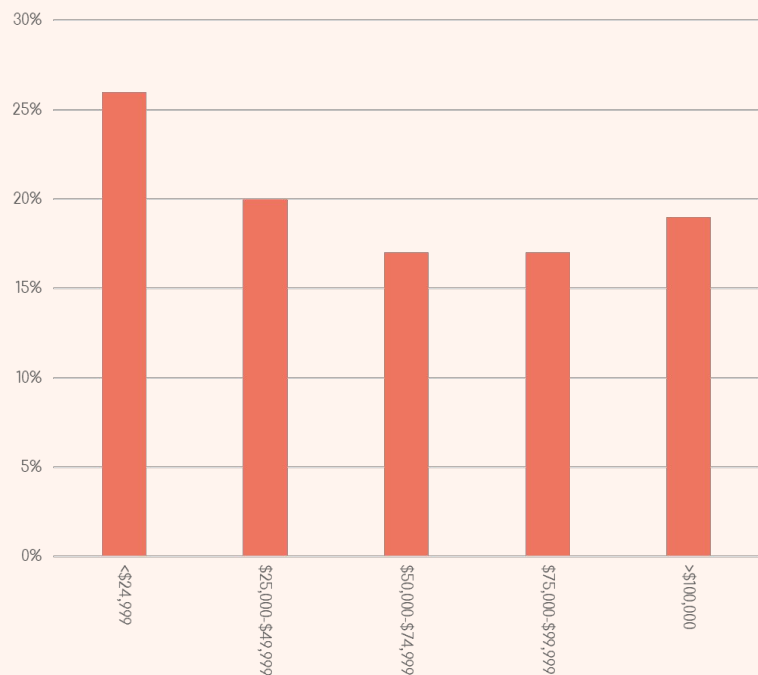
02

Who are our students?

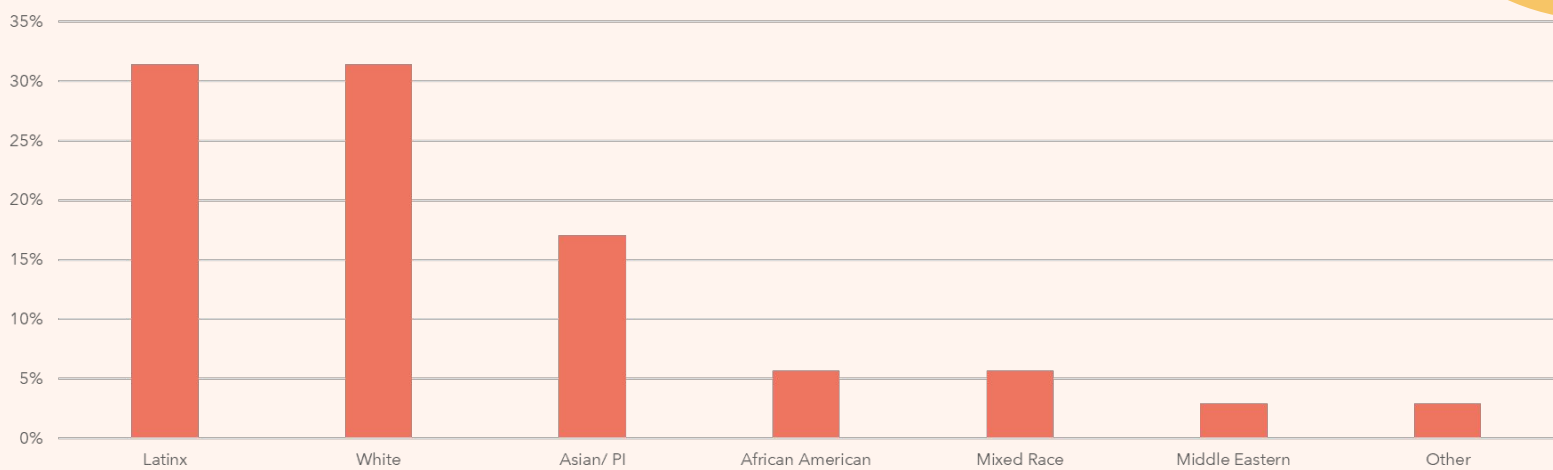
Student Responses to: "Are you the first in your family to attend college?" (2018-2023)



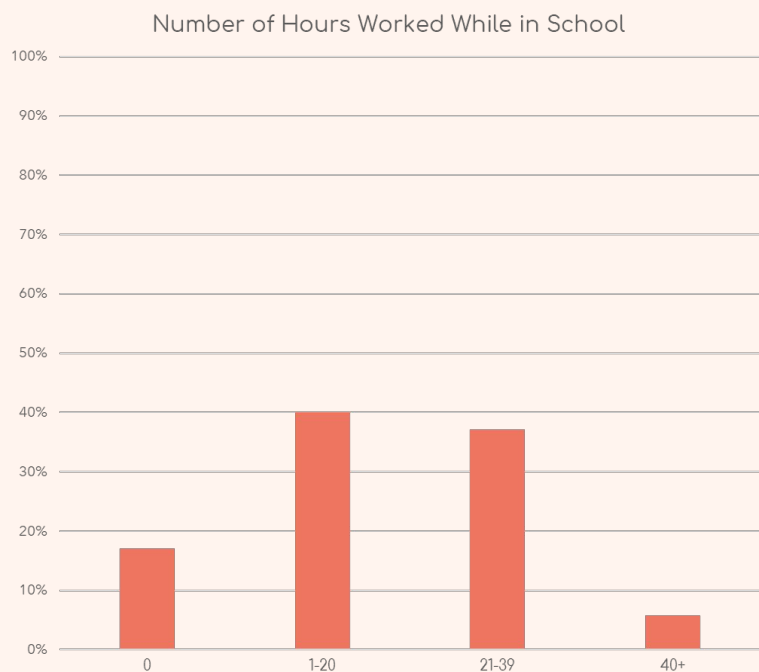
Honors Students' Annual Household Income



Race of Honors Students



Most honors students work while at Chaffey



03

How do students benefit from the program?



On Campus Benefits

- Preferred Registration
- Smaller class sizes
- Mentorship
- Retention, graduation & transfer
 - 100%
- Campus engagement
 - Student government representation
 - Phi Theta Kappa
- Volunteerism
 - Panther Pantry
 - Wignall Museum
- Club creators and officers
- Pathway to Law
- Startitup entrepreneurship program



Transfer Benefits

- HTCC Transfer Agreements
 - UC Irvine, UC Riverside Honors to Honors
 - UCLA TAP
- Scholarship Opportunities
 - UC Regents
 - UCLA TAP Scholarship
 - Juan Lara Scholarship

	2018	2019	2020	2021	2022	2023	2024
TAP	81%	64%	61%	68%	83%	56%	73%
Non-TAP	19%	10%	19%	14%	17%	16%	20%

04

Completing the Program



What do students need to do to complete the Honors Program?

Complete at least 15 units of honors level work

Take at least 2 stand alone honors courses

Complete 10 hours of volunteer work

Maintain a 3.2 grade point average

Participate in 1 Honors Seminar

Contracts vs. Stand Alone Courses

STAND ALONE VS. CONTRACTS

What is the difference between a "stand alone honors class" and an honors contract?

STAND ALONE COURSES

Honors specific course

Each semester, our program offers a variety of classes designed for Honors Students. They are smaller in size and are more research based than traditional classes.

Professor Driven

The coursework is determined by the professor.

HONORS CONTRACTS

Independent Project

Honors Students can earn honors credits for a non-honors class, as long as it is UC-transferrable by completing an independent project in addition to the required course curriculum.

Student Driven

Student is responsible for creating a research project that relates to the course.

How to earn Honors Notation

Complete the course with "B" or higher.

Benefits

- Smaller class size for a more tailored learning experience
- Greater sense of community with other Honors students
- No need to create your own project

How to earn Honors Notation

Complete the course with a "B" or higher AND complete the honors contract.

Benefits

- Freedom to turn any UC transferrable course into an honors level course
- Opportunity to explore research interests

REMEMBER: THE PROGRAM REQUIRES YOU TO COMPLETE AT LEAST 15 UNITS OF HONORS COURSEWORK, 6 OF WHICH MUST BE DONE VIA STAND ALONE COURSES.

Academic Senate Update: Online Proctoring Discussion and Spring 2026 Review

Dear Colleagues,

I hope this email finds you well as we approach the end of the semester. I am writing to update you on recent Academic Senate discussions regarding online proctoring and our plans for continued dialogue in Spring 2026.

Recent Developments

At the Fall 2025 Academic Senate for California Community Colleges (ASCCC) Plenary Conference, delegates debated and voted on [Resolution 103.01 F25 "Opposing the Use of Online Test Proctoring."](#) This resolution is timely, given our local Academic Senate has also been hosting robust conversations regarding online proctoring software and its significant concerns, including:

- Barriers to equitable access for students lacking stable internet, adequate technology, or private testing spaces.
- Increased student anxiety and stress that can negatively impact learning outcomes.
- Accessibility concerns for students with varying needs and disabilities such as tourettes, crohns, diabetes, ADD/ADHD, etc. that cannot sit still in front of a computer for extended periods of time
- Privacy and data security concerns related to the collection and storage of sensitive personal and biometric information for Undocumented and other at-risk and vulnerable populations.

The ASCCC resolution encourages faculty statewide to develop alternative assessment strategies that maintain academic integrity while supporting student learning and well-being. Our own local Academic Senate is interested in exploring similar endeavours, while also hosting further discussions on the possibility of which features, if any, should be encouraged to be limited in use.

Our Current System: Honorlock

Our college currently utilizes Honorlock for online proctoring, which [offers various features](#) and settings that faculty can configure based on their course needs. These include:

Recording Options:

- Webcam recording (HD video of test taker and environment)

- Screen recording
- Web traffic monitoring
- Test taker photo and ID verification
- Room scan (360-degree view of testing environment)

Student Support Features:

- Calculator access (basic or scientific)
- Allowed site URLs for accessing approved resources
- BrowserGuard™ to prevent access to external applications

Accommodations Through Test Taker Guidelines:

- Open book/notes allowed
- Scratch paper permitted
- Restroom breaks allowed
- Handheld calculator use
- Hats and headphones permitted
- Public area testing allowed
- Background noise tolerance
- Mobile phone use (when applicable)

Academic Senate Position and Next Steps

Our Academic Senate recognizes the complexity of this issue. While online proctoring can serve as a tool to help maintain academic integrity in distance education courses, especially for those courses where online proctoring necessitates it as an accreditation requirement, we must carefully weigh this tool against the equity, accessibility, and privacy concerns when possible.

Spring 2026 Discussion Agenda

During the Spring 2026 semester, the Academic Senate will continue to facilitate comprehensive discussions on this topic, including:

1. **Faculty Input** - Gathering experiences and perspectives from instructors currently using online proctoring software
2. **Student Impact** - Reviewing how proctoring requirements affect our diverse student population
3. **Alternative Assessment Strategies** - Exploring and sharing effective alternatives such as authentic assessments
4. **Professional Development Needs** - Identifying support needed to implement alternative assessment methods

5. **Policy Recommendations** - Developing potential guidelines for online proctoring use at our college that align with our equity commitments

Your Voice Matters!

Thank you for your continued commitment to student success and for engaging thoughtfully with this important issue. Please know that your Academic Senate Representative is eager to discuss this matter with you via email or in person to answer any questions and/or advocate for your thoughts. In addition, if you want to join the discussion during an upcoming Senate meeting there is always a seat for you!



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

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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*+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates	5
*#101.03 F25 Delay Template Release without Prerequisite Research.....	6
102. DEGREE AND CERTIFICATE REQUIREMENTS	7
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*+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students	8
*^102.04.01 F25 Amend 102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs	11
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108. PROFESSIONAL DEVELOPMENT	21
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*+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students.....	30
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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, 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 are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

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](#)

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 (Perfected)

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~~ might be included in curriculum across all disciplines, and present this draft language at the 2026 Fall Plenary Session.

CONTACT | Liz Encarnacion, Chaffey College, Area D

***^102.04.01 F25 Amend 102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs**

Amend the 2nd Resolved | Passed – put in resolution above (perfected)

CONTACT | Nikki Grose, Feather River College

+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

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.

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

+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses (perfected)

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 that existed for transfer students prior to the 2025-2026 academic year;

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 that existed for transfer students prior to the 2025-2026 academic year, creating contradictory guidance; and

Whereas, These conflicting policies risk forcing ~~California State University General Education (CSU GE) Breadth students with catalog rights for using the California State University General Education Breadth that existed for transfer students prior to the 2025-2026 academic year~~ 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 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 be applied apply to towards CSU California State University General Education Breadth requirements that existed for transfer students prior to the 2025-2026 academic year ~~for students with~~ who have 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,” that allows students with catalog rights to use the California State University General Education Breadth pattern that existed for transfer students prior to the 2025-2026 academic year.

CONTACT | Jessica Jackson, Butte College, Area A

***^102.06.01 F25 Amend 102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses – all added to perfected resolution**

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_liv3_-Final_r-2.pdf

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

Amend the 1st Whereas |

Amend the 3rd Whereas |

Amend the 4th Whereas |

Strike the 1st Resolved |

Amend the 2nd Resolved |

Amend the 3rd Resolved |

CONTACT | John Freitas, Los Angeles Community College District

103. GRADING POLICIES

+103.01 F25 Opposing the Use of Online Test Proctoring (Perfected)

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 assert our 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 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

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/>

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>

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 | Maryanne Galindo, West Los Angeles College

105. STUDENT PREPARATION AND SUCCESS

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

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

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

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

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;

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

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).

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

***^105.02.01 F25 Amend 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges**

Amend the 1st Resolved |

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~~ offer 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

CONTACT | Dr. Carmen Stephens, Pasadena City College

+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

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 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 1* [PDF]. [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_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](#)

CONTACT | Rhonda Williams, Ph.D., Pasadena City College, Area C

+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 authors, reviewers, and approvers 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

***^109.01.01 F25 Amend 109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data**

Amend the 1st Whereas |

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 people who identify as Kurdish, Turkish, Algerian, Afghan, and Sudanese⁸²;

CONTACT | Mitra Sapienza, ASCCC Executive Committee

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

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

⁸¹ As has been previously recommended in [Resolution 114.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

⁸² 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>

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 Counseling Services in the California Community Colleges⁸³”, 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 Colleges⁸⁴”, 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”⁸⁵, 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 §53200⁸⁶ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁸⁷ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

⁸³ [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

⁸⁴ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

⁸⁵ [“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.

⁸⁶ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁸⁷ [ASCCC Pathways to Credit Web Page](#)

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

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*⁸⁸;

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 §54221⁸⁹ 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

⁸⁸ 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>

⁸⁹ [Title 5 §54221](#)

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

+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 class⁹⁰;

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)”⁹¹

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;⁹² and

⁹⁰ [Title 5 §54221](#)

⁹¹ 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-a11y.pdf?la=en&hash=D8EA4728214206D40F6892F7C0F608547E9600DA>

⁹² 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-a11y.pdf>

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

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 §78052⁹³ 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 institutions⁹⁴;

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 recognize 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 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;

⁹³ [California Education Code - EDC §78052](#)

⁹⁴ [Instructure Customers](#)

Whereas, The Pan African Virtual College⁹⁵, developed in partnership between A²MEND^{96,97} 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;

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 53022⁹⁸, 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 Directions⁹⁹, 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 Academic Senate for California Community Colleges 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 | LaTonya Parker-Parnell, Ed.D., ASCCC Executive Committee

⁹⁵ 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>

⁹⁶ A²MEND. (2022). *A²MEND 2022 Web Update: Overview*. <https://a2mend.net/a%C2%B2mend-2022-web-update/overview/>

⁹⁷ A²MEND is the acronym for the African American Male Education Network & Development

⁹⁸ [Resolution 03.02 F20 Recommendation to Update Title 5 Language for Section 53022](#)

⁹⁹ [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”¹⁰⁰ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes¹⁰¹ 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 initiatives¹⁰²;

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”¹⁰³; and

¹⁰⁰ “Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013

¹⁰¹ Title 5 §53602

¹⁰² 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>

¹⁰³ 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 education¹⁰⁴, 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”¹⁰⁵;

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment¹⁰⁶ 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 freedom¹⁰⁷;

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

***^113.01.01 F25 Amend 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**

Amend the 1st Resolved |

Resolved, That the Academic Senate for California Community Colleges release a statement, within 30 days of adoption of this resolution, opposing the Compact or any related federal mandates consistent with its commitment¹⁰⁸ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

CONTACT | Gisele Flores, Modesto Junior College

***+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 burdens¹⁰⁹;

¹⁰⁴ 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>

¹⁰⁵ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

¹⁰⁶ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

¹⁰⁷ 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>

¹⁰⁸ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

¹⁰⁹ 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

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 students¹¹⁰;

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*¹¹¹, highlights the importance of fostering 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 States¹¹² and face significant barriers to accessing higher education, including financial obstacles and limited access to resources and support services¹¹³ 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 status¹¹⁴;

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 540¹¹⁵; and

Whereas, Many undocumented high school students and their immigrant families living in other states pay close to 100 billion dollars in taxes annually¹¹⁶ 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

¹¹⁰ [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost "Inclusive Access" Strategies](#)

¹¹¹ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

¹¹² 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/>

¹¹³ 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>

¹¹⁴ [Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges](#)

¹¹⁵ [California Nonresident Tuition Exemption \(AB 540\) Information](#)

¹¹⁶ 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/>

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)¹¹⁷ 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

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 genders¹¹⁸;

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 learning¹¹⁹;

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 programs¹²⁰; 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 participation¹²¹;

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

¹¹⁷ [California Education Code - EDC §68130.5](#)

¹¹⁸ 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>

¹¹⁹ Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. Retrieved October 24, 2025, from <https://asccc.org/about/mission>

¹²⁰ 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>

¹²¹ California Community College Athletic Association. (n.d.). *About*. Retrieved October 24, 2025, from <https://www.cccaasports.org/about/about>

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 faculty¹²²;

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 Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions¹²³;

Whereas, The collaboration with Google announced on September 10, 2025¹²⁴, the Nectir AI pilot initiated in 2024¹²⁵, and the NVIDIA collaboration announced in 2024¹²⁶ 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 Governors¹²⁷ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹²⁸;

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,"¹²⁹ 13.03 S22, "Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),"¹³⁰ and 13.04 S22, "Establishing Rising Scholars Faculty Liaisons,"¹³¹ 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;

¹²² [Resolution 111.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

¹²³ [Resolution 108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

¹²⁴ [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

¹²⁵ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹²⁶ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹²⁷ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹²⁸ [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)

¹²⁹ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

¹³⁰ [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹³¹ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

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 CDCR¹³²; 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)¹³³, including a newly added section titled “Instructor Research and Access,” which establishes new 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 requirements¹³⁴;

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

¹³² [A copy of the most recent MOU with the CDCR](#)

¹³³ [California Code of Regulations Title 5 §53203](#)

¹³⁴ [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

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**

Whereas, The Academic Senate for California Community Colleges has long supported lowering course material costs through the adoption of open educational resources¹³⁵;

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 efforts¹³⁶;

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

Academic Senate for California Community Colleges
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¹³⁵ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹³⁶ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)

2025 Fall Plenary Resolutions Debate Order

Resolution	Page Number	Voting Results
*101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates	9	consent
*102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students 11	11	consent
*+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students	12	consent
+103.01 F25 Opposing the Use of Online Test Proctoring	19	Passed with no first resolved statement
#104.01 F25 Affirming Noncredit Faculty Expertise in Noncredit Curriculum and Pathway Development	19	Passed
105.01 F25 CSU GE Approval Process for CCC Courses	21	Passed
+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment	25	Passed by Acclimation
*108.01 Update the Paper, "Guidelines for the Implementation of the Flexible Calendar Program"	26	consent
+109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data	27	Passed
*^109.01.01 F25 Amend 109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data	28	consent
+110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media	28	Passed

^110.01.01 F25 Amend 110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media	29	Failed
111.01 F25 Adopt the Paper, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”	29	Passed by Acclimation
112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”	35	Passed
+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	35	Passed
*^113.01.01 F25 Amend 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	36	consent
114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes	39	Passed by Acclimation
*+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates	9	consent
102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees	13	Passed by Consensus
+105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges	21	Passed
*^105.02.01 F25 Amend 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges	22	consent
111.02 F25 Establish Credit for Prior Learning Liaisons	30	Passed
#111.02.01 F25 Amend 111.02 F25 Establish Credit for Prior Learning Liaisons	30	Failed

*+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students	36	consent
*+114.02 F25 Academic Freedom and Academic and Professional Matters in Rising Scholars Programs	39	consent
*#101.03 F25 Delay Template Release without Prerequisite Research	10	consent
102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5	13	Passed
+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students	22	Passed by Acclimation
111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials	30	Passed
#113.03 F25 In-State Tuition for Undocumented Scholars Who Have Graduated from High Schools Outside of California	37	Passed
*+114.03 F25 Request for CCCCCO Impact Analysis and Timeline Review for Multiple Initiatives	40	consent
#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 / Latina/o Studies Courses and Programs to Their Appropriate New Taxonomy Of Programs (TOP) Codes	10	Passed by Acclimation
+102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs	14	Passed
*^102.04.01 F25 Amend 102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs	15	consent

*+105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion	23	consent
+111.04 F25 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials	31	Passed
#113.04 F25 Establishing Pickleball as a Competitive Sport in the California Community Colleges	38	Failed
*+114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption	41	consent
+102.05 F25 Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses 15	15	Passed
+105.05 F25 Faculty Counselors and Student Education Plans (SEPs)	24	Passed
+111.05 F25 Encourage Systemwide Use of California Community Colleges Canvas Commons	32	Passed
+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses	16	Passed
*^102.06.01 F25 Amend 102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses	17	consent
#105.06 F25 Applying Cal-GETC Subject Area 1B Courses to Basic Requirements for University of California Admission	25	Passed by Acclimation
#111.06 F25 Support for the A2MEND/California Community College Pan African Virtual College (PAVC)	33	Passed

		Present	Adoption of the 11.18.25 Agenda	Motion to approve the 11.18.25 Consent Agenda	Endorse sabbatical recommendation for Shannon Jessen	Endorse sabbatical recommendation for Erik Kolb	
<i>Alternate Senators Italicized</i>							
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	Y	Y	Y	Y	Y	
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y	Y	
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y	Y	
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>	-	-	-	-	-	
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y	Y	
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	-	-	-	-	-	
ACC	Wendy Whitney	Y	Y	Y	Y	Y	
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y	Y	Y	
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	-	-	-	-	-	
BTH/MIDT	Joseph Lee	-	-	-	-	-	
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y	Y	
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>	-	-	-	-	-	
Chino Campus	Hannah Carter	Y	Y	Y	Y	Y	
Chino Campus	Manar Hijaz	-	-	-	-	-	
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	-	-	-	-	
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Jayne Clark-Frize	Y	Y	Y	Y	Y	
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>	-	-	-	-	-	
HW - KNA	Rob Hadaway	-	-	-	-	-	
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y	Y	
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>	-	-	-	-	-	
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y	-	-	-	-	
PCS	Melanie Bratcher	-	-	-	-	-	
PCS	Patricia Gomez	Y	Y	Y	Y	Y	
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y	Y	
STEM	Louisa Villeneuve	Y	Y	Y	Y	Y	
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	
Senator-At-Large	Sarah Chamberlain	Y	-	Y	Y	Y	
Senator-At-Large	Jin Liu	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Carolyn Ward	-	-	-	-	-	
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y	Y	
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	-					
CC Student Government	Nolan Krueger	-					
CC Student Government	Alilah Mora De Jesus	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	24	19	20	20	20	0
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	0	0	0
Total Abstentions							
- = Not available during meeting to vote							
37 members total - up to 27 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)							
18 members are needed for QUORUM							
31 Present at this meeting = 24 members, 7 visitors							
11.18.25 Academic Senate Meeting							