



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Spring Plenary Session Resolutions

For Discussion – Friday, April 25, 2025

Disclaimer:

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

Resolutions Committee

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C
Karen Chow, ASCCC Resolutions Second Chair, Area B
Nikki Grose, Feather River College, Area A
Jerome Hunt, Long Beach City College, Area D
Yuting Lin, Sierra College, Area A
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In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

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

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted March 22, 2025 through April 10, 2025 are marked with #
- Amendments and urgent resolutions submitted on Friday April 25, 2025 are marked with ^

MEMBER SENATE RESPONSIBILITY - DELEGATES TO ASCCC

In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [linked Delegate Form](#).** Unless this form is submitted, the Senate President or Delegate reported to the Senate Office in the Senate Directory will not be eligible to vote. Forms must be emailed to the ASCCC Office - events@asccc.org by April 21, 2025.

ASCCC SPRING 2025 PLENARY PILOT RESOLUTIONS PROCESS/TIMELINE

- (Pre-session)/Pre-Area Meeting resolutions due to Resolutions Chair – February 17, 2025, for discussion at March Executive Committee Meeting.
- (Pre-session)/Pre-Area Meeting Resolutions packet to the field by March 14, 2025.
- Area Meetings| All Areas, Friday, March 21, 2025
- Mandatory Contacts Meeting immediately following the Area Meetings - 3:30pm-4:30pm
- March 28, 2025 – First packet of resolutions to the field (pre-session packet = pre-area meeting packet + Area meeting resolutions)
- **April 10, 2025 - Last day for resolution submission.**
- April 11, 2025 - mandatory contacts meeting - 9:00AM - 11:00AM
- April 17: Final Plenary Resolutions packet sent to the field (1 week before the first day of plenary).
- Plenary Session begins on April 24, 2025.
- April 25, 2025, 1:30PM: Amendments and urgent resolutions due (Fri of Plenary).
- Mandatory Contacts Meeting Friday, April 25, 2025 5:15pm

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

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on April 10, 2025 and new information is presented between Friday April 11, 2025 and Friday April 25, 2025 (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 6). **(updated here to accommodate the new pilot timeline)**

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.

*+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with CCCCCO Vision 2030 (Apprenticeships, Veterans Sprint and Rising Scholars)

*+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges

*+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)

*#104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts

*+105.01.01 S25 Amend Resolution 105.01 Catalog Rights for Dual Enrollment Students

*#105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California's Community Colleges

*#106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates by Researching a Potential Change in Title 5 Section 53202 (d)

*+108.01.01 S25 Amend 108.01 S25 Fraudulent BOT Enrollments in California Community Colleges Courses

*111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"

*+111.02 S25 Senator Emeritus for Dr. Matthew "Matt" Merrill Clark (Posthumous)

*+111.03 S25 Senator Emeritus for Dr. Peter John Stanskas (Posthumous)

*+111.04 S25 Support of Sanctuary Campus Designations

*+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5

*+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom

*+111.07 S25 Laboratory Faculty and College Governance

*+111.08 S25 Establishing a California Community Colleges AI Commons

- *+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges
- *112.01 S25 Disciplines List – Art
- *112.02 S25 Disciplines List – Physical Education (Adapted)
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- *#113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction
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- *+114.02 S25 Advocating for Systemwide Access to AI Tools and Training
- *+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes

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 S25 Addressing Barriers to Articulation

Whereas, The California Community Colleges (CCC) system serves as the largest public higher education system in the nation, providing vital transfer pathways to the California State University (CSU), University of California (UC) system, and independent colleges and universities, yet students continue to experience challenges with articulation of courses, leading to duplication of coursework and barriers to timely degree completion¹;

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across CCCs, but gaps remain in the articulation of courses outside of the Transfer Model Curriculum and Associate Degree for Transfer;

Whereas, The implementation of AB 1111 (Berman, 2021) mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways²;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President, to reimagine articulation processes, ensuring that efforts such as the Course Identification Numbering System (C-ID) and common course numbering effectively support streamlined transfer pathways; and

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved transparency, consistency, and timeliness in articulation decisions, and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

***+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Effective fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

¹ <https://www.kqed.org/news/11956322/california-community-college-students-face-tough-barriers-when-transferring>

² <https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf>

Whereas, CCC faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently denied³;

Whereas, Articulated California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than the articulated California State University (CSU) and University of California (UC) ethnic studies courses⁴; and

Whereas, CSU students often take CCC ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, however, these same CCC ethnic studies courses were not approved for CSU GE Area F, therefore CCC students take the same CCC ethnic studies courses that count for the CSU students' ethnic studies requirement, but don't count for the CCC students for the transfer general education ethnic studies requirement⁵;

Resolved, That Academic Senate for California Community Colleges (ASCCC) work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college (CCC) ethnic studies course that is articulated to any California State University (CSU) or University of California (UC) course approved for ethnic studies general education and/or graduation requirements, be automatically approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

***+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC**

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024⁶ specifies that only "courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org⁷, and Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

³ San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

⁴ Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. (The CSUCO required that the courses be reviewed again for 2024 but upon a request by Ohlone College as to why, no reason for the request was given and the course were subsequently denied approval).

⁵ San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU but the San Diego Mesa College courses were not approved for CSU GE Area F

⁶ [California General Education Transfer Curriculum \(Cal-GETC\) Implementation Guidance Memo dated February 14 2024](#)

⁷ [ASSIST.org](#)

Whereas, The California General Education Transfer Curriculum (Cal-GETC) has been developed to standardize the transfer process and ensure that coursework taken at a California community college aligns with general education requirements across California public institutions;

Whereas, Students rely on accurate and consistent articulation agreements to make informed decisions about their academic coursework and transfer eligibility and discrepancies in the retroactive application of Cal-GETC course lists could result in unfair barriers for students who have completed IGETC coursework in good faith; and

Whereas, From IGETC Standards 2.4, section 5.1.1 California Community College Course Application Rights Certification, coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to ensure that certification of coursework completed for IGETC will be honored for Cal-GETC, provided that all courses were previously listed on the California Community College's approved IGETC list at the time it was completed by the student (except for IGETC Area 1C); and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure transparency and consistency in the recognition of IGETC coursework to uphold student transfer rights and promote seamless educational progress and that this policy be included in the Cal-GETC Standards publication.

Contact: Melain McIntosh, Compton College, Area C

102. DEGREE AND CERTIFICATE REQUIREMENTS

103. GRADING POLICIES

***+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with the CCCC Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) Vision 2030⁸ 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 (CPL), and aligns with the core academic and professional matters outlined in the "10+1"⁹ by fostering student achievement and seamless transfer pathways;

Whereas, The CCCC Apprenticeship programs¹⁰ provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility;

Whereas, The CCCC Veterans Sprint¹¹ initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit, and promoting their successful transition into civilian careers; and

⁸ <https://www.cccco.edu/About-Us/Vision-2030>

⁹ [Title 5 Section 53200 - 10+1](#)

¹⁰ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship>

¹¹ <https://map.rccd.edu/>

Whereas, The CCCC Rising Scholars¹² initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

Resolved, That the Academic Senate for California Community Colleges supports the expansion and implementation of the California Community Colleges Chancellor's Office Apprenticeship Sprint initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training;

Resolved, That the Academic Senate for California Community Colleges supports the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined policies that recognize military training and experience as academic credit, to ensure equitable educational opportunities for veterans; and

Resolved, That the Academic Senate for California Community Colleges supports the goals of the California Community Colleges Chancellor's Office Rising Scholars Initiative, encouraging colleges to implement CPL policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

***+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges**

Whereas, Not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community Colleges system to facilitate a seamless and efficient transfer process for transfers;

Whereas, The California State University (CSU) system accepts students' transcripts wholesale, including CPL, however the California Community Colleges (CCC) system does not have a written policy on a reciprocity agreement between California community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, Some evaluators within our colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts, thereby impacting student progress; and

Whereas, There is a difference between transcript reciprocity and articulation reciprocity, whereby transcript reciprocity focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation, and articulation reciprocity refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution. However, with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Resolved, That the Academic Senate for California Community Colleges recommends the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the

¹²

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Rising-Scholars-Network>

California State University policy for Credit for Prior Learning (CPL). This policy ensures that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

Resolved, That the Academic Senate for California Community Colleges encourages the University of California (UC) to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

***+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**

Whereas, The California community colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for Prior Learning (CPL) provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030¹³ emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

Whereas, Residency requirements and/or minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning, so that students can benefit from their prior learning experiences beginning their first semester of enrollment;

Resolved, that the Academic Senate for California Community Colleges recommends colleges eliminate such barriers to awarding CPL by removing residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Dr. Sigrid Williams, Norco College, Area D

***+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)**

Whereas, California community colleges are committed to ensuring equitable access to Credit for Prior Learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, While the California Education Code permits community colleges to charge students a fee for administering a credit by exam, and according to California Code of Regulations, Title 5, Section 55050¹⁴, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit, and it is essential to consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

¹³ <https://www.cccco.edu/About-Us/Vision-2030>

¹⁴ [Title 5, Section 55050](#)

Whereas, Section 55050 of the Credit for Prior Learning regulation states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty, and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college;

Resolved, That the Academic Senate for California Community Colleges recommends that no fee be assessed for Credit for Prior Learning (CPL) examinations.

Contact: Dr. Sigrid Williams, Norco College, Area D

104. EDUCATIONAL PROGRAM REQUIREMENTS

104.01 S25 Reimagining Transfer Alignment Efforts

Whereas, ASCCC adopted Resolution 15.01 F17¹⁵ resolved that “the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems”;

Whereas, The Transfer Alignment Project (TAP)¹⁶ and the Course Identification Number (C-ID)¹⁷ system have been working with faculty from all three segments to modify transfer model curriculum (TMCs)¹⁸ to encompass the major preparation requirements for both the California State University (CSU) and University of California (UC) systems;

Whereas, Many UC Transfer Pathways (UCTPs)¹⁹ in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)²⁰, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)²¹ requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and

Whereas, Any aligned transfer pattern should provide students with the equivalent preparation as students that began their studies at a CSU or UC campus and that community college students completing this transfer pattern should be prepared for junior level coursework in their chosen major at a campus in either system;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California, and each segment’s systems office to propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.

¹⁵ <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

¹⁶ <https://transferalignment.org/>

¹⁷ <https://www.c-id.net/>

¹⁸ <https://www.c-id.net/tmc>

¹⁹

<https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

²⁰ <https://icas-ca.org/cal-getc/>

²¹ [AB 2057 \(Berman 2023\)](#)

Contact: Craig Rutan, Santiago Canyon College, C-ID Curriculum Director

***#104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts**

Replace 3rd whereas:

~~Whereas, Many UC Transfer Pathways (UCTPs)²² in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)²³, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)²⁴ requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and~~

Whereas, TMCs in a number of majors including Business Administration; Law, Public Policy, and Society; and some science, technology, engineering, and mathematics (STEM) disciplines do not include the full or correct major preparation coursework; and

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California, and each segment's systems office to ~~propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.~~ develop a programmatic alternative to the Associate Degree for Transfer that provides the same level of priority admission for students who complete the correct ASSIST.org-articulated major preparation coursework for their intended CSU or UC campus.

Contact: Pablo Martin, San Diego Miramar College

105. STUDENT PREPARATION AND SUCCESS

105.01 S25 Catalog Rights for Dual Enrollment Students

Whereas, California Code of Regulations Title 5 §40401²⁵ establishes a system-wide catalog rights policy for undergraduate students of the California State University, which include California community college transfer students, and allows

“ An undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either:

- (1) at the time the student began such attendance or
- (2) at the time of entrance to the campus, or

²²

<https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-paths/>

²³ <https://icas-ca.org/cal-getc/>

²⁴ [AB 2057 \(Berman 2023\)](#)

²⁵ [Title 5 §40401](#)

(3) at the time of graduation”;

Whereas, Dual enrollment students, who are California community college (CCC) students, who start at a CCC may establish community college catalog rights at the semester they first start taking courses at a CCC, but the California State University (CSU) will not honor those catalog rights as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school²⁶; and

Whereas, With the implementation of the California General Education Transfer Curriculum (Cal-GETC), dual enrollment students graduating high school on or after Spring 2025 who completed courses to satisfy the California State University General Education Breadth or the Intersegmental General Education Transfer Curriculum will be considered new first-year students who are required to complete Cal-GETC, and thus might have to either take additional courses or repeat courses to meet Cal-GETC requirements, which is inequitable;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student’s first term of attendance at a California community college.

Contact: Mark Edward Osea, ASCCC Executive Committee

***+105.01.01 S25 Amend Resolution 105.01 Catalog Rights for Dual Enrollment Students**

Amend resolved:

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student’s first term of transcriptable attendance at a California community college.

Contact: Voltaire Villanueva, Foothill College, Area B

***#105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California’s Community Colleges**

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) "Vision 2030"²⁷ incorporates a commitment to proactively bring college education to our prospective students, wherever they are, to ensure equity in access;

Whereas, Many students could benefit from greater awareness of the opportunities available through Credit for Prior Learning (CPL), particularly working adults and veterans, who may earn college credit for knowledge gained outside of a traditional academic environment; and

Whereas, Several colleges have found success with the inclusion of a CPL Syllabus Statement in course syllabi to promote awareness of CPL opportunities and to inform students of this pathway to accelerate their educational goals;

Resolved, That the Academic Senate for California Community Colleges develop and provide an optional sample syllabus statement for colleges and districts to adopt in order to help maximize student awareness of Credit for Prior Learning opportunities by Spring 2026; and

²⁶ [CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart](#)

²⁷ [CCCCO Vision 2030](#)

Resolved, That the Academic Senate for California Community Colleges encourage local and district academic senates to collaborate with campus leadership to develop and implement strategies for disseminating Credit for Prior Learning (CPL) information across various appropriate institutional communications and student-facing materials to enhance awareness and understanding of CPL and its benefits.

Contact: Dr. Sigrid Williams, Norco College

106. GOVERNANCE STRUCTURES

***#106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates by Researching a Potential Change in Title 5 Section 53202 (d)**

Whereas, The California Community Colleges' diversity, equity, inclusion and accessibility statement²⁸ and the Academic Senate for California Community Colleges' (ASCCC) inclusivity statement²⁹ are committed to promoting inclusion, diversity, equity, antiracism and accessibility among all faculty members;

Whereas, Part-time faculty are integral to the mission, vision, and values of the Academic Senate for California Community Colleges^{30,31} and the inclusion of part-time faculty in college participatory governance structures is essential for fostering a collaborative and effective academic community;

Whereas, Previous resolutions and resources by the Academic Senate for California Community Colleges have emphasized the importance of equity for part-time faculty, recognized the significant contributions of part-time faculty in the educational environment, thus aligning with a strong commitment to create an environment where all voices are heard and all faculty members can contribute to decision-making processes^{32,33,34,35,36,37}; and

Whereas, Current Title 5 regulations section 53202 (d)³⁸ reads: "The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate", thus granting full-time faculty the discretion to include part-time faculty in membership and participation in the local academic senates through the use of the term "may," which could inadvertently contribute to inequities and lack of representation;

Resolved, That the Academic Senate for California Community Colleges will research the potential effects that a change in Title 5 section 53202 (d) language from "may" to "shall" to require full-time faculty to include part-time faculty members in membership and participation in local academic senates, may have on other areas of Title 5 by Fall 2026; and

Resolved, That the Academic Senate for California Community Colleges upon completing the research into the potential consequences of a language change in Title 5 section 53202 (d) from "may" to "shall", baring no expected negative effects on other areas of Title 5, will work with the California Community Colleges Chancellor's

²⁸ [CCCCO DEIA Statement](#)

²⁹ [ASCCC Inclusivity Statement](#)

³⁰ [ASCCC Mission & Vision](#)

³¹ [ASCCC Values Statement](#)

³² <https://www.asccc.org/resolutions/develop-resource-communicate-and-encourage-part-time-faculty-leadership>

³³ <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

³⁴ <https://www.asccc.org/resolutions/increase-part-time-faculty-representation-and-communication-through-local-part-time>

³⁵ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

³⁶ <https://www.asccc.org/resolutions/supporting-equal-rights-part-time-faculty>

³⁷ https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance#68103790

³⁸ [Title 5 Section 53202 \(d\)](#)

Office to update Title 5 section 53202 (d) to provide true equity and inclusion in local college governance to all faculty in the California Community Colleges system.

Contact: Lindsay Weiler, Riverside City College

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide,³⁹ the CCC system lost more than \$7.5 million annually to financial aid fraud in 2024;⁴⁰

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses⁴¹, causing further scheduling complications and making it more difficult for students to register for required courses to make progress on their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies⁴² to accurately identify and drop fraudulent students, so that add codes can be given to real students to enroll in their place before the add deadline; and

Whereas, Currently each California community college/district is attempting to combat this fraud separately, incurring significant costs for individual colleges/district in terms of staff time and technology, and leveraging a systemwide approach may help address the local need and uplift fraud trends that can be addressed statewide;

Resolved, That the Academic Senate for California Community Colleges commend the California Community College Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply⁴³;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to increase efforts towards supplying systemwide technology and/or funding to help local colleges' efforts to combat fraud in enrollment and financial aid; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to provide professional development support to faculty around student engagement and regular substantive interaction

³⁹ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

⁴⁰ [Ed Source: Financial aid fraud is growing at California's community colleges.](#)

⁴¹ <https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

⁴² <https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud>

⁴³ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

practices that can help quickly detect fraudulent students so that course enrollments can be stabilized with real student enrollments, by spring 2026.

Contact: Ric Epps, Imperial Valley College, ASCCC Educational Policies Committee

***+108.01.01 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses**

Amend first whereas:

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide, the CCC system still lost more than \$7.5 million annually to financial aid fraud in 2024;

Add second resolved:

Resolved, That the Academic Senate for California Community Colleges recommend the California Community College Chancellor's Office assess the extent that fraudulent enrollments are affecting apportionment received by community college districts under the Student-Centered Funding Formula and advance mitigations to offset negative impacts.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

***111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"**

Whereas, The document, "Standards of Practice for California Community College Counseling Faculty and Programs" (the document), was originally adopted by the delegates in the 1997 Academic Senate for California Community Colleges (ASCCC) Spring Plenary Session, and revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, It is recommended that the document be reviewed at least every six years⁴⁴; and

Whereas, Since the update of the document, new technologies, implementation of Guided Pathways⁴⁵, and the COVID-19 pandemic has necessitated that California community colleges re-envision how counseling services are offered;

⁴⁴ P.19 [Standards of Practice for California Community College Counseling Faculty and Programs](#)

⁴⁵ <https://www.cccco.edu/College-Professionals/Guided-Pathways>

Resolved, That the Academic Senate for California Community Colleges review and update the document, “Standards of Practice for California Community College Counseling Faculty and Programs,” by the 2026 Academic Senate for California Community Colleges Spring Plenary Session.

Contact: Mark Edward Osea, ASCCC Executive Committee

***+111.02 S25 Senator Emeritus for Dr. Matthew “Matt” Merrill Clark (Posthumous)**

Whereas, Dr. Matthew “Matt” Merrill Clark, beloved Woodland Community College (WCC) Statistics Professor for 32 years; dedicated Yuba Community College District faculty leader: founding member of WCC’s provisional senate who played a crucial role in the college’s successful accreditation and establishment as California’s 110th community college in 2008, continued his service for over 15 years in the WCC Academic Senate serving as its 3rd and 5th Academic Senate President (both prime numbers), and consistent and reliable faculty voice while navigating “growing pains” into a new multi-college district inclusive of program development, curriculum realignment, and governance; passed unexpectedly on June 21, 2024;

Whereas, Matt served for over a decade as a delegate to the Academic Senate for California Community Colleges (ASCCC), where he provided thoughtful amendments and counterpoints during Area A meetings to clarify potential outcomes, provided insights consistently centered on student support and IDEAA (inclusion, diversity, equity, antiracism and accessibility), advocated for faculty primacy in 10+1 matters, advocated for higher education, communicated the unique perspective of small and rural community colleges, introduced many of his colleagues to statewide service; and empowered leadership through ASCCC plenaries, institutes, and regional meetings;

Whereas, Matt demonstrated exceptional dedication through his service on the Academic Senate for California Community Colleges (ASCCC) Relations with Local Senates Committee, resulting in the contribution to the development of the initial version of the ASCCC Local Senate Handbook⁴⁶, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-driven work on AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and our statewide community; and

Whereas, Matt’s encouragement has supported many faculty across Area A, including ASCCC Executive Committee members, and 3 ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodies the mission of ASCCC and will be deeply missed by the colleagues he inspired.

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Matthew “Matt” Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

***+111.03 S25 Senator Emeritus for Dr. Peter John Stanskas (Posthumous)**

Whereas, The ASCCC expresses deep gratitude to Dr. Peter “John” Stanskas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges System and honor a genuine and stylish leader who celebrated life and made us all smile with his legendary shiny, shiny blue shoes;

Whereas, John earned his Doctorate in Nuclear Chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and

⁴⁶ <https://www.asccc.org/papers/local-senates-handbook>

becoming a full-time Chemistry faculty member in 2002; and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

Whereas, John lead the California Community Colleges system through the tumultuous racial reckoning of 2020 with a Call to Action, providing direction for faculty and empowering local academic senates to create their own plans of action, all while helping to lead the California Community Colleges Diversity Equity and Inclusion (DEI) Task Force, setting the direction of DEI efforts in the system; and

Whereas, John mentored many current and future senate leaders, introducing faculty to statewide service and encouraging them to take leadership roles, often serving as a sounding board to discuss the many questions one might have about statewide leadership with kindness, humility, and encouragement;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Peter John Stanskas.

Andrea Hecht, San Bernardino Valley College, Area D

***+111.04 S25 Support of Sanctuary Campus Designations**

Whereas, The Academic Senate for California Community Colleges is committed to inclusivity, dignity and respect for all of its diverse student body, faculty, and staff through education in a safe and tolerant environment which celebrates and protects the core values of academic freedom, wherein all students, faculty and staff may express and challenge ideas and beliefs without threat or fear of retaliation, including actions on the part of governments of the State of California and the United States of America;

Whereas, The aforementioned values have been radically challenged by the rhetoric and actions of some elected and appointed officials of the federal government of the United States which, in turn, have emboldened statements and acts of intolerance within the state of California, including from the California Community Colleges system; and

Whereas, The November 15, 2024 California Community Colleges Chancellor's Office memo "California and its Community Colleges Remain Sanctuary Jurisdictions"⁴⁷ states the Chancellor's Office "anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect's party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted"; but also asserts "our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order";

Resolved, That the Academic Senate for California Community Colleges recognize that individual campuses' sanctuary designations are part of a systemwide commitment to inclusion, diversity, equity, anti-racism, antiracism and accessibility;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates work with their college administration to designate their college a "sanctuary campus,"; and

⁴⁷ [Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions](#)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide professional development opportunities and guidance regarding the formal adoption of the designation of "sanctuary campus".

Contact: Joshua Scott, Solano Community College, Area B

***+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5**

Whereas, Education Code §70902(b)(7)⁴⁸ states that the Board of Governors shall "[e]stablish procedures that are consistent with minimum standards...to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance," and Title 5 §51023.5⁴⁹ states "[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff," but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200⁵⁰ and student leadership in §51023.7⁵¹, leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory, accountability, and inclusivity within California's educational institutions;

Whereas, Local classified professionals make up 60% of the California Community Colleges system's full-time workforce but are often underrecognized for their roles and responsibilities within participatory governance since they do not have a formally recognized representative body within the college governance structures;

Whereas, The California Community College Classified Senate represents all classified professionals and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of our colleges and system; and

Whereas, The inclusion of the California Community College Classified Senate in Title 5 along with a delineation of the purview of classified senates would bring consistency among participatory governance practices that are already institutionalized by the long time existence of the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for a commitment to fostering a culture of participatory governance by ensuring that the insights and expertise of local classified senates are integrated into institutional participatory governance processes;

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for the formal recognition of local classified senates in Title 5, including the designation of areas of purview explicitly acknowledged alongside those of Academic Senate and student leadership; and

⁴⁸ [California Education Code §70902](#)

⁴⁹ [Title 5 Section 51023.5](#)

⁵⁰ [Title 5 Section 53200](#)

⁵¹ [Title 5 Section 51023.7](#)

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for formal recognition of the California Community Colleges Classified Senate as the official voice of classified professionals in participatory governance at the state level to safeguard the interests of classified professionals and enhance the collaborative framework of the California Community Colleges system.

Julie Bruno, Sierra College, Area A

***+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission⁵² and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives⁵³;

Whereas, ASCCC President, Cheryl Aschenbach's, statement titled "Upholding ASCCC Values" dated February 14, 2025, reaffirmed the organization's unwavering commitment to fostering an inclusive and equitable academic environment despite ongoing national political challenges and opposition to IDEAA efforts in education, and IDEAA principles are essential for ensuring equitable access and success for students from historically marginalized and underrepresented backgrounds, aligning with the California community colleges' mission to serve all students with excellence;

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200⁵⁴ (the "10+1"), includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education⁵⁵, protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their 10+1 purview; and

Resolved, That the Academic Senate for California Community Colleges affirms the indivisible nature of academic freedom and inclusion, diversity, equity, anti-racism, and accessibility (IDEAA), upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

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

⁵² <https://www.asccc.org/about/mission>

⁵³ [Resolution 09.07 F21 supporting revisions to Title 5 to include DEIA in course outlines of record](#);
[Resolution 03.02 S21 adding anti-racism to ASCCC's vision statement](#);
[Resolution 19.01 F19 supporting DEIA-focused hiring practices](#);
[Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations](#)

⁵⁴ [Title 5 Section 53200](#)

⁵⁵ Academic Senate for California Community Colleges. (1998, Spring). *Academic Freedom and Tenure: A Faculty Perspective*.
Academic Senate for California Community Colleges. (1999, Fall). *Academic Freedom, Privacy, Copyright and Fair Use in a Technological World*.
Academic Senate for California Community Colleges. (2020, Fall). *Protecting the Future of Academic Freedom During a Time of Significant Change*.
American Association of University Professors. (1940). *1940 Statement of Principles on Academic Freedom and Tenure*.
American Association of University Professors. (n.d.). *Endorsers of the 1940 Statement*.
[1.](#) The full text of the referred resolution [Define Academic Freedom in Title 5](#).
[2.](#) Full text of all [ASCCC resolutions](#).
[3.](#) The full text of [SR 45](#) (Min, 2021)

***+111.07 S25 Laboratory Faculty and College Governance**

Whereas, Title 5 §55002.5⁵⁶ defines all credit hours as total student work and does not differentiate between work completed in lecture, lab, or outside the classroom; and Title 5 §§55002⁵⁷(a)(2)(C) states that credit courses shall treat “subject matter with a scope and intensity that requires students to study independently outside-of-class time”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 (Spring 2001)⁵⁸ that modern teaching pedagogy “has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats”;

Whereas, The Academic Senate for California Community Colleges affirmed in Resolution 19.02 (Spring 2016)⁵⁹ that the “differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses”;

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and Health Professions disciplines that require extensive laboratory instruction⁶⁰;

Resolved, That the Academic Senate for California Community Colleges assert that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Resolved, That the Academic Senate for California Community Colleges recommend colleges to prioritize eliminating historical structural inequities in faculty load and pay determinations as part of their processes of instructional planning and budget development; and

Resolved, That the Academic Senate for California Community Colleges investigate how load hours difference between lectures and laboratory or activity courses impacts the recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

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

***+111.08 S25 Establishing a California Community Colleges AI Commons**

Whereas, The rapid integration of artificial intelligence (AI) technologies in higher education necessitates coordinated support for faculty, staff, and students across the California Community Colleges system;

Whereas, The California State University system has successfully implemented a centralized AI Commons⁶¹ that provides tools, resources, professional development, and guidance for ethical AI implementation across their institutions;

Whereas, Faculty, classified professionals, and students across the California community colleges have expressed growing interest in understanding and effectively integrating AI tools in their teaching practices, as evidenced by

⁵⁶ [Title 5 Section 55002.5](#)

⁵⁷ [Title 5 Section 55002](#)

⁵⁸ <https://www.asccc.org/resolutions/lablectures>

⁵⁹ <https://www.asccc.org/resolutions/career-technical-education-and-laboratoryactivity-faculty-and-college-governance>

⁶⁰ <https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/>

⁶¹ <https://genai.calstate.edu>

increased participation in Academic Senate for California Community Colleges (ASCCC) and California Community Colleges Chancellor's Office webinars and trainings related to AI; and

Whereas, The Academic Senate for California Community Colleges has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions Spring 2023; 13.05⁶² and Fall 2024; 108.01⁶³, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office, in partnership with industry, faculty, and statewide organizations such as the California Community Colleges Digital Center for Innovation and Learning Lab, establish a centralized California Community Colleges AI Commons that provides system-wide access to generative artificial intelligence tools, resources, and professional development opportunities,

Resolved, That the Academic Senate for California Community Colleges confirm that the governance, content curation, and educational frameworks within the AI Commons are academic and professional matters that require primary reliance upon the advice and judgment of California Community College faculty; and

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons including vetted system-wide AI tool access, professional development pathways, and resources for ethical and responsible implementation and use across diverse disciplines and learning environments, by spring 2026.

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

***+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges**

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters, or the “10+1,” as outlined in Title 5 §53200(c)⁶⁴, with a long history advocating for equity and equal rights for part-time faculty, and formally working with various faculty groups such as Faculty Association of California Community Colleges (FACCC)⁶⁵ through the Council of Faculty Organizations (CoFO) on common issues under academic and professional matters and overlapping purview—all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or “two-tier” faculty system⁶⁶ comprised of part-time (adjunct) and full-time (tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities, curriculum development, governance structures, strategic & institutional planning, and more;

Whereas, The persistence of the two-tier faculty system deprives the California Community Colleges system the opportunity to benefit from the diverse viewpoints and professional expertise, especially in CTE, of the largest portion of every campus’ faculty body⁶⁷ and causing disparities, which may be described as “rankism” or

⁶² <https://www.asccc.org/resolutions/considering-merits-and-faults-artificial-intelligence-community-college-classroom>

⁶³ <https://www.asccc.org/resolutions/selecting-and-evaluating-artificial-intelligence-faculty-use>

⁶⁴ [Title 5 Section 53200\(c\)](#)

⁶⁵ <https://www.faccc.org/>

⁶⁶ [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

⁶⁷ [CCCCO Faculty and Staff Demographics](#)

“tenurism,”⁶⁸ that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights⁶⁹; and

Whereas, The current two-tiered structure has produced a divided faculty and inequitable service to students⁷⁰, the united faculty model (also referred to as the one-tier model) emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California⁷¹ and which will also relieve full time faculty overburdened by college governance duties and other non-instructional duties by greatly increasing the number of faculty participating in college governance as well as working with students outside of the classroom,

Resolved, That the Academic Senate for California Community Colleges continue the work called for in their Fall 2023 resolution 17.03⁷², “Supporting Equal Rights for Part-time Faculty” promoting and supporting legislation enacting the united faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its 10+1 purview, work in solidarity with the Faculty Association of California Community Colleges (FACCC), the California Part-time Faculty Association (CPFA), the California Federation of Teachers (CFT)⁷³, Community College Association (CCA),⁷⁴ and other faculty organizations by endorsing the united faculty model and encouraging colleges and districts to ensure all instructors, regardless of rank or tenure status, have equitable access to job security, professional development opportunities; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units to provide equal access to opportunities in curriculum development, governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

Contact: Pablo Martin, San Diego Miramar College, Area D

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

*112.01 S25 Disciplines List – Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the art discipline:

Master’s in fine arts, or art, ~~or art history~~

OR

Bachelor’s in any of the above AND Master’s in ~~humanities~~ art history.

OR

⁶⁸ <https://cpfa.org/tenurism/>

⁶⁹ [Article 23.1 of the Universal Declaration of Human Rights](#)

⁷⁰ [https://www.faccc.org/assets/docs/PolicyPapers/1-Tier Legislative Briefing Memo.pdf](https://www.faccc.org/assets/docs/PolicyPapers/1-Tier%20Legislative%20Briefing%20Memo.pdf)

⁷¹ <https://www.insidehighered.com/news/2010/06/21/adjuncts-and-retention-rates>

⁷² <https://www.asccc.org/resolutions/supporting-equal-rights-part-time-faculty>

⁷³ <https://aft1493.org/march-april-2022-advocate-cft-passes-resolution-to-end-two-tier-wage-system/>

⁷⁴ <https://cca4us.org/the-one-tier-system/>

the equivalent

(NOTE: “Master’s in fine arts” as used here refers to any master’s degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the “Master of Fine Arts” (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Christopher J. Howerton, ASCCC Executive Committee

***112.02 S25 Disciplines List – Physical Education (Adapted)**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the physical education (Adapted) discipline:

Master’s in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, ~~adaptive~~ adapted physical education

OR

Bachelor’s in any of the above AND masters in any life science, dance, physiology, health education, recreation administration or physical therapy

OR

the equivalent AND 15 semester units of upper division or graduate study ~~in~~ related to adapted physical education; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for physical education (adapted).

Contact: Christopher J. Howerton, ASCCC Executive Committee

112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the brewing, fermentation, and distillery sciences discipline:

Any bachelor’s degree or higher and two years of professional experience,

OR

Any associate’s degree and six years of professional experience; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for brewing, fermentation, and distillery sciences.

Contact: Christopher J. Howerton, ASCCC Executive Committee

***#112.04 S25 Update the Paper, “A Re-examination of Faculty Hiring Processes and Procedures”**

Whereas, The Academic Senate for California Community Colleges Faculty Hiring Processes and Procedures Paper⁷⁵, “A Re-examination of Faculty Hiring Processes and Procedures” was originally adopted in 2000 and last revised and adopted in Spring of 2018;

Whereas, The 2018 paper references California Community College Chancellor’s Office Equal Employment Opportunity (EEO) Best Practices Handbook that has since been updated in 2022⁷⁶ and is, at the time writing of this resolution, in the process of being updated again;

Whereas, Since the 2018 update of the paper, the Academic Senate for California Community Colleges in collaboration with system partners has garnered greater attention to and focus on faculty diversification and retention by addressing structural racism in California Community Colleges⁷⁷, including: leading a call to action⁷⁸, contributing to the 2023 EEO 10-Point Plan for Faculty Diversity Hiring⁷⁹, furthering discussions of including student voice in faculty hiring processes⁸⁰, and supporting various innovative and culturally responsive hiring methods⁸¹ that this paper has yet to explore; and

Whereas, In 35 of the state's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty⁸², inviting special attention to part-time faculty hiring policies and procedures, which is not currently addressed in the 2018 “A Re-examination of Faculty Hiring Processes and Procedures”;

Resolved, That the Academic Senate for California Community Colleges review and update the paper, “A Re-examination of Faculty Hiring Processes and Procedures.”

Contact: Luke Lara, MiraCosta College

⁷⁵ <https://www.asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures-0>

⁷⁶ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-eeoreport-062022-a11y.pdf?la=en&hash=058FE2BE64503C9FEE2FF37E8E0BFB04F2ED5346>

⁷⁷ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>

⁷⁸ <https://createsend.com/t/y-5AA60758EB0CC36F>

⁷⁹ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Institutional-Effectiveness/Memos/CCCCO_EEO_10PointPlan.pdf

⁸⁰ <https://asccc.org/resolutions/student-participation-hiring-processes>

⁸¹ <https://ccconlineed.instructure.com/courses/5733>

⁸² https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

113. LEGISLATION AND ADVOCACY

***+113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meeting Act**

Whereas, The Academic Senate for California Community Colleges (ASCCC), has affirmed the value of flexible, remote participation in governance through prior resolutions⁸³, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

Whereas, Rigid in-person meeting requirements of the Ralph M. Brown Open Meeting Act including limitations on teleconferencing, posting mandates for private locations, and arbitrary caps on remote attendance reflect a workplace structure of a previous generation and do not meet the needs of dynamic, modern academic institutions seeking to expand access, transparency, and participation across geographically diverse and time-constrained constituencies;

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California's community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging⁸⁴, and;

Whereas, Expanding remote participation in public meetings aligns with Chancellor Christian's *Vision 2030* Goal 5, 'Equitable Distribution of Resources,' by reducing barriers and enabling wider public involvement';

Resolved, That the Academic Senate for California Community Colleges express support for AB 259 (Rubio, 2025)⁸⁵ to preserve flexible teleconferencing options; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and California's Legislature to advocate for policy changes that expand remote participation options in modern academic governance processes in ways that uphold transparency and public participation while supporting equity, access, inclusion, and sustainability.

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

***+113.02 S25 Revising SCFF Metrics to Better Serve All Students**

Whereas, The Student-Centered Funding Formula (SCFF)⁸⁶ was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students,

⁸³ ASCCC Resolution S22 01.04: *Support for Brown Act Teleconferencing Legislation*

<https://asccc.org/resolutions/support-brown-act-teleconferencing-legislation>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)*

<https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)*

<https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

⁸⁴ Chancellor's Office Vision Resource Center <https://visionresourcecenter.azurewebsites.net/events/>

⁸⁵ AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences [Bill Text - AB-259 Open meetings: local agencies: teleconferences.](#)

⁸⁶

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

including students who enroll part-time due to work and family obligations, and a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure their success;⁸⁷

Whereas, Current SCFF metrics⁸⁸ prioritize full-time enrollment, degree/certificate completion, and transfer rates, which disproportionately disadvantage institutions serving a high percentage of working adults, lifelong learners, and students who pursue career education in shorter increments that do not align with traditional academic pathways;

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development⁸⁹; and

Whereas, The fact that from 2022-2023 to 2023-2024 the statewide success rates for four-year transfer and living wage (neither of which is fully within the control of colleges) declined despite the fact that the statewide success rates for Associate Degree for Transfer (ADT) completion, Associate of Arts (AA) and Associate of Science (AS) degree completion, certificate completion, and completion of 9+ Career Technical Education (CTE) units all improved, penalizing colleges for declines in these two metrics—both of which are influenced by factors outside their control—suggesting that the current SCFF is fundamentally flawed;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to the Student-Centered Funding Formula metrics that recognize and appropriately fund colleges for serving all of their students, including working adults and nontraditional students, to include success metrics that measure all levels of incremental skills attainment, all wage gains, transfer, and completion of short-term industry-recognized credentials, regardless of student status;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interest holders to explore alternative funding metrics and models that account for the success of all students, including part-time students, adult learners, and workforce education participants, ensuring equitable funding for colleges serving diverse student populations;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to analyze disaggregated student success data to ensure that Student-Centered Funding Formula adjustments support equitable outcomes for all student demographics, with particular focus on nontraditional transfers and working adults; and

Resolved, That the Academic Senate for California Community Colleges collaborate with local academic senates to develop recommendations for Student-Centered Funding Formula modifications that promote student-centered policies without disadvantaging colleges with significant working adult and part-time student populations.

Leticia Barajas, East Los Angeles College, Area C

⁸⁷ Resolution S23 07.03 Defining Success for Part-Time Students:
<https://www.asccc.org/resolutions/defining-success-part-time-students>

⁸⁸ SCFF metrics

⁸⁹ See ASCCC legislative advocacy letter, February 28, 2019, Revising the "Student Centered Funding Formula" to Incentivize Student-Focused Outcomes:
https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19_1.pdf

***#113.03 S25 Allow Districts to Offer Mathematics and English Courses to Support Upskilling for Student Advancement**

Whereas, Generations of students have attended California Community Colleges to take specific courses to upskill in preparation for advancement in the workplace, which is a need recently observed in the California Master Plan for Career Education,⁹⁰ and in preparation for their academic journey;

Whereas, California Education Code Section 78213,⁹¹ as revised in 2022 by AB 1705 (Irwin), reduces upskilling opportunities by prohibiting community college districts from enrolling students in pretransfer-level English and mathematics courses and enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput irrespective of students wanting to take said courses to enhance their skills to advance their career and academic goals;

Whereas, California Education Code Section 66010.2⁹², provides that all education institutions, including “the California Community Colleges... share goals designed to provide educational opportunity and success to the broadest possible range of our citizens” and yet state restrictions on community college course offerings have excluded citizens who seek to upskill their remedial skills in mathematics and English; and

Whereas, The Academic Senate for California Community Colleges opposes legislation that censor academic offerings while advocating for legislation to allow community college districts to offer students the option of taking pre-transfer level English and mathematics courses and mathematics courses below Calculus;⁹³

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code section 78213 to allow community college districts to offer English and mathematics courses that students seek for upskilling to advance their career and academic development.

Contact: Jeffrey Hernandez, Los Angeles Community College District

***#113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction**

Whereas, The California Community Colleges (CCC) system has, for over five decades, provided tuition-free noncredit education that supports adult learners through short-term, competency-based instruction designed to advance employment opportunities, foster career development, facilitate access to higher education, and promote lifelong learning;

Whereas, Noncredit students represent a diverse and often underserved population, including immigrants, older adults, individuals with disabilities, and communities historically affected by systemic inequities and underinvestment, who benefit from access to essential academic and support services;

⁹⁰ <https://www.gov.ca.gov/wp-content/uploads/2024/12/CA-Master-Plan-Framework-Governors-Office.pdf>

⁹¹ See California Education Code Section 78213, particularly sub-sections (d) through (j)
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213.

⁹² See California Education Code Section 66010.2
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

⁹³ See the following ASCCC resolutions:

[S23 13.04 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation](#)
[F24 113.01 Legislative Advocacy to Restore Student Choice on English and Math Courses](#)

Whereas, Current law does not recognize noncredit colleges and centers as distinct institutions of higher education, thus limiting their access to base funding under most categorical programs, which in turn restricts the ability to offer comprehensive student services such as disability accommodations, veteran resources, basic needs support, and mental health care; and

Whereas, [Assembly Bill 1433](#)⁹⁴ (Sharp-Collins) proposes to formally define noncredit colleges and centers, and to mandate the allocation of base funding within designated categorical programs to eligible noncredit institutions that meet specified conditions, thereby enabling equitable access to critical wraparound services;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 1433, recognizing the essential role of noncredit education in advancing educational equity, access, and student success.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

114. CONSULTATION WITH THE CHANCELLOR’S OFFICE

***114.01 S25 Empowering Faculty Voice in Rising Scholars Programming**

Whereas, Rising Scholars⁹⁵ is a commitment made in the California Community Colleges Chancellor’s Office Vision 2030⁹⁶: “California and the California Community Colleges Chancellor’s Office (Chancellor’s Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults”;

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of 10+1⁹⁷: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

Whereas, Current Rising Scholars programs across the state rely on intentional decision-making, informed by faculty expertise, about the unique strengths, needs, and barriers that Rising Scholars’ students face; and

Whereas Rising Scholars students generate higher levels of apportionment for local colleges;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to learn about, explore, and advocate intentionally for Rising Scholars;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to include in their Rising Scholars Guidelines that state funding specifically resources faculty coordination for Rising Scholars programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and partner organizations, such as the California Community Colleges Chief Instructional Officers, and the Chief Student Services Officers, to provide professional development, grounded in faculty expertise, so that all interest holders understand their impact on and accountability to Rising Scholars students and how to best support Rising Scholars faculty; and

⁹⁴ <https://legiscan.com/CA/bill/AB1433/2025>

⁹⁵ <https://risingscholarsnetwork.org/>

⁹⁶ <https://www.cccco.edu/About-Us/Vision-2030>

⁹⁷ [Title 5 Section 53200](#)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to encourage awareness of the involvement of faculty in budget processes, and to provide guidance and expectations for colleges to make sure funds generated by Rising Scholars programming via increased apportionment, go directly back into Rising Scholars programming, thus creating a budgeting structure that ensures Rising Scholars programs get the highest portion of the income they generate.

Contact: Mitra Sapienza, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

***+114.02 S25 Advocating for Systemwide Access to AI Tools and Training**

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs⁹⁸;

Whereas, The California community colleges are currently the only public higher education system in California without funded systemwide access to vetted AI tools and training, leaving 116 colleges to navigate implementation independently, which exacerbates inequities, strains local budgets, and hinders coordinated innovation;

Whereas, *Vision 2030* calls on the California Community Colleges to “embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies,” directly linking AI adoption to the system’s goals for workforce responsiveness, equity, and academic excellence⁹⁹; and

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development;

Resolved, that the Academic Senate for California Community Colleges advocate for and work with the California Community Colleges Chancellor's Office to lead a systemwide initiative to provide equitable access to vetted AI tools, training, and support for faculty, staff, and students in the California Community Colleges system.

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

***+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes**

Whereas, The Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting¹⁰⁰ was instrumental in updating the Standardized Attendance Accounting Regulations for all credit courses but neglected to update the noncredit accounting methods;

⁹⁸ CSU unveils massive AI venture (LA Times, Feb 2025)

<https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture>

UC Artificial Intelligence Council <https://ai.universityofcalifornia.edu/tools-and-resources.html>

⁹⁹ Vision 2030, California Community Colleges Chancellor's Office

<https://www.cccco.edu/About-Us/Vision-2030> (Goal 4: Responsiveness to Community and Workforce Needs)

¹⁰⁰ [Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting](#)

Whereas, Title 5 58003.1(f)(2)¹⁰¹ and the 2024 Attendance Accounting Manual¹⁰² (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices, in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and will aid institutions in the calculation of Full-Time Equivalent Student (FTES) for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit courses;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current noncredit asynchronous attendance accounting rules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and revise the guidance for the noncredit alternative attendance accounting procedure that is used to calculate Full-Time Equivalent Student (FTES) for both fully asynchronous and combination asynchronous/synchronous online course delivery to reflect actual noncredit approaches and to provide apportionment equitably with in-person classes;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office for the inclusion of noncredit faculty to review a clear noncredit asynchronous accounting approach that can be used system wide; and

Resolved, That the Academic Senate for California Community Colleges request the California Community Colleges Chancellor's Office to publish an updated guidance document for noncredit accounting, with particular attention to asynchronous courses, to be disseminated by the Academic Senate for California Community Colleges Spring 2026 Plenary Session.

Contact: Alexis Litzky, City College of San Francisco, Area B

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¹⁰¹ [Title 5 Section 58003.1\(f\)\(2\)](#)

¹⁰² [2024 Attendance Accounting Manual](#)