ACADEMIC SENATE MINUTES
NOVEMBER 25, 2025

Name	Role	Term	Present
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	Y
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	Y
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	Y
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	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-202	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	N
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	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	N
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	Y
Nolan Krueger	Chaffey College Student Government	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	N

Guests:
Jackie Boboye, Counselor, Counseling
Andrew Long, Dean, Instructional Support
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness
Mark Vidal, Director, Marketing & Public Relations

1. PERSONAL EXPRESSION (12:30 P.M.)

2. CALL TO ORDER (12:35 P.M.) 12:39 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 Elizabeth Encarnacion, President, 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 25, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 11.25.25, 20Y/0N/0A.

5. CONSENT AGENDA

5.1 November 18 **Meeting Minutes.** See attachment titled, "ACADEMIC SENATE MINUTES November 18, 2025 DRAFT"

5.2 Curriculum is asking that the Academic Senate endorse the course modifications that are presented in the packet. See attachment titled *"11-19-25 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 Assistant Manager, Maintenance
Bryant Dineros, Instructor, Dental Assisting (replacing Thierry Brusselle)

5.3.2 Program Assistant, Admissions and Records

Erik Kolb, Biology, STEM

> **5.3.3** <u>Administrative Assistant II, Financial Aid</u>
> Donald Essex, Counselor, DPS

5.4 Faculty representatives that can no longer serve on these selection/hiring committees:

> **5.4.1** <u>Assistant Manager, Maintenance</u>
> Thierry Brusselle, BTH

- **Motion for Approval** - Senator Lee moved to approve the Consent Agenda. Senator Polidano seconded the motion. The motion was approved. 11.18.25, 22Y/0N/0A.

6. GUEST(S)/PRESENTATION(S) - None.

7. REPORT(S)

7.1 President

7.2 Vice President

- Senators,

  The library building here at the Rancho campus is currently open, but inaccessible from the East side of the building. Due to a roofing project, barriers have been erected around the building that block the East entrance. Library staff had not been given any notification of this change in access; instead, we discovered the change yesterday morning and scrambled to make some pen-and-paper signs. The complete closure of the East side is a major (and literal) barrier to access for our students; if they want to access the library from campus, they have to go up past the SS building, through the upper parking lot, and then come back down via a set of stairs to the library parking lot. Or, they can walk down around the new LLC building and up through the BE building to the library parking lot. Either way, there is no signage or wayfinding through these routes. On the West side, the fences have been shifted to route students onto the new LLC pathways, which gives the false impression that the new LLC building is open.

  I bring this information to you to let you know that there was no communication from any project managers to let us know about this change to access, and I have seen no communication to students or the wider campus community. Additionally, the library has requested information regarding how long this will be in effect, and we are waiting for an answer. The roofing project has caused a major disruption to student study efforts at a critical time in the semester. The roofers are very loud, and there is no quiet study in the library anymore. This latest change that limits access to the library from the main part of campus has been the latest blow to student access to quiet study space.

  I urge our student government representatives to let the student voice be known.

7.3 Secretary/Treasurer

7.4 Curriculum Chair

7.5 Classified Senate Liaison

7.6 Chaffey College Student Government Liaison

- Student Government will be attending and presenting at the Advocacy Academy.

8. UNFINISHED BUSINESS

8.1 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.

- Naomi McCool, Sociology, PCS (Requested: Spring 2027) Senators: Kandhway and Whitney
    - The proposal underscores that since adopting Canvas LMS in 2020, the market for student-facing educational and instructional plugins, like Harmonize, Padlet, etc, has grown significantly, in addition to the recent integration of AI in educational tools. The proposal highlights the research is mixed on how the integration of ed tech contributes to student learning, given factors like digital divide and instructional methodology that impacts how students engage with and benefit from these technologies.
    - Naomi proposes qualitative research on how Chaffey College has navigated the structural and market shift in distance education over the past decade. The study will examine institutional decision-making processes around educational technology, the role of data stakeholders, and impact of these decisions on the experiences of diverse online students. She will be conducting a literature review on structural and market changes in distance education within the CCC system, student experiences and learning outcomes in online education, and include in-depth interviews with key stakeholders, including management, key professionals, DE, committee members and faculty. The purpose is to understand each group's role in adopting EdTech or EdTech plugins, and to examine how institutional values and equity initiatives have shaped these decisions.
    - The subcommittee recommended that she create a timeline of her goals, which Naomi included in her revised proposal.
    - The proposal aims to offer recommendations and provide timely insights on responding to AI-driven and Ed tech integrations. She will include workshops in connection with the FSC, and her findings will also inform departmental and committee discussions and workshops on using student data for pedagogy.
    - Senator Osmanian asked for clarification on whether the instructor would be working with the Distance Education department or distance education instructors.

- **Motion for Approval** - Senator Kandhway moved to approve the sabbatical leave application. The application was reviewed and through unanimous vote has been forwarded to the office of Associate Superintendent, Instruction and Institutional Effectiveness. Senator Jenkins seconded the motion. The motion was approved. 11.18.25, 22Y/0N/0A.

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

- The workgroup has been in conversation with a lot of instructors, librarians, and distance ed specialists. The group will have a draft of best practices for policies by Spring 2026.
- Senator Bratcher suggested tapping into all faculty feedback through quantitative study, including surveys shared during our service days.
- CCSG Liaison Krueger discussed that some students are having issues with grades after instructors give them zeros for AI-flagged assignments. The students said that they did not use AI, but were being flagged by the AI detector.
- Senator Leonor also added that part of the best practices discussion includes recommendations for what happens when we detect a student uses AI, and how we may approach that conversation.
- CCSG Liaison Krueger also highlighted that there are a lot of restrictions regarding student use of AI, but instructors may not have the same restrictions, like using AI to detect AI-submissions.
- Senator Keller also showed support for Senator Bratcher's suggestion on engaging in quantitative research.
- Senator Farrand also suggested that the workgroup includes a conversation on how to deal with repeated use of AI in the class.
- CCSG Liaison Krueger asked what the process was for students who did not use AI but were being flagged by their instructor. Students are encouraged to reach out to the department coordinator or dean for that course.
- Senator Osmanian shared that students are feeling that their integrity is being attacked citing an example from a student whose work was being flagged as AI generated though she had not used AI. President Encarnacion added that this may be an opportunity to consider creating sample language for how we can address our students regarding AI and AI checkers.
- Senator Lee suggested having other checks aside from AI detectors to check whether a submission is AI generated.
- Senator Gomez shared that the group already has guidelines on language to discuss AI-flagging with students.
- Senator Liu mentioned that Languages has been working on redesigning assessment methods that focus on process rather than concepts so that students are not just getting answers from AI. She also suggested that the Academic Senate Syllabus checklist include a recommendation on providing information on who is the coordinator or dean for the course.
- Senator Santamaria Brady added that students also need guidance of what tools may still fall under AI use and how to read and understand AI policies in their course syllabus..

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"*

- President Encarnacion shared that the body will be taking a deep dive into future resolutions for spring so that we can advocate appropriately for what we think is important.

8.4 Discussion Item: "Vote Of No Confidence" one year later - where are we with our participatory governance process (an update on the Governance Handbook from President Encarnacion)

- Senator Bratcher suggested that we tap into faculty constituent voices to continue to inform the communication flowchart, through surveys on service days or providing FLEX credit for completing said surveys.
- Senator Osmanian asked for clarification on the role of the CPC in the Institutional Council.. Currently, we have issues with folks not knowing what is happening in their area, committees, advisories, and

programs that don't know who they need to talk to in order to express their needs or complaints. With this structure, CPC will act as a form of checks and balances to help create better communication flow. This will also help build a layer of accountability. CPC also has a reporting committee that will share updates on progress, and subcommittees, one of them is specifically addressing transparency and communication.

- Senator Polidano inquired on how initial reporting to the Institutional Council will look like. President Encarnacion shared that they would be providing public meeting agendas and minutes. Committees will also have more formalized submission of meeting minutes to the Institutional Council.
- Curriculum Chair Burk-Herrick suggested adding a double arrow of communication to/from Curriculum since Senate sometimes directs Curriculum work, or Curriculum brings updates on APs and BPs back to Senate.

8.5 Discussion/Possible Action Item: Extend vote on AP 2510 to support changes being made in collaboration with CCSG and Classified Senate as a result of on-going deliberation on the organizational structure and participatory nature of each governance body within the Governance Handbook.

For reference, on August 19, 2025 the Academic Senate took the following motion: **Motion for Approval -** *Senator Lee moved to delay voting on current changes to Administrative Procedure 2510, requesting that all new contributions be gathered and approved by December 2. Senator Shelton seconded the motion. The motion was approved. 8.19.25, 23Y/0N/1A.*

- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to extend the deadline to approve changes to Administrative Procedure 2510 until the senate meeting before Spring Break. Senator Gomez seconded the motion. The motion was approved. 11.25.25, 23Y/0N/0A.

9. NEW BUSINESS - None.

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.)
- Senator Holdiness shared concerns about the alarm in the Success Center. This has been an ongoing and periodical issue for the last three years and is having a curriculum impact on students. S
- Senator Bratcher asked what the mechanism was to get feedback from all the constituents, faculty and students. President Encarnacion shared that, in the case of the Governance Handbook, the sunshining process will include a series of town halls for the faculty at large, the classified at large, and the students at large.This will also include a built in survey that they'll be able to input their feedback to. Senator Jenkins added that there are also a lot of surveys sent to faculty, though the return on responses may not be as effective. Senator Bratcher suggested that these surveys be distributed during our service days to increase the response rate.
- VP Overduin highlighted that it is our responsibility as senate representatives to discuss and gather information with our constituents and create that communication.
- Senator Polidano also suggested presenting to our constituents after convocation during our area meetings.

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.) 1:51 P.M.

The next Academic Senate meeting is scheduled for Tuesday, December 2, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

1. **Non-Cycle Updates:**

      New Courses:

KINACT-650	Lifelong Fitness for Older Adults	Approval:
KINACT-10A	Beginning Fitness Lab	Approval:
KINACT-10B	Intermediate Fitness Lab	Approval:
KINACT-10C	Advanced Fitness Lab	Approval:

2. **ACD, BTH, and CHINO Mid-Cycle Updates:**

ART HISTORY

Art History Program Presentation

The Chair shared the Art History Program Presentation that highlights the program's accomplishment, data, and inclusion of DEIA.

      Course Modifications w/ DE:

ARTH-3	Survey of Art from Prehistory to the Medieval Era (CCN: ARTH C1100)	Approval:	Distance Education Approval Fully Online/Hybrid:
ARTH-5	Survey of Art from the Renaissance to Contemporary (CCN: ARTH C1200)	Approval:	Distance Education Approval Fully Online/Hybrid:
ARTH-7	Arts of Africa, Oceania, and Indigenous North America	Approval:	Distance Education Approval Fully Online/Hybrid:
ARTH-9	Art of the Ancient Americas	Approval:	Distance Education Approval Fully Online/Hybrid:
ARTH-11	Survey of Asian Arts	Approval:	Distance Education Approval Fully Online/Hybrid:
ARTH-19	Contemporary Art: 1945-Present	Approval:	Distance Education Approval Fully Online/Hybrid:

      Program Modifications:

Art History	AA-T	Approval:

BUSINESS AND REAL ESTATE PACKAGES

Business and Real Estate 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:

BUS-10	Introduction to Business
BUS-60	Business Ethics
BUS-61	Introduction to Global Business
BUS-88	Business Communication
BUS-496ABCD	Internships in Business
BUSL-10	Introduction to Law and the Legal Process
BUSL-28A	Business Law I
BUSL-28B	Business Law II
BUSL-50	Legal Aspects of Real Estate
BUSL-400	Introduction to Paralegal Studies
BUSL-401	Legal Research and Writing
BUSL-402	Civil Litigation
BUSL-403	Evidence
BUSL-405	Legal Document Preparation and Law Office Procedures
BUSL-406	Advanced Legal Research and Writing
BUSL-407	Criminal Law & Procedure
BUSL-408	Bankruptcy and Debtor/Creditor Relations
BUSL-409	Family Law
BUSL-410	International Business Law
BUSL-411	Estate Planning and Probate Law
BUSL-412	Immigration Law
BUSL-413	Workers' Compensation Law
BUSL-435	The Law of Marketing and Business Competition
BUSL-496ABC	Internships in Paralegal
BUSMGT-11	Retail Merchandising and Management
BUSMGT-13	Supply Chain Management
BUSMGT-14	Transportation Management
BUSMGT-40	Introduction to Management
BUSMGT-42	Human Resource Management
BUSMGT-44	Introduction to Human Relations
BUSMGT-45	Small Business Ownership and Management
BUSMGT-48	Quality Management Principles
BUSMGT-430	Warehouse Management and Material Handling
BUSMGT-436	Introduction to Logistics Management
BUSMGT-441	Principles of Leadership
BUSMGT-466	Introduction to Project Management
BUSMGT-470	Essentials of Facilities Management
BUSMGT-480	Principles of Supervision
BUSMKT-13	Professional Selling

BUSMKT-40	Marketing Principles
BUSMKT-55	Advertising
BUSMKT-402	Introduction to Import/Export
BUSMKT-405	International Marketing
BUSMKT-410	Marketing Using Social Media
BUSMKT-420	Customer Service
RE-410	Real Estate Principles
RE-415	Real Estate Practice
RE-460	Real Estate Finance
RE-470	Real Estate Appraisal
RE-472	Advanced Real Estate Appraisal
RE-475	Real Estate Escrow
RE-486	Real Estate Property Management

Program Modifications:

Business	AS	Approval:
Business	Certificate of Achievement	Approval:
Business Administration 2.0 for Transfer	AS-T	Approval:
Facilities Management	AS	Approval:
Facilities Management	Certificate of Achievement	Approval:
Global Business	AS	Approval:
Global Business	Certificate of Achievement	Approval:
Law, Public Policy, and Society for Transfer	AA-T	Approval:
Management	AS	Approval:
Management	Certificate of Achievement	Approval:
Marketing	AS	Approval:
Marketing	Certificate of Achievement	Approval:
Paralegal Studies	AS	Approval:
Paralegal Studies	Certificate of Achievement	Approval:
Pathway to Law School	Certificate of Achievement	Approval:
Real Estate	AS	Approval:
Real Estate	Certificate of Achievement	Approval:
Real Estate Property Management	AS	Approval:
Real Estate Property Management	Certificate of Achievement	Approval:
Real Estate Salesperson	Certificate of Achievement	Approval:

Retail Management	AS	Approval:
Retail Management	Certificate of Achievement	Approval:
Small Business Entrepreneur	AS	Approval:
Small Business Entrepreneur	Certificate of Achievement	Approval:
Supervision	AS	Approval:
Supervision	Certificate of Achievement	Approval:
Supply Chain Management	AS	Approval:
Supply Chain Management	Certificate of Achievement	Approval:

PHOTOGRAPHY PACKAGE

Photography 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:

PHOTO-1	History of Photography
PHOTO-9	Beginning Photoshop and Digital Imaging
PHOTO-12	Studio Lighting
PHOTO-13	Fine Art Photography
PHOTO-450	Color Photography Portfolio

Course Modifications w/ DE:

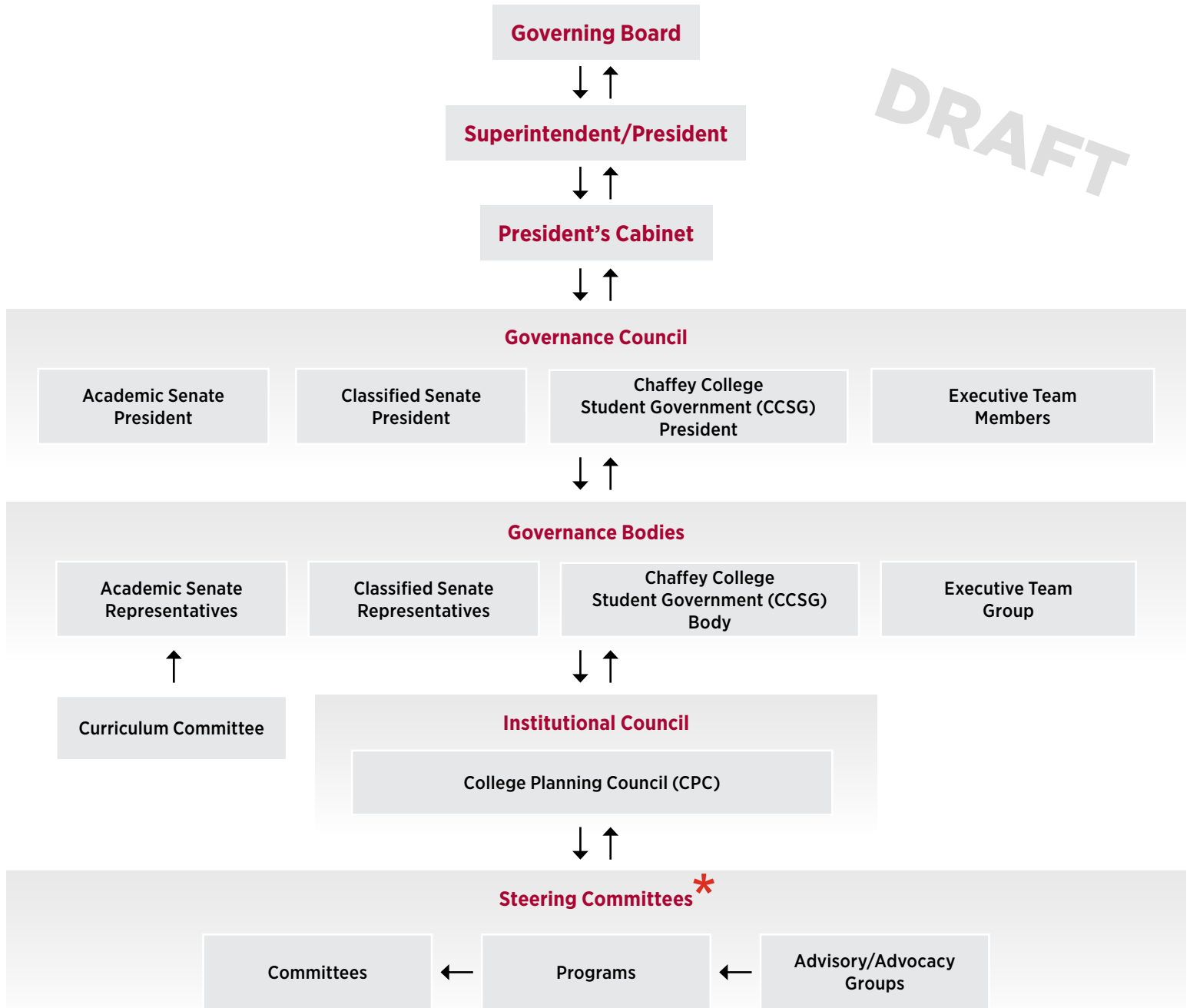|			
PHOTO-10	Beginning Darkroom Photography	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-7	Beginning Digital Photography	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-20	Marketing and Advertising Photography	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-429	Wedding and Event Photography	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-430	Fine Art Photography Portfolio	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-436	Studio Lighting Portfolio	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-438	Marketing and Advertising Photography Portfolio	Approval:	Distance Education Approval Fully Online/Hybrid:
PHOTO-439	Wedding and Event Photography Portfolio	Approval:	Distance Education Approval Fully

			Online/Hybrid:
PHOTO-50	Introduction to Color Photography	Approval:	Distance Education Approval Fully Online/Hybrid:

Course Deactivation:

PHOTO-11	Intermediate Photography	Approval:

Program Modifications:

Photography	AA	Approval:
Photography	Certificate of Achievement	Approval:

DRAFT

Governing Board

↓ ↑

Superintendent/President

↓ ↑

President's Cabinet

↓ ↑

Governance Council

Academic Senate President	Classified Senate President	Chaffey College Student Government (CCSG) President	Executive Team Members

↓ ↑

Governance Bodies

Academic Senate Representatives	Classified Senate Representatives	Chaffey College Student Government (CCSG) Body	Executive Team Group

↑

Curriculum Committee

↓ ↑

Institutional Council

College Planning Council (CPC)

↓ ↑

Steering Committees *

Committees	←	Programs	←	Advisory/Advocacy Groups

*Steering Committees:

- Budget Advisory Committee
- Enrollment and Success Management Committee
- President Equity Committee (formerly Council)
- Professional Development Committee
- Program and Service Review Committee
- Outcomes and Assessment Committee

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 CCCCO 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

2025 Fall Plenary Session Resolutions

(Condensed for Chaffey College Academic Senate Review Fall 2025)

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.

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

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

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

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

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

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 |

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

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 Collaborative[1] 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

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 s 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

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[1] General Education Competencies for the DACBE Chancellor's Office Collaborative

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)

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

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

CONTACT | Nili Kirschner, Woodland Community College, Area A

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

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 GE[2] 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.

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[2] CSU GE is abbreviation for the California State University General Education

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

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)

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

105. STUDENT PREPARATION AND SUCCESS

105.01 F25 CSU GE Approval Process for CCC Courses

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

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~~ <u>offer</u> 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"[3];

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)[4] 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 request[5]; 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;

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[3] ASCCC About Us and Mission
[4] SB 98 (Perez, 2025)
[5] SSCCC Statement on Governor's Decision Regarding SB 98 (Pérez)

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

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

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?[6]

c) What types of outreach and reconnection activities/programs are employed to help dismissed students prepare to return to college and earn a credential?

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

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

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

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

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[6] U.S. Code Title 20 §1091

106. GOVERNANCE STRUCTURES

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

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"

109. PROGRAM REVIEW

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

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 Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity[7] within the next academic year[8];

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

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[7]Revisions to OMB's Statistical Policy Directive No. 15 (Federal Register)
[8] As has been previously recommended in Resolution 114.03 S24 Disaggregating Asian and Pacific Islander Student Data

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

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

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

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

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

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

111.02 F25 Establish Credit for Prior Learning Liaisons

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

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

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

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

CONTACT | Julie Bruno, Open Educational Resources Initiative

+111.04 F25 Policy Recommendations for the Implementation of 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

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)

Resolved, That the Academic Senate for California Community Colleges endorse the A^2MEND/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, A^2MEND, 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

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 F25 Update the Paper, "Sound Principles for Faculty Evaluation"

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

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment[9] 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 freedom[10];

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 commitment[11] 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

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

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[9] Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement
[10] 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
[11] Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement

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

Resolved, That the Academic Senate for California Community Colleges work with the California Legislature and relevant state agencies to amend California Education Code §68130.5(a)(1)[12] 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

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

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

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 CCCCO Impact Analysis and Timeline Review for Multiple Initiatives

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,

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[12] California Education Code - EDC §68130.5

and student representatives, and to establish a standard minimum notice period prior to new or changed reporting requirements, except when precluded by statute; and

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

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

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

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

Representation	Name	Present	Adoption of the 11.25.25 Agenda	Motion to approve the 11.25.25 Consent Agenda	Endorse sabbatical recommendation for Naomi McCool	moved to extend the deadline on approval to changes to Administrative Procedure 2510 until the senate meeting before Spring Break	
Alternate Senators Italicized							
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	
ACD-A Alternate	*Steve Shelton*	Y					
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y	Y	
ACD-B Alternate	*Vacant*						
ACC	Myra Andrade						
ACC	Wendy Whitney	Y	Y	Y	Y	Y	
ACC Alternate	*Melissa Johannsen*						
ACC Alternate	*Fabiola Espitia*						
BTH/MIDT	Joseph Lee	Y	Y	Y	Y	Y	
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y	Y	
BTH/MIDT Alternate	*Jay Scott*						
Chino Campus	Hannah Carter	Y	-	Y	Y	Y	
Chino Campus	Manar Hijaz	Y	Y	Y	Y	Y	
Chino Campus Alternate	*Vacant*						
Fontana Campus	Sean Connelly	Y	-	-	-	Y	
Fontana Campus	Anthony "Tony" Guaracha	Y	-	Y	Y	Y	
Fontana Campus Alternate	*Vacant*						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	*Vacant*						
HW - HS	Jayne Clark-Frize	Y	Y	Y	Y	Y	
HW - HS	Vacant						
HW - HS Alternate	*Lisa Doget*						
HW - KNA	Rob Hadaway	Y	Y	Y	Y	Y	
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y	Y	
HW - KNA Alternate	*Annette Henry*						
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	
Instructional Support Alternate	*Rose Ann Osmanian*	Y					
PCS	Melanie Bratcher	Y	Y	Y	Y	Y	
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	
STEM Alternate	*Vacant*						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	
Senator-At-Large	Sarah Chamberlain						
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	
*Adjunct Alternate Senator	*Vacant*						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus						
RED indicates reported absence	PURPLE indicates reported tardy/leave early	28	20	22	22	23	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							
32 Present at this meeting = 28 members, 4 visitors							
11.25.25 Academic Senate Meeting							