



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

## **2026 Spring Plenary Session Resolutions**

*For Discussion Between the Dates of  
April 02, 2026 to April 10, 2026*

### **DISCLAIMER |**

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, April 11, 2026, at the 2026 Spring Plenary Session.

### **ASCCC RESOLUTIONS COMMITTEE 2025-2026 |**

**Chair |** Mark Edward Osea, ASCCC Area B Representative

**2nd Chair |** Erik Woodbury, ASCCC North Representative

**Area A |** Yuting Lin, Sierra College

**Area C |** Rhonda Williams, Pasadena City College

**Area D |** Jerome Hunt, Long Beach City College

**Executive Director (Interim) |** Austin J. Webster

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## PLENARY RESOLUTIONS PROCESS |

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

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

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

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

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

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **March 14, 2026 to March 27, 2026** are marked with #
- Amendments and urgent resolutions submitted **March 28, 2026 to April 10, 2026** are marked with ^

## ASCCC 2026 SPRING PLENARY SESSION RESOLUTIONS TIMELINE |

- **January 28, 2026** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **February 27, 2026** | Pre-Area Meeting Resolutions packet distributed to the field.
- **March 13, 2026** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **March 13, 2026** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **March 14, 2026 to March 27, 2026** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **March 27, 2026** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **March 28, 2026 to April 10, 2026** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **March 31, 2026** | *Mandatory Contacts Meeting at 4:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between March 14, 2026 to March 27, 2026.
- **April 10, 2026** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.

- **April 10, 2026 | Friday of Plenary Session. Time TBD. Mandatory Contact Meeting.** This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between March 28, 2026 to April 10, 2026

In order to propose amendments or urgent resolutions **from March 28, 2026 to April 10, 2026**, 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](mailto: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 **March 27, 2026** and new information is presented between **March 28, 2026 to April 10, 2026** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

## PARLIAMENTARY MICROPHONE RESPONSE GUIDE |

To support smooth, consistent, and inclusive deliberations on resolutions, the following guide outlines how the Chair (ASCCC President) will respond to motions, inquiries, or comments received at the parliamentary microphone.

The 15-minute limit per resolution is all inclusive, including debate, use of parliamentary microphone, and any additional votes required by motion.

Comment, Motion, or Question Received	Action
Parliamentary Motion	<ul style="list-style-type: none"> <li>- Chair may consult with the Parliamentarian or ASCCC Resolutions Committee regarding proper steps to be taken to carry out the motion.</li> </ul>
Parliamentary Inquiry	<ul style="list-style-type: none"> <li>- Chair may consult with Parliamentarian regarding how to achieve desired outcome of the parliamentary inquiry.</li> <li>- Chair provides an opinion, and therefore cannot be appealed.</li> </ul>
Point of Information (Point of Clarification)	<ul style="list-style-type: none"> <li>- Chair may respond directly.</li> <li>- Chair may ask another participant to respond to the participant's question.</li> <li>- Chair may consult the Parliamentarian or the ASCCC Resolutions Committee Chair and rule point out of order (not relevant, dilatory, or is debate)</li> <li>- Time is deducted from the allotted three minutes of the initiator at the parliamentary microphone.</li> <li>- Chair, in consultation, with the ASCCC Resolutions Committee, will inform the initiator of time limit.</li> </ul>
Point of Order (Addresses Rules)	<ul style="list-style-type: none"> <li>- Chair may consult with parliamentarian or ASCCC Resolutions Committee Chair.</li> <li>- Chair will decide whether the rules are being followed as it pertains to the point of order.</li> </ul>
Appeal Ruling of Chair	<ul style="list-style-type: none"> <li>- If a delegate appeals the ruling of the Chair, and there is a second, the Chair has the opportunity to provide a statement to explain the basis of the ruling.</li> <li>- Once a statement is provided, the Chair will then pose the question to the delegates, "The Chair has ruled... Do you wish to sustain the decision of the Chair?"</li> <li>- If the yes votes prevail or results in a tie, the Chair's decision stands.</li> <li>- If the no votes prevail, the Chair's decision is overruled.</li> </ul>
Move to Approve by Acclamation	<ul style="list-style-type: none"> <li>- If a delegate moves to approve a resolution by acclamation, and there is a second, the Chair will ask if there are any objections.</li> <li>- If there is an objection, debate will continue.</li> <li>- If there are no objections, the Chair will declare the resolution has been approved by acclamation.</li> </ul>

Motion to split resolved statements	<ul style="list-style-type: none"> <li>- If a delegate moves to split resolves in a resolution, and there is a second, a vote will immediately take place. (This motion is not debatable.)</li> <li>- If a vote to split the resolves passes, the chair will conduct the debate on the resolves as directed by the motion.</li> <li>- Once the approved resolved statements have been voted in, the chair will conduct one final vote on the perfected resolution.</li> <li>- Debate and voting for each of the individual resolves must be conducted within the 15 minute allotment.</li> </ul>
Motion extend time for debate	<ul style="list-style-type: none"> <li>- If a delegate moves to extend time for debate, and there is a second, a vote will immediately take place on the motion. (This motion is not debatable.)</li> </ul>
Motion to re-order items	<ul style="list-style-type: none"> <li>- If a delegate moves to re-order the items on the agenda, and there is a second, a vote will immediately take place on the motion. (This motion is not debatable.)</li> </ul>
Point of Privilege (addresses personal complaint such as noise, temperature, or difficulty with zoom)	<ul style="list-style-type: none"> <li>- Chair may respond directly.</li> <li>- The time for debate will be paused to address points of privilege.</li> </ul>

## PARLIAMENTARY MOTIONS |

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

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

## NOTES |

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

## QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2026 Spring Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

# CONSENT CALENDAR |

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

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## **RESOLUTIONS CATEGORIES |**

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

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

## 101. CURRICULUM

### **\*#101.01 S26 Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines**

Whereas, Within the past 50 years, courses with specific cultural content and identifiers (course designators such as, FILI, FILAM, FIL-Filipino American Studies, and KUMY-Kumeyaay Studies, and any course designator that represents American Indian/Native American sovereign tribal nations) were developed and are recognized to date as belonging to one of the four autonomous disciplines — African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o/x Latina/o/x Studies - commonly referred to as ethnic studies;

Whereas, These courses with specific ethnic-foci and corresponding course designators were created prior to the passage of AB 1460 (Weber, 2020) of which may appear in various institutional forms, and reflect the historical development of their respective disciplines of study; and

Whereas, These courses having long-standing established articulation agreements and approvals with the California State University and University of California campuses, including those recognized within California General Education Transfer Curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and the California Community College Ethnic Studies Faculty Council to advocate to the Intersegmental Committee of Academic Senates and the California State University Chancellor's Office to formally retain and recognize course designators that existed prior to AB 1460 (Weber, 2020)—such as FILI, FILAM, FIL-Filipino American Studies, and KUMY-Kumeyaay Studies, as well as any course designator representing American Indian/Native American sovereign tribal nations—as belonging to one of the four autonomous disciplines commonly referred to as ethnic studies, and that courses bearing these ethnic-focused designators within these disciplines have their existing designators, articulation agreements, and approved California General Education Transfer Curriculum status retained and recognized; and

Resolved, That the Academic Senate for California Community Colleges recognize and honor these course designators as being part of one of the four autonomous disciplines commonly referred to as ethnic studies to preserve and uphold their approved articulation and transfer status.

**CONTACT** | Dr. Tamara Cheshire, Folsom Lake College

## 102. DEGREE AND CERTIFICATE REQUIREMENTS

### **\*#102.01 S26 From EdTech to TechEd: Building a Future-Ready Technology Education Framework in Title 5**

Whereas, The California Community Colleges currently lack a consistent, statewide title 5 framework that defines student competencies in technology, resulting in uneven preparation across districts, as title 5 does not explicitly establish a systemwide technology or artificial intelligence literacy requirement;

Whereas, Advances in artificial intelligence and emerging technologies have broadened the skills needed for workforce participation and civic engagement, as reflected in recent California legislation, including AB 2487 (Ahrens, as amended on March 19, 2026), which addresses artificial intelligence education and workforce development<sup>1</sup>;

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<sup>1</sup> [AB 2487 \(Ahrens, as amended on March 19, 2026\)](#)

Whereas, Artificial intelligence literacy is most effectively addressed within a broader Technology Education framework that can adapt to evolving technologies over time, supporting the Vision 2030 goal of preparing students for an evolving workforce and digital economy<sup>2</sup>; and

Whereas, Faculty have primary purview over curriculum, degree requirements, and standards related to student preparation and success under title 5 §53200<sup>3</sup>, and courses and degree expectations are governed by the standards outlined in title 5 §55002<sup>4</sup> and §55060<sup>5</sup>;

Resolved, That the Academic Senate for California Community Colleges develop and share recommendations on Technology Education literacies, including artificial intelligence literacy, to share with the field for consideration in local curriculum;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to collaborate with the ASCCC to explore potential title 5 language that defines Technology Education as a student competency;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consider integrating Technology Education competencies, including artificial intelligence literacy, across disciplines, consistent with course standards and degree expectations outlined in Title 5 §55002 and §55060; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to monitor and assess emerging technologies, including regular and periodic reviews, and provide professional development support for faculty in engaging with these technologies.

**CONTACT** | Carlos Guerrero, ASCCC Executive Committee

## 103. GRADING POLICIES

## 104. EDUCATIONAL PROGRAM DEVELOPMENT

### \*+104.01 S26 Faculty and Local Academic Senate Role in College and Career Access Pathways (CCAP) Agreements

Whereas, The College and Career Access Pathways program, established by AB 288 (Holden, 2015)<sup>6</sup> and codified in Education Code §76004<sup>7</sup>, authorizes community college districts to enter into dual enrollment agreements with K–12 partners to expand access and promote equitable pathways to college for high school students;

Whereas, College and Career Access Pathways agreements require that community college courses offered to high school students be equivalent in rigor, learning outcomes, assessment, and academic standards to courses offered on college campuses and include assurances related to instructor qualifications and non-displacement of faculty and students<sup>8</sup>;

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<sup>2</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>3</sup> [Title 5 §53200](#)

<sup>4</sup> [Title 5 §55002](#)

<sup>5</sup> [Title 5 §55060](#)

<sup>6</sup> [AB 288 \(Holden, 2015\)](#)

<sup>7</sup> [California Education Code - EDC §76004](#)

<sup>8</sup> California Community Colleges Chancellor's Office. (2016, March 11). *Dual enrollment and Assembly Bill 288 (CCAP): Legal Opinion 16-02*. [https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x\\_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.pdf?la=en&hash=9EB06DC8D3150FD95CAF184A4E5B73B04B6E8987](https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.pdf?la=en&hash=9EB06DC8D3150FD95CAF184A4E5B73B04B6E8987)

Whereas, Local academic senates, under California Code of Regulations title 5 §53200<sup>9</sup> and the “10+1” academic and professional matters, hold primary responsibility for curriculum, academic standards, and faculty minimum qualifications, all of which are directly implicated in the development and implementation of College and Career Access Pathways agreements; and

Whereas, Faculty and local academic senate review of College and Career Access Pathways agreements is essential to ensuring academic integrity, alignment with college mission and educational planning, compliance with title 5, and the use of student outcome data to support continuous improvement and equity;

Resolved, That the Academic Senate for California Community Colleges reaffirm that faculty and local academic senates should play a central role in the development, review, implementation, and renewal of College and Career Access Pathways agreements as part of their authority over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work collegially with college administrations to establish formal processes ensuring faculty review of College and Career Access Pathways course offerings, curriculum alignment, instructor qualifications, and assurances of non-displacement prior to governing board approval;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in ongoing evaluation of College and Career Access Pathways partnerships through curriculum review, program review, and analysis of disaggregated student outcomes to support academic quality and equity; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and professional development to support faculty and local academic senates in fulfilling their roles in College and Career Access Pathways and dual enrollment agreements.

**CONTACT** | Stephanie Curry, ASCCC Executive Committee, Area A

### **\*+104.02 S26 Strengthening Noncredit Student’s Pathways to Credit Bearing Academic Programs**

Whereas, The California Community Colleges Vision 2030, Goal #1: Equity in Access cites the benchmark of increasing with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians<sup>10</sup>;

Whereas, SB 554 (Roth, 2019) expanded the dual enrollment program in 2020 to include students who attend a noncredit or adult education high school diploma or equivalency program yet a systemized approach, via legislation or guidance from the California Community Colleges Chancellor’s Office, to ensuring that these aspiring transfer students are academically prepared to complete credit bearing coursework, has yet to be developed and implemented<sup>11</sup>;

Whereas, The California Adult Education Program Score Card indicates that over 400,000 noncredit students have transitioned to credit bearing programs within the past seven, reported academic years (2018/2019 – 2022/2023) in response to workforce shifts, market demands, and technological advancements that require upskilling and retraining<sup>12</sup>; and

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<sup>9</sup> [Title 5 §53200](#)

<sup>10</sup> California Community Colleges Chancellor’s Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>11</sup> [SB 554 \(Roth, 2019\)](#)

<sup>12</sup> California Community Colleges Chancellor’s Office. (n.d.). *CAEP score card*. [https://datavista.cccco.edu/data\\_views/caep\\_score\\_card](https://datavista.cccco.edu/data_views/caep_score_card) [[datavista.cccco.edu](https://datavista.cccco.edu)]

Whereas, California high school enrollment and subsequent graduation rates, which impact enrollment in credit bearing community college courses, has been steadily declining since 2016,<sup>13</sup> yet the number of potential adult learners/noncredit students who do not possess a high school diploma or have completed some college without earning a degree is 4.5 million and 5 million people, respectively<sup>14</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop materials to be delivered systemwide that raise awareness about the rigor that Noncredit courses offer and the various pathways that noncredit students utilize to transition to credit bearing programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a student support resource toolkit that noncredit/adult or continuing education divisions/departments can utilize to best support noncredit students who are either preparing to transition to credit academic programs or currently completing credit bearing coursework; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to develop and operationalize publicly available, disaggregated data metrics for noncredit Career Development College Preparation courses, Adult Dual Enrollment programs, and other accelerated learning opportunities for noncredit student that measure matriculation to credit bearing programs, completion of credit bearing certificate and degree programs as well as transfer rates to four-year institutions, amongst other identified student demographics.

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

### **\*+104.03 S26 Affirming the Integral Role of Journalism Programs in the California Community Colleges**

Whereas, Student media provides an unwavering work-based learning opportunity for students in the California Community Colleges, a discipline straddling Liberal Arts and Career Education that is supported directly by the First Amendment;

Whereas, Student journalists are doing critical work in a climate marked by shrinking news landscapes<sup>15</sup>, scarce resources<sup>16</sup>, attacks on free speech and mounting censorship pressures<sup>17</sup>, supported by faculty who develop programs that are tied to industry;

Whereas, The Journalism Association of Community Colleges has noticed an uptick in the threat of journalism program deactivation and journalism class cancellations statewide<sup>18</sup>, and the Student Press Law Center reports an uptick in censorship<sup>19</sup>, a concern the Academic Senate for California Community Colleges highlighted in a 2001 resolution<sup>20</sup>; and

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<sup>13</sup> Lafortune, J., & Prunty, E. (2023, December). *Factors and future projections for K–12 declining enrollment*. Public Policy Institute of California. <https://www.ppic.org/publication/factors-and-future-projections-for-k-12-declining-enrollment/>

<sup>14</sup> U.S. Census Bureau. (n.d.). *California—Educational attainment (Adult education)* [Data table]. <https://data.census.gov/table?q=california+adult+education+&t=Educational+Attainment>

<sup>15</sup> Metzger, Z. (2025, October 20). *The State of Local News: The 2025 report*. Local News Initiative, Northwestern University. <https://localnewsinitiative.northwestern.edu/projects/state-of-local-news/2025/report/>

<sup>16</sup> Yu, Y. S. (2026, January 15). *Gavin Newsom plans no new state funding for local journalism*. CalMatters. <https://calmatters.org/politics/2026/01/gavin-newsom-google-journalism-funding-deal/>

<sup>17</sup> Osgood, B. (2026, March 11). *Press freedom declines in Americas, with US seeing sharpest drop: Report*. Al Jazeera. <https://www.aljazeera.com/news/2026/3/11/press-freedom-declines-in-americas-with-us-seeing-sharpest-drop-report>

<sup>18</sup> JACC Statewide Faculty Survey, February 2026

<sup>19</sup> Student Press Law Center. (2026). *To our future: 2026–2028 strategic plan*. <https://splc.org/wp-content/uploads/2026/03/SPLC-Strategic-Plan-2026-2028.pdf>

<sup>20</sup> [Resolution 13.03 S21 Censorship of College Newspapers](#)

Whereas, Journalism programs play an integral part in information sharing on their campuses, reporting on district and college governance and empowering local communities, contributing to collective understanding of institutional planning and budget processes;

Resolved, That the Academic Senate for California Community Colleges, affirms that the protections of the First Amendment are central to the educational mission of community colleges, enabling open inquiry, robust information exchange, and work-based learning experiences that cultivate informed participation in a democratic society; and

Resolved, That the Academic Senate for California Community Colleges affirms the value of the role of our system's journalism programs and bring awareness through the development of resources to the field on how student-run publications uphold the First Amendment as an integral part of work-based learning, information sharing, and democracy.

**CONTACT** | Eleni Gastis, Laney College, Area B

### **\*#104.04 S26 Affirming Art History and Studio Arts as Essential Components of STEAM and Student Success in California Community Colleges**

Whereas, The California Community Colleges' mission emphasizes providing students with comprehensive educational opportunities that develop critical thinking, creativity, cultural awareness, and interdisciplinary problem-solving skills, and the integration of the arts into science, technology, engineering, arts, and mathematics (STEAM)<sup>21</sup> has been widely recognized as a key driver of innovation<sup>22</sup> across fields such as digital media, design, architecture, and emerging technologies;

Whereas, Art history and studio arts develop visual literacy, analytical reasoning, historical understanding, and cross-cultural awareness, contributing significantly to general education, transfer pathways, and culturally responsive curriculum that reflects diverse global perspectives;

Whereas, The California Community Colleges Vision for Success, Guided Pathways, equity initiatives, and the Vision 2030 framework<sup>23</sup> guiding documents have been advanced by the Academic Senate for California Community Colleges, emphasize equitable student success, interdisciplinary learning, culturally responsive teaching, and faculty leadership in transforming teaching and learning for the future; and

Whereas, California's creative economy—encompassing film, digital media, game design, architecture, visual communication, and cultural industries—represents a major workforce sector requiring both technical and creative competencies, and reductions in arts offerings risk limiting students' access to these essential skills and opportunities;

Resolved, That the Academic Senate for California Community Colleges recognize and affirm art history and arts disciplines as integral components of science, technology, engineering, arts, and mathematics education,<sup>24</sup> equitable student success, and the goals outlined in Vision 2030;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates and curriculum committees to support the inclusion, collaboration across science, technology, engineering, mathematics (STEM) disciplines, expansion, and sustainability of art history and studio arts courses within

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<sup>21</sup> Land, M. H. (2013). *Full STEAM ahead: The benefits of integrating the arts into STEM*. *Procedia Computer Science*, 20, 547–552. <https://doi.org/10.1016/j.procs.2013.09.31>.

<sup>22</sup> National Endowment for the Arts. (2023). *Arts and the economy: The economic impact of the arts and cultural industries in the United States*. <https://www.arts.gov>

<sup>23</sup> Academic Senate for California Community Colleges. (2023). *Vision 2030: A roadmap for California community colleges*. <https://asccc.org>

<sup>24</sup> Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). *Art for art's sake? The impact of arts education*. OECD Publishing. <https://doi.org/10.1787/9789264180789-en>

general education, transfer pathways, and interdisciplinary programs,<sup>25</sup> and to promote interdisciplinary collaboration among arts, humanities, and STEM faculty within Guided Pathways and Vision 2030 initiatives<sup>26</sup> to advance innovation, creativity, and critical thinking;

Resolved, That the Academic Senate for California Community Colleges support efforts to increase equitable access to art history and arts courses through Open Educational Resources, Zero Textbook Cost, and culturally responsive curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with statewide partners to highlight the role of the arts in California’s innovative and creative economies.

**CONTACT** | Deborah Gustlin, Gavilan College

## **105. STUDENT PREPARATION AND SUCCESS**

### **\*+105.01 S26 Protecting the Integrity of Student Course Information**

Whereas, Students rely on accurate course information—including Peer Online Course Review (POCR) badges, Zero Textbook Cost (ZTC) designations, required technology, proctoring requirements, and other course attributes—when making enrollment decisions to ensure equitable access and informed choice;

Whereas, Existing regulation affirms the importance of accurate course information prior to enrollment, including title 5 section 55005<sup>27</sup> of the California Code of Regulations, which requires disclosure of key distance education elements such as technology needs and proctoring requirements, and Education Code §66406.9<sup>28</sup> (implementing SB 1359, Block, 2015), which requires that Zero Textbook Cost designations be clearly identified at the time of registration;

Whereas, Faculty reassignments or other late administrative changes may result in the loss or alteration of student-facing course attributes—such as removing a Zero Textbook Cost designation or a Peer Online Course Review badge—which can impose unexpected financial costs, diminish accessibility, and compromise the learning conditions under which students enrolled; and

Whereas, Last-minute changes can undermine institutional commitments to transparency and equity, as well as student trust in the accuracy and consistency of course information published through official college systems;

Resolved, That the Academic Senate for California Community Colleges affirm that course attributes publicly listed for students at the time of registration—including but not limited to Zero Textbook Cost, Peer Online Course Review, and required technology—constitute commitments that should not be altered once enrollment has begun except in extraordinary circumstances with student notification and equitable remedies;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to issue statewide guidance ensuring that colleges protect the integrity of student-facing course attributes and prevent last-minute changes that materially alter student enrollment conditions; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop and adopt policies that uphold the integrity of student-facing course information by establishing

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<sup>25</sup> Association of American Colleges and Universities. (2011). *The LEAP vision for learning: Outcomes, practices, impact, and employers’ views*. (18). <https://www.aacu.org>

<sup>26</sup> Academic Senate for California Community Colleges. (2020). *Guided pathways and the role of faculty in student success*. <https://asccc.org>

<sup>27</sup> [Title 5 §55005](#)

<sup>28</sup> [California Education Code - EDC §66406.9](#)

procedures to ensure that any instructor reassignments or course-level modifications preserve published course attributes or provide equitable alternatives for affected students.

**CONTACT** | Liz Encarnacion, Chaffey College, Area D

### **\*+105.02 S26 Transparency of Estimated Weekly Student Time Commitment in Course Schedules and Registration Systems**

Whereas, The Carnegie Unit, used throughout higher education and within the California Community Colleges, defines one unit of credit as a specified number of total student learning hours that include both instructor contact time and independent student work and uses different formulas for lecture, laboratory, and other instructional formats;

Whereas, The Carnegie Unit and title 5 §55002.5<sup>29</sup> (Credit Hour) require that total student learning hours be calculated and documented in the course outline of record, yet the corresponding expected weekly student time commitment is typically not communicated transparently to students through course schedules or registration systems, which instead display course units and meeting times;

Whereas, Colleges offer short-term and accelerated courses to provide flexible scheduling options for students, yet because these courses require the same total student learning hours as full-term courses while occurring over fewer weeks, a moderate increase in units can produce a substantially larger increase in weekly workload when course lengths differ<sup>30</sup>; and

Whereas, Providing transparent information about estimated weekly student time commitments would support informed enrollment decisions, promote equitable access to information about course expectations, and better reflect the workload assumptions embedded in the Carnegie Unit and the course outline of record;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and districts to explore methods of displaying estimated weekly student time commitments, derived from approved course units and course length, alongside units in course schedules and registration systems; and

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, to develop guidance or promising practices for communicating estimated weekly student workload expectations in course schedules and registration systems while maintaining existing unit-based reporting requirements.

**CONTACT** | Brandi Bailes, Crafton Hills College, Area D

### **\*+105.03 S26 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence**

Whereas, Distance education serves a critical and equity-driven role in California Community Colleges, providing access to students who face barriers to in-person attendance due to work obligations, childcare responsibilities, geographic constraints;

Whereas, The rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education, including the

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<sup>29</sup> [Title 5 §55002.5](#)

<sup>30</sup> Under title 5 §55002.5, one lecture unit represents approximately 48 total student learning hours. Eight lecture units in a 16-week term require approximately 24 hours of student work per week. Adding a four-lecture unit course offered in a 12-week term requires approximately 16 additional hours of work per week, increasing the student's weekly academic workload from about 24 hours to 40 hours with the addition of a single short-term course. This represents a 50% increase in units but a 67% increase in the student's weekly academic workload. Adding a four-lecture unit course offered in an 8-week term represents a 50% increase in units *but a 100% increase in the student's weekly academic workload*.

circumvention of assessments, a rise in fraudulent enrollments, inconsistent institutional responses to suspected AI misuse, unresolved concerns regarding student data privacy on third-party proctoring and plagiarism-detection platforms, and the inadequacy of existing AI detection tools — challenges that disproportionately burden individual faculty and that no single college can effectively address in isolation;

Whereas, Transfer institutions<sup>31</sup> are increasingly considering requirements for proctored assessments as a condition of accepting distance education coursework for credit, creating urgency for California Community Colleges to establish supported, accessible, and consistent proctoring infrastructure<sup>32</sup> that does not place undue burden on faculty or exclude non-local and rural students from equitable participation; and

Whereas, Universal testing centers at California Community Colleges would not only support the integrity and transferability of distance education courses, programs, and degrees, but would also expand access to on-site tutoring and academic support services for non-local students, thereby advancing both academic quality and student success outcomes systemwide.

Resolved, That the Academic Senate for California Community Colleges urge the California Community College's Chancellor's Office and the California State Legislature to provide dedicated, ongoing funding for the establishment and operation of universal testing centers at all California Community Colleges, designed to support equitable access to proctored assessments for distance education students, including non-local and rural students, while preserving the flexibility and student-centered benefits of asynchronous instruction; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College's Chancellor's Office, the California Virtual Campus, and other system partners to develop systemwide policies, resources, and guidance by Spring 2027 that address academic integrity in distance education in the age of agentic artificial intelligence (AI) — including standards for responding to AI misuse, strategies to prevent fraudulent enrollment, and recommendations for assessment design — in order to protect the value, credibility, and transferability of California Community College courses, programs, and degrees.

**CONTACT** | Nicholas Petti, Mendocino College, Area B

### **\*#105.04 S26 Estimating Student Savings and Standardizing OER/ZTC Savings Estimates**

Whereas, In response to Resolution 114.04 F25 “Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption,”<sup>33</sup> the Academic Senate for California Community Colleges has consulted with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources and course sections achieving zero textbook cost status by other means to be considered by local academic senates at the Spring 2026 Plenary Session;

Whereas, Some institutions and States use a “general estimate” approach to calculate the cost savings from adopting open educational resources, with the Midwest Higher Education Compact noting that many use \$100.00 as a general estimate and that the Open Education Network adopted \$100.00 because it simplifies

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<sup>31</sup> In meetings with other Articulation Officers, an articulation officer at a four-year university stated that university faculty are scrutinizing assessment security, and that it was recommended to mention in course outlines of records how community college faculty ensure assessment integrity.

<sup>32</sup> Prior to the COVID-19 pandemic, the California Virtual Campus-Online Education Initiative hosted a proctoring network for online classes which has since ceased operations, and at the 2023 Fall Plenary Session, [Resolution 13.02 F23 Revival of the California Virtual Campus-Online Education Initiative \(CVC-OEI\) Proctoring Network for Online Classes](#) was approved by the body to begin discussions about reviving the proctoring network.

<sup>33</sup> [Resolution 114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption](#)

calculations and falls near the midpoint of both materials cost estimates and student-reported spending estimates<sup>34</sup>;

Whereas, A limited analysis of representative courses in the California community colleges found that half of the Phase I Common Course Numbering Courses (COMM-C1000, ENGL-C1000, and ENGL-C1001) had average costs ranging from \$63.77 - \$78.87, while the other half (POLS-C1000, PSYC-C1000, STAT-C1000) ranged from \$100.75 - \$143.50, suggesting that \$100 is a reasonable value that does not over-estimate savings as the number of courses with average costs below \$100.00 are not far below and most courses are above \$100 and often considerably above; and

Whereas, Calculating the cost savings associated with the adoption of open educational resources and the establishment of zero textbook cost sections through library resources and other purchases is essential to advocating for funds, and establishing a recommended standard provides local advocates with a simple mechanism for doing such calculations;

Resolved, That the Academic Senate for California Community Colleges recommend a simple, transparent, systemwide method for estimating student cost savings from the establishment of zero textbook cost course sections using the formula: [student enrollments in qualifying sections] × \$100.00 = estimated student cost savings as a standardized measure to reduce reporting burden and enable comparisons; and

Resolved, That the Academic Senate for California Community Colleges develop guidance for calculating student cost savings resulting from the adoption of open educational resources and the establishment zero textbook cost courses sections, provide data to support the use of a systemwide method for doing so, and note the circumstances in which using a per enrollment estimate for calculating the savings associated with zero textbook cost course sections is not warranted.

**CONTACT** | Michelle Pilati, Rio Hondo College

## 106. GOVERNANCE STRUCTURES

### **\*#106.01 S26 Supporting Equitable Faculty Leadership and Governance Practices in Local Academic Senate**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has adopted Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) principles that recognize the importance of diverse faculty voices in participatory governance, curriculum, and academic leadership;

Whereas, Faculty service in local academic senates, Academic Senate for California Community Colleges' committees and leadership positions plays a critical role in shaping curriculum, academic policy, hiring practices, and institutional priorities that directly impact the success of historically marginalized students and faculty;

Whereas, The Academic Senate for California Community Colleges (ASCCC) Faculty Empowerment and Leadership Academy<sup>35</sup> emphasizes mentorship, leadership development, cultural humility, anti-racism, and understanding of faculty purview as outlined in Title 5 Section 53200<sup>36</sup>, demonstrating ASCCC's recognition of the importance of developing informed, empowered and diverse faculty leaders; and

Whereas, Transparent and equitable local committee leadership, and the Academic Senate for California Community Colleges delegate selection processes are necessary to ensure full and equitable access to faculty

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<sup>34</sup> Zaback, K. (2022). *Toward convergence: Creating clarity to drive more consistency in understanding the benefits and costs of OER* (ED623683). Midwestern Higher Education Compact. <https://files.eric.ed.gov/fulltext/ED623683.pdf>

<sup>35</sup> To learn more about the FELA, please visit the [ASCCC Faculty Empowerment and Leadership Academy website](#).

<sup>36</sup> [Title 5 §53200](#)

leadership opportunities, and a lack of transparency in appointments can result in informal networks and gatekeeping practices that disproportionately exclude Black faculty, faculty of color, part-time faculty, and other historically marginalized groups from participating in shared governance;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) encourage local academic senates to implement equitable, transparent, and publicly communicated processes for committee and ASCCC delegate selection, including written procedures, open calls for participation, leadership rotation practices, and clear criteria for selection;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop leadership pipelines and mentorship opportunities that intentionally recruit, mentor, and support historically underrepresented faculty, including Black faculty, faculty of color, and part-time faculty, for participation in local and statewide academic senate leadership roles;

Resolved, That the Academic Senate for California Community Colleges develop and provide equity-minded governance training focused on identifying and eliminating gatekeeping practices that hinder equitable participation in shared governance; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) encourage local academic senates to regularly review and update their bylaws regarding committee structures, leadership appointment processes, and leadership representation to ensure alignment with inclusion, diversity, equity, anti-racism, and accessibility, and the goals of the ASCCC Faculty Empowerment and Leadership Academy.

**CONTACT** | Ty Simpson, San Bernardino Valley College

## 107. ACCREDITATION

### 107.01 S26 Academic Senate and Faculty Inclusion on Return on Investment (ROI) Data

Whereas, The value of community college degrees and certificates is increasingly being assessed<sup>37</sup> through Return on Investment<sup>38</sup>, and how that data is interpreted will shape program review, accreditation narratives, and institutional planning and decision-making across the California Community Colleges areas, which are aligned to the Academic Senate for California Community Colleges and title 5 defined Academic and Professional Matters, including the role of faculty in accreditation<sup>39</sup>;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) recently released a position paper titled, “*Leveraging Program-Level Data to Strengthen Student Outcomes: A Framework for ACCJC Institutions (2026)*,”<sup>40</sup> outlining the rationale behind using “Return on Investment” (ROI) to measure the “relationship between educational investment and student earning outcomes” and added a ROI data element to the ACCJC College Accreditation Dashboard;

Whereas, The Accrediting Commission for Community and Junior Colleges position paper focuses on quantitative earnings data while also highlighting the possibility of creating a “comprehensive picture” through

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<sup>37</sup> American Association of Community Colleges. (2025). *Resilient by design: The future of America’s community colleges*. [https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient\\_by\\_Design\\_Report10925.pdf](https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient_by_Design_Report10925.pdf)

<sup>38</sup> College Futures Foundation. (n.d.). *Golden Opportunities: Measuring return on investment in California higher education for low- and moderate-income learners*. Retrieved February 7, 2026, from <https://collegefutures.org/goldenopportunities/>

<sup>39</sup> [ASCCC 10+1](#)

<sup>40</sup> Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, [https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc\\_cid=c75d3fb45c&mc\\_eid=95b81b1851](https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851)

qualitative data sources such as, “employer advisory board feedback” and “graduate employment surveys<sup>41</sup>”; and

Whereas, “Return on Investment” is not a neutral or purely technical measure, but is shaped by student goals, transfer patterns, regional economies, and the social structures that influence labor markets, and faculty are the experts best positioned to contextualize these factors;

Resolved, That the Academic Senate for California Community Colleges urge local Academic Senate’s active, equity-minded involvement in college and district-level discussions, decisions, and adoption of Return on Investment metrics, including how to measure and interpret student learning/earnings outcomes and address local labor-market realities; and

Resolved, That the Academic Senate for California Community Colleges address the need for clear accreditation and institutional planning guidance and documentation that empower faculty to evaluate and give input on the use of Return on Investment through resources and other communication channels, ensuring the topic remains visible, coherent, and accessible.

**CONTACT** | Brandi Bailes, Crafton Hills College, ASCCC Data and Research Committee

### **\*#107.01.01 S26 Amend 107.01 S26 Academic Senate and Faculty Inclusion on Return on Investment (ROI) Data**

#### **Amend the 1<sup>st</sup> Resolved |**

Resolved, That the Academic Senate for California Community Colleges urge local academic senates’ active, equity-minded involvement in participation in and documentation of senate perspectives in college and district-level discussions, decisions, and adoption of Return on Investment metrics, including how to measure and interpret student learning/earnings learning and earning outcomes and address local labor-market realities; and

**CONTACT** | Natalie Lopez, Crafton Hills College

## **108. PROFESSIONAL DEVELOPMENT**

### **\*+108.01 S26 Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies**

Whereas, California community college faculty increasingly encounter artificial intelligence (AI) tools, including generative AI platforms and AI-based detection software, that claim to analyze student work or student data for instructional, assessment, or academic integrity purposes;

Whereas, The use of student data in artificial intelligence systems raises significant ethical, legal, and privacy concerns, including potential violations of student confidentiality protections under the Family Educational Rights and Privacy Act (FERPA)<sup>42</sup>, state privacy laws, and local district policies;

Whereas, Many artificial intelligence (AI) and AI detection tools rely on opaque algorithms, external data storage, and third-party vendors, creating risks related to data ownership, secondary data use, algorithmic bias, and inaccurate or inequitable outcomes for students;

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<sup>41</sup> Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions* (2026), [https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc\\_cid=c75d3fb45c&mc\\_eid=95b81b1851](https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851)

<sup>42</sup> U.S. Department of Education. (2000). *Family Educational Rights and Privacy Act (FERPA)*. <https://studentprivacy.ed.gov/ferpa>

Whereas, Faculty and local academic senates, under title 5 §53200<sup>43</sup> and the “10+1” academic and professional matters, have responsibility for academic standards, educational integrity, and policies related to student evaluation and equity;

Resolved, That the Academic Senate for California Community Colleges urge faculty to exercise caution and professional judgment when considering the use of artificial intelligence (AI) tools or AI detection technologies that require uploading, sharing, or analyzing identifiable or de-identified student data;

Resolved, That the Academic Senate for California Community Colleges urge faculty who choose to engage with artificial intelligence tools for instructional or professional purposes to do so with intentionality by removing, anonymizing, or otherwise excluding all identifiable student data prior to using such tools, in order to protect student privacy, uphold ethical standards, and comply with applicable laws and policies.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collegially with administrations to develop policies and guidance addressing ethical, privacy, and equity considerations related to the use of student data in artificial intelligence technologies; and

Resolved, That the Academic Senate for California Community Colleges provide guidance, professional development, and resources to support faculty and local academic senates in making informed, ethical decisions regarding artificial intelligence and student data.

**CONTACT** | Stephanie Curry, ASCCC Executive Committee, Area A

### **\*+108.02 S26 Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data**

Whereas, Faculty and colleges are increasingly using artificial intelligence tools, cloud platforms, third-party digital services, and artificial intelligence-enabled features embedded within commonly used applications in instruction, assessment, research, and administrative work, including Microsoft Office, Google Apps, and Adobe products, often ahead of the development of clear institutional policies and guidance, as noted in recent higher education technology adoption reports<sup>44</sup>;

Whereas, Many widely available “free” technology services and generative artificial intelligence tools may collect, retain, or use user-provided content and behavioral data in ways that may not align with institutional privacy obligations or legal requirements such as the Family Educational Rights and Privacy Act<sup>45</sup> and applicable state privacy laws, as described in publicly available platform privacy disclosures and federal guidance on student data protection<sup>46</sup>;

Whereas, Faculty have primary responsibility for curriculum and pedagogy under the purview of the academic senate, and therefore must be supported in making informed decisions about the appropriate use of instructional technologies and emerging artificial intelligence tools; and

Whereas, Colleges and districts can mitigate data privacy risks by providing secure enterprise technology solutions, clear guidance, and professional development that support responsible innovation while protecting students and institutional data;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collaboratively with their administrations, technology leaders, and governance bodies to promote faculty

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<sup>43</sup> [Title 5 §53200](#)

<sup>44</sup> Robert, J. (2024, February 12). *2024 EDUCAUSE AI Landscape Study*. EDUCAUSE. <https://library.educause.edu/resources/2024/2/2024-educause-ai-landscape-study>

<sup>45</sup> Student Privacy Policy Office. (n.d.). *Guidance*. U.S. Department of Education. <http://studentprivacy.ed.gov/guidance>

<sup>46</sup> Canadian Centre for Cyber Security. (2025, December). *Generative artificial intelligence (AI): ITSAP.00.04 I*. <https://www.cyber.gc.ca/en/guidance/generative-artificial-intelligence-ai-itsap00041>

awareness of data privacy considerations associated with the use of artificial intelligence tools and third-party digital platforms;

Resolved, That the Academic Senate for California Community Colleges support the development and dissemination of guidance, professional learning opportunities, and promising practices to help faculty make informed choices about the use of artificial intelligence and technology services in ways that protect student and institutional data; and

Resolved, That the Academic Senate for California Community Colleges advocate for colleges and districts to provide secure, accessible, and appropriately supported technology solutions that enable faculty innovation while meeting legal and ethical obligations related to data privacy.

**CONTACT |** Mark Branom, San José City College, Area B

### **\*+108.03 S26 Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities**

Whereas, The Americans with Disabilities Act<sup>47</sup>, Section 504<sup>48</sup>, and Section 508<sup>49</sup> of the Rehabilitation Act, and Title 5 of the California Code of Regulations<sup>50</sup> require that students with disabilities be provided equitable access to educational programs and instructional materials;

Whereas, In April 2024, the United States Department of Justice<sup>51</sup> issued a final rule under Title II of the Americans with Disabilities Act establishing technical accessibility requirements for digital content provided by public entities, including public colleges, requiring conformance with the Web Content Accessibility Guidelines (WCAG) 2.1 AA<sup>52</sup> or successor standards by April 2026;

Whereas, Contemporary instruction across California community colleges regularly requires students to access digital instructional materials such as learning management system content, documents, multimedia, web resources, and third-party tools, making accessibility a critical consideration across all instructional modalities<sup>53</sup>; and

Whereas, Universal Design for Learning (UDL) principles<sup>54</sup> support equitable access to learning by providing multiple means of representation, action and expression, and engagement, benefiting students with disabilities as well as the broader and increasingly diverse student population served by the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges and local academic senates to review institutional practices to ensure that digital instructional materials required for student participation align with applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines (WCAG) 2.1 AA or successor standards across all instructional modalities and conduct a

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<sup>47</sup> U.S. Department of Justice, Civil Rights Division. (n.d.). *ADA.gov*. <https://www.ada.gov/>

<sup>48</sup> U.S. Department of Labor, Civil Rights Center. (n.d.). *Section 504, Rehabilitation Act of 1973*.

<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

<sup>49</sup> Section508.gov. (n.d.). *IT accessibility laws and policies*. <https://www.section508.gov/manage/laws-and-policies/>

<sup>50</sup> California Code of Regulations Title 5 §§56000-56010

<sup>51</sup> Department of Justice. (2024, April 24). *Nondiscrimination on the basis of disability; Accessibility of web information and services of state and local government entities* (Final rule), **89** *Federal Register* 31320.

<https://www.federalregister.gov/documents/2024/04/24/2024-07758/nondiscrimination-on-the-basis-of-disability-accessibility-of-web-information-and-services-of-state>

<sup>52</sup> World Wide Web Consortium (W3C). (2018, June 5). *Web Content Accessibility Guidelines (WCAG) 2.1*. <https://www.w3.org/TR/WCAG21/>

<sup>53</sup> California Community Colleges Chancellor's Office. (n.d.). *Accessibility*. <https://www.cccco.edu/Accessibility>

<sup>54</sup> CAST. (n.d.). *UDL guidelines*. <https://udlguidelines.cast.org/>

survey of colleges statewide regarding accessibility practices for required digital instructional materials in order to inform future guidance and support; and

Resolved, That the Academic Senate for California Community Colleges work to advance systemwide accessibility resources, infrastructure, training, and tools for the California Community Colleges, and encourage local academic senates to collaborate with administrations and campus stakeholders to leverage local and statewide supports, including but not limited to resources such as 3C Media Solutions and the California Community Colleges Accessibility Center, to support faculty in creating accessible digital instructional materials and applying Universal Design for Learning principles in course design and teaching.

**CONTACT |** Mark Branom, San José City College, Area B

### **\*+108.04 S26 Mathematics Pedagogy in the California Community Colleges**

Whereas, The technological resources available to both mathematics educators and mathematics students have evolved substantially in even very recent times<sup>55</sup>;

Whereas, The current minimum qualifications<sup>56</sup> and in the current draft proposal for revising the minimum qualifications (as of March 13, 2026) for California Community College Mathematics educators do not sufficiently emphasize both thorough mathematical understanding and training in inclusive mathematics pedagogy, as evidenced by the lack of mathematics education training as a required component; and

Whereas, Mathematics is a foundational discipline in the post-COVID 19<sup>57</sup> and post-AB 1705<sup>58</sup> landscape, math educators are tasked more than ever with being able to meet students where they are and work with them to have a successful experience in their mathematics courses;

Resolved, That the Academic Senate for California Community Colleges explore the creation of a Mathematics taskforce to identify and develop professional learning opportunities for Mathematics faculty with a summary report to be presented to the field by the end of Spring 2028;

Resolved, That the Academic Senate for California Community Colleges identify professional learning opportunities specifically geared towards Inclusion, Diversity, Equity, Anti-Racism, Accessibility-infused Mathematics pedagogy, to support students in Mathematics courses, especially in Calculus and beyond to be shared in an accessible and public forum no later than Spring 2027; and

Resolved, That the Academic Senate for California Community Colleges create an open-access repository of culturally relevant Mathematics classroom practices, which may also support related and adjacent disciplines.

**CONTACT |** Katia Fuchs, City College of San Francisco, Area B

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<sup>55</sup> Balch, D. E., & Blanck, R. (2024, November). *The rise of AI in California Community Colleges*. Academic Senate for California Community Colleges (ASCCC). <https://www.asccc.org/content/rise-ai-california-community-colleges>; Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, offering unprecedented opportunities for innovation and improvement and teaching and learning methodologies. Nevertheless, integrating AI into education introduces challenges that must be managed to guarantee fair access and uphold academic integrity.

<sup>56</sup> California Community Colleges Chancellor's Office. (2024). *19th edition: Minimum qualifications for faculty and administrators in California Community Colleges* (pp. 37). <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/19theditionminimumqualifications18a11y.pdf>; mathematics minimum qualifications require either a rich preparations in Mathematics and applied fields, or a rich preparation in Mathematics education, but not both.

<sup>57</sup> Nagelhout, R. (2025, December 5). *Some school districts saw more learning loss during the pandemic. Researchers want to know why*. Harvard Graduate School of Education. <https://www.gse.harvard.edu/ideas/news/25/12/some-school-districts-saw-more-learning-loss-during-pandemic-researchers-want-know>; the impact of pandemic-era remote learning on high school student success metrics varies greatly from school district to school district

<sup>58</sup> California Community Colleges Chancellor's Office. (2025, March 14). *AB 1705 equitable placement, support and completion progress at your college: City College of San Francisco* [Memorandum]; high school graduates entering California Community Colleges have direct access to STEM Calculus I, regardless of their high school preparation

## 109. PROGRAM REVIEW

## 110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

## 111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

### \*111.01 S26 Adopt the 2026–2029 ASCCC Strategic Directions and Goals

Whereas, Strategic planning is a critical component of successful organizations that provides clear direction and stability and ensures that the organization’s leadership remains responsive to its members;

Whereas, The 2023–2026 Strategic Plan of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2026, and the ASCCC Executive Committee engaged in strategic planning retreat sessions on December 11–12, 2025, followed by further strategic planning during the January 2026 Executive Committee meeting;

Whereas, The Academic Senate for California Community College’s (ASCCC) Executive Committee considered the ASCCC mission and vision, adopted resolutions, and current issues impacting academic and professional matters to guide the development of new strategic directions; and

Whereas, The Academic Senate for California Community College’s (ASCCC) Executive Committee has proposed the 2026–2029 Strategic Directions and Goals for consideration and adoption by the delegates of the ASCCC, to be implemented and actualized annually through an integrated planning process;

Resolved, That the Academic Senate for California Community Colleges adopt (ASCCC) the 2026–2029 ASCCC Strategic Directions and Goals as follows:

#### **2026–2029 ASCCC Strategic Directions and Goals**

##### **STRATEGY 1 | Position the ASCCC as a Leading Voice for California Community College Faculty**

**Goal |** Expand ASCCC’s influence and effectiveness through coordinated strategy, clear communication, and meaningful partnerships.

##### **STRATEGY 2 | Promote Connection, Inclusion, and Collaborative Engagement**

**Goal |** Foster community through feedback-driven engagement and the advancement of Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA).

##### **STRATEGY 3 | Advance Organizational Trust, Accountability, and Long-Term Financial Sustainability**

**Goal |** Strengthen transparent operations, responsible stewardship, and strategic resource development.

##### **STRATEGY 4 | Evaluate and Reimagine Organizational Structures, Processes, and Governance**

**Goal |** Strengthen board engagement with faculty by refining structures and clarifying roles and processes.

##### **STRATEGY 5 | Promote Professional Learning That Builds Faculty Leadership**

**Goal |** Strengthen faculty leadership and innovation through intentional, data-informed professional learning that addresses emerging needs and leverages strategic partnerships.

**CONTACT |** ASCCC Executive Committee

### \*+111.02 S26 Review of ASCCC Executive Leadership Term Lengths

Whereas, The Academic Senate for California Community Colleges plays a critical leadership role in representing faculty in academic and professional matters pursuant to title 5 and established participatory governance principles<sup>59</sup>;

Whereas, The responsibilities of the Academic Senate for California Community Colleges' executive leadership positions require significant time, coordination, policy analysis, statewide engagement, committee work, and responsiveness to rapidly evolving system-level initiatives, and effective leadership in these roles requires continuity, relationship-building, institutional knowledge development, and sustained strategic planning;

Whereas, A one-year term length for executive leadership positions may limit a leader's ability to fully implement long-term initiatives, assess outcomes, and ensure stability in statewide governance efforts; and

Whereas, Periodic evaluation of governance structures is consistent with principles of continuous improvement, transparency, and organizational effectiveness;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) compile a report that conducts a comprehensive review of the ASCCC executive leadership term lengths for the offices of President, Vice President, Secretary, and Treasurer, assessing whether the current one-year term length is sufficient to effectively fulfill the scope of responsibilities associated with these roles, including consideration of the potential benefits and challenges of extended or staggered terms, using a process that includes broad consultation with current and former Executive Officers, Area Representatives, local academic senate leaders, and faculty delegates to ensure an inclusive and transparent evaluation and that the findings and any recommended amendments resulting from this review be brought forward through established ASCCC governance processes for consideration by the body and subsequently published to the field by Spring 2027.

**CONTACT** | Sharon Sampson, Grossmont College, Area D

### **\*+111.03 S26 Study the Unified Faculty Model in Place in British Columbia in Terms of Academic Freedom and Student Success**

Whereas, In the Spring 2025, the Academic Senate for California Community Colleges resolved to endorse the United Faculty model, a model created at and exemplified by Vancouver Community College, and other British Columbia area community colleges<sup>60</sup>, and "collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work"<sup>61</sup>;

Whereas, The Academic Senate for California Community Colleges "should work with other faculty and administrative organizations to develop structures that will enhance the professionalism of all faculty and protect their academic freedom," and ". . . engage in a serious consideration of the implications and advisability of extending the structures and protections of tenure to regularly rehired part-time faculty who have undergone rigorous evaluation processes"<sup>62</sup>;

Whereas, "Part-time faculty not only make up the majority of all faculty in the California community college system, but provide nearly half of all instruction," and "the success of our students, and ultimately our

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<sup>59</sup> Academic Senate for California Community Colleges. (2025). *Policy 30.03: Reassigned time and overload assignments*. <https://asccc.org/policies>

<sup>60</sup> Klein, D. (n.d.). *A unified faculty model: The remedy for decades of failed education "reform" in the California Community Colleges* [PDF]. Faculty Association of California Community Colleges.

[https://www.facc.org/assets/docs/PolicyPapers/A%20Unified%20Faculty%20Model\\_FINAL.docx.pdf](https://www.facc.org/assets/docs/PolicyPapers/A%20Unified%20Faculty%20Model_FINAL.docx.pdf)

<sup>61</sup> [Resolution 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges](#)

<sup>62</sup> Academic Senate for California Community Colleges. (2002). *Part-time faculty: A principled perspective*. <https://www.asccc.org/papers/part-time-faculty-principled-perspective>

institutions themselves, depend on supporting the needs of part-time faculty just as we must for full time faculty,<sup>63</sup>; and

Whereas “Given the increased emphasis on student success and completion, it is imperative that part-time faculty are given the tools necessary to aid them in this critical effort,” and “the relationship between student success and part-time faculty resources makes providing such tools clearly an academic and professional matter and is within the purview of local senates”<sup>64</sup>;

Resolved, That the Academic Senate for California Community Colleges conduct a study of the impact of the Unified Faculty Model in place at Vancouver Community College and other British Columbia Community Colleges on protecting academic freedom and on increasing student success on the basis of publicly available data, and publish a report of this study's findings by Spring 2027.

**CONTACT** | Geoffery Johnson, San Diego Mesa College, Area D

### **\*+111.04 S26 Promising Practices for Mental Health Counseling Faculty in the California Community Colleges**

Whereas, The mental health counseling faculty role is a new and evolving discipline within the California Community College system, with implications for faculty responsibilities, role clarity, and student support services;

Whereas, For mental health counselors serving in faculty positions, there is currently no statewide definition of the mental health counseling faculty role<sup>65</sup> nor clear guidance on the appropriate scope of responsibilities; and

Whereas, The mental health counseling faculty discipline requires master’s level professional education and training, along with supervised clinical experience necessary to develop competencies, skills, and knowledge in mental health counseling; and

Whereas, Faculty serving in mental health counseling roles must hold licensure or registration with the California Board of Behavioral Sciences or the California Board of Psychology in order to practice within the healing arts of psychotherapy;

Resolved, That the Academic Senate for California Community Colleges, in consultation with the California Community Colleges–Mental Health & Wellness Association (CCC-MHWA) and other appropriate interest holders, develop a promising practices guide for mental health counseling faculty in the CCC—addressing, among other relevant topics, the definition of the role, appropriate functional expectations, boundaries between clinical, instructional and student services functions, and considerations for faculty evaluation for individuals serving in mental health counseling faculty positions—by the 2027 Fall Plenary Session.

**CONTACT** | Lisa Larimer Burtis, Mendocino College, Area B

### **\*+111.05 S26 Defending Students and Faculty, Especially People of Color and Immigrants, Against Federal Attacks and Retaliation, and Restricting ASCCC Investments that Support Military Operations**

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<sup>63</sup> Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/supporting-part-time-faculty-student-success>

<sup>64</sup> Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/supporting-part-time-faculty-student-success>

<sup>65</sup> At the time of the writing of this resolution, a new discipline is being proposed that further defines the role of mental health counseling.

Whereas, The world is witnessing increased aggressive and violent activity against lawful United States (U.S.) residents and citizens by federal agencies, resulting in traumatic family separations, deportations, and tragic unnecessary deaths in U.S. immigrant detention centers, as well as fears of going to work and school for fear of being abducted, detained, and deported, as well as increased U.S. aggression against countries globally, such as the most recent conflict in Iran<sup>66</sup>;

Whereas, While there has been widespread condemnation of the unjust murders of Renee Good and Alex Pretti by sanctioned federal agents, including but not limited to Immigrations and Customs Enforcement (ICE) officers, there has not been, for many years, nearly the same level of awareness and condemnation of the similarly unjust abuse and deaths of Brown, Black, Asian, Native Indigenous, Pacific Islander, and other nonwhite individuals, including United States (U.S.) citizens and individuals with legal rights to reside in the U.S., amid continuing escalation of ICE activity, which includes attempts to detain workers and students and threats to target California public schools, including California community colleges (CCC) where a substantial number of students and staff are Brown, Black, Asian, Native Indigenous, and/or Pacific Islander, and many of those who learn and work in the CCC are among the 28% of all Californians (10.9 million in all) who are immigrants<sup>67</sup>;

Whereas, The federal government has targeted, threatened, and abducted university students and faculty for simply exercising their academic freedom in speaking out in criticism against actions by United States military and federal agents<sup>68 69</sup>; and

Whereas, In an urgent moment where the nation's democracy and people's safety must be defended against authoritarian actions in violation of the United States Constitution and the Bill of Rights, similar to how Japanese American citizens and legal residents' rights were violated by the 1942 Executive Order 9066, resulting in the California Community Colleges' immigrant and nonwhite students and employees fearing possible Immigrations and Customs Enforcement confrontation, abduction, and deportation simply for trying to go to work and school, and the Academic Senate for California Community Colleges has already committed to the support for flexible attendance policies for students in such circumstances through the passage of Fall 2025 Resolution 105.02<sup>70 71</sup>;

Resolved, That the Academic Senate for California Community Colleges condemn any and all attempts to attack the constitutional rights of and attempts to restrict academic freedom of California community college students, faculty, and employees, especially Brown, Black, Asian, Native Hawai'ian/Indigenous, Pacific Islander, and Immigrant students and faculty, who express opinions about federal agencies or the United States military; and

Resolved, That the Academic Senate for California Community Colleges, anchor its mission and values in how the organization spends money, especially in its investment portfolio, and thus will not invest in companies that have contributed to the funding of or conducting militaristic operations of United States federal agencies in wars of aggression such as in the latest conflict in Iran.

**CONTACT |** Karen Chow, ASCCC Executive Committee, Area B

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<sup>66</sup> Wikipedia contributors. (2026, March 11). *List of deaths in ICE detention*. Wikipedia.

[https://en.wikipedia.org/wiki/List\\_of\\_deaths\\_in\\_ICE\\_detention#2025](https://en.wikipedia.org/wiki/List_of_deaths_in_ICE_detention#2025)

<sup>67</sup> Cuellar Mejia, M., & Johnson, H. (2026, January). *Immigrants in California*. Public Policy Institute of California.

<https://www.ppic.org/publication/immigrants-in-california/>

<sup>68</sup>Wikipedia contributors. (2026, March 12). *Mahmoud Khalil (activist)*. Wikipedia.

[https://en.wikipedia.org/wiki/Mahmoud\\_Khalil\\_\(activist\)](https://en.wikipedia.org/wiki/Mahmoud_Khalil_(activist))

<sup>69</sup> Romero, L. (2026, January 23). *Judge warns administration against changing immigration status of students who sued over free speech*. ABC News / Good Morning America. <https://www.goodmorningamerica.com/news/story/judge-warns-administration-changing-immigration-status-students-sued-129490453>

<sup>70</sup> These student and faculty fears were expressed by panelists speaking and by attendees in the chat at the FACCC Public Policy forum held via zoom and recorded on January 31, 2026

<sup>71</sup> [Resolution 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges](#)

### **\*+111.06 S26 Update the ASCCC Paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”**

Whereas, The Academic Senate for California Community Colleges adopted the paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”,<sup>72</sup> in Fall 2020 and has not been updated since;

Whereas, The Academic Senate for California Community Colleges position paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”, outlines academic freedom within the contexts of marginalized communities, impact on classroom practices, threats against tenure, the impact on part-time faculty, and statewide legislation -- all topics which have evolved since Fall 2020;

Whereas, The Academic Senate for California Community Colleges (ASCCC) position paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”, makes recommendations that can be further illuminated about how local colleges and academic senates have addressed academic freedom since 2020, and can crosswalk with newer ASCCC resources, such as the 2025 “Academic Freedom Resource Guide”<sup>73</sup>; and

Whereas, Challenges to academic freedom in the past five years regarding the rights and responsibilities of faculty, as well as legislative changes since 2020 in the areas of faculty evaluations, diversity, equity, and inclusion in the course outline of record, and AB 1705 (Irwin, 2022), can help enhance this paper;

Resolved, The Academic Senate for California Community Colleges update the position paper, “Protecting the Future of Academic Freedom During a Time of Significant Change” to include areas of impact on academic freedom with a more nuanced look at tenure, part-time faculty and the most recent threats to academic freedom.

**CONTACT** | Mitra Sapienza, ASCCC Executive Committee, Area B

### **\*#111.07 S26 Condemning Cesar E. Chavez Sexual Abuse and Honoring Survivors and the Farmworkers Movement**

Whereas, A multi-year investigation by *The New York Times*<sup>74</sup> uncovered extensive and "profoundly shocking" evidence of sexual abuse, grooming, and misconduct by Cesar E. Chavez, a co-founder of the United Farm Workers (UFW), including harrowing accounts of sexual abuse of children as young as 12 and 13 and incidents of molestation and rape occurring in Chavez’s private office and during union marches, and that survival has meant enduring decades of trauma, including panic attacks, depression, and suicide attempts, while their pleas for help were historically ignored or silenced by those seeking to preserve Chavez’s public image;

Whereas, Legendary civil rights activist Dolores Huerta, co-founder of the United Farm Workers, revealed that she is a survivor of sexual abuse by Chavez, including manipulation and rape in the 1960s, resulting in two pregnancies, and that she carried this secret because she “wasn’t going to let Cesar or anyone less get in the way” of her life’s work of building the movement on behalf of millions “on behalf of millions of farmworkers and others who were suffering and deserved equal rights”<sup>75</sup>;

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<sup>72</sup> Academic Senate for California Community Colleges. (2020). *Protecting the future of academic freedom during a time of significant change* (Position paper). [https://www.asccc.org/sites/default/files/Academic\\_Freedom\\_F20.pdf](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf)

<sup>73</sup> Academic Senate for California Community Colleges. (2025). *Academic freedom resource guide*. <https://www.asccc.org/papers/academic-freedom-resource-guide>

<sup>74</sup> Fernandez, M., & Hurtes, S. (2026, March 18). Cesar Chavez, a civil rights icon, is accused of abusing girls for years. *The New York Times*. <https://www.nytimes.com/2026/03/18/us/cesar-chavez-sexual-abuse-allegations-ufw.html>

<sup>75</sup> Huerta, D. (2026, March 18). A statement from Dolores Huerta. Medium. [https://medium.com/@dolores\\_huerta/march-18-2026-e74c20430555](https://medium.com/@dolores_huerta/march-18-2026-e74c20430555); Dolores Huerta’s full statement may be accessed through [the Dolores Huerta Foundation webpage](https://www.doloreshuerta.org/), “Honoring Courage, Upholding Our Mission.” accessed March 25, 2026

Whereas, The United Farm Workers Foundation officially cancelled all Cesar Chavez Day activities and described the shocking and indefensible allegations as incompatible with the organization's values,<sup>76</sup> and various state and local officials are taking steps to remove Cesar E. Chavez from public holidays, institutions, streets, and public roads<sup>77</sup>; and

Whereas, State and local leaders in public education are issuing statements calling for a shift in attention away from celebrating Chavez to honoring the Farmworkers Movement and to "ensure that every student in our schools, especially every girl, knows that her body is her own, that inappropriate sexual behavior is never her fault and that she will be believed and supported if she speaks up"<sup>78</sup>;

Resolved, That the Academic Senate for California Community Colleges condemn in the strongest possible terms the deplorable actions of Cesar E. Chavez as described in the testimonials of survivors, which included the grooming and sexual abuse of children and the sexual assault of women within the farmworker labor movement; and

Resolved, That the Academic Senate for California Community Colleges strongly support discussions among community college faculty regarding related curriculum topics that shift away from the celebratory representations of Cesar E. Chavez and to account for the lived experience of survivors of sexual abuse while honoring the work of advocating for the dignity and rights of farmworkers

**CONTACT** | Jeffrey Hernandez, Los Angeles Community College District

### **\*#111.08 S26 ASCCC Support for International Women's Day as a Holiday**

Whereas, International Women's Day is observed annually on March 8 as an official holiday by dozens of countries to celebrate the "social, economic, cultural, and political achievements of women" (International Women's Day, n.d.)<sup>79</sup>, and for over 100 years has also worked to "raise awareness of gender inequality through shining a light on persistent issues like the gender pay gap, lack of representation in leadership roles, gender-based violence, and unequal access to education and opportunities" (International Women's Day, n.d.)<sup>80</sup>; and

Whereas, Recognizing the achievements of women and promoting gender equality are evident throughout many aspects of the Academic Senate for California Community Colleges (ASCCC), ranging from the work of the Womxn's Caucus to countless contributions in ASCCC leadership, committees and publications<sup>81</sup>, and is consistent with the ASCCC's mission and vision which includes advancing inclusion, diversity, and equity<sup>82</sup>;

Resolved, That the Academic Senates for California Community Colleges work with external partners and the legislature to advocate for designating International Women's Day as an official state holiday; and

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<sup>76</sup> UFW Foundation. (2026, March 17). *Statement from the UFW Foundation*. UFW Foundation. <https://ufwfoundation.org/statement-from-the-ufw-foundation/>

<sup>77</sup> Garcia, K., et al. (2026, March 18). *Calls to remove César Chávez from buildings, parks, and roads*. Los Angeles Times. <https://www.latimes.com/california/story/2026-03-18/calls-remove-cesar-chavez-from-buildings-parks-roads>

<sup>78</sup> As examples, see the March 20, 2026 statement from [State Superintendent of Public Instruction Tony Thurmond "Update Regarding Observance of March 31 State Holiday to Honor the Farmworkers Movement and Latino Civil Rights."](#) accessed March 25, 2026, and the March 18, 2026 [Statement from Los Angeles County Superintendent of Schools on Allegations Concerning Cesar Chavez](#), accessed March 25, 2026

<sup>79</sup> International Women's Day. (n.d.). *About International Women's Day (IWD)*. <https://www.internationalwomensday.com/About-IWD>

<sup>80</sup> International Women's Day. (n.d.). *About International Women's Day (IWD)*. <https://www.internationalwomensday.com/About-IWD>

<sup>81</sup> For more information, please visit the [ASCCC's Womxn's Caucus' website](#).

<sup>82</sup> Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. <https://www.asccc.org/about/mission>

Resolved, That the Academic Senates for California Community Colleges model the expectation of celebrating International Women’s Day and explore the feasibility of observing March 8th as a paid holiday for employees of the Academic Senates for California Community Colleges.

**CONTACT** | Angela C. Echeverri, Los Angeles Community College District

## **112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS**

### **112.01 S26 Disciplines List - Counseling: Mental Health**

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 counseling: mental health discipline:

Master’s in Counseling, Social Work, Marriage and Family Therapy, OR Clinical or Counseling Psychology

AND

A current, valid license issued by the California Board of Psychology or the California Board of Behavioral Sciences

OR

The minimum qualifications as set by the California Board of Psychology or California Board of Behavioral Sciences for licensed psychologists, clinical social workers, professional clinical counselors or marriage and family therapists.

OR the equivalent

(NOTES: A Doctorate in Psychology AND license by the California Board of Psychology is equivalent. A registrant or associate under the supervision of an eligible licensed psychotherapist employed by the California Community College system, as recognized by the Board of Psychology or Board of Behavioral Sciences, is an alternative qualification for this discipline.); 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 Counseling: Mental Health.

**CONTACT** | Robert L. Stewart, Jr., ASCCC Executive Committee

### **112.02 S26 Disciplines List - Mathematics**

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 mathematics discipline:

Master’s in mathematics or applied mathematics

OR

Bachelor’s in either of the above

~~AND Master's in statistics, physics or mathematics education~~ *Master's in mathematics education with a minimum of 18 semester units of graduate study in mathematics or applied mathematics, or a Master's in statistics or physics*

OR the equivalent; 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 Mathematics.

**CONTACT** | Robert L. Stewart, Jr., ASCCC Executive Committee

### **112.03 S26 Disciplines List - Uncrewed Aircraft Systems (UAS) Technology**

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 uncrewed aircraft systems (UAS) technology discipline:

A Bachelor's degree or higher in any field with two years of professional experience in Uncrewed and Autonomous Systems, Uncrewed Systems, Uncrewed Aircraft Systems, Unmanned Aircraft Systems, Unmanned Aerial Systems, or Drone Technology, and a Remote Pilot (Part 107) Certificate from the Federal Aviation Administration.

Or

An Associate degree in any field with six years of professional experience in Uncrewed and Autonomous Systems, Uncrewed Systems, Uncrewed Aircraft Systems, Unmanned Aircraft Systems, Unmanned Aerial Systems, or Drone Technology, and a Remote Pilot (Part 107) Certificate from the Federal Aviation Administration; 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 Uncrewed Aircraft Systems (UAS) Technology.

**CONTACT** | Robert L. Stewart, Jr., ASCCC Executive Committee

### **\*+112.04 S26 Update the ASCCC Tenure Review resources: "Towards A Model Four-Year Tenure Process" and "Academic Freedom and Tenure: A Faculty Perspective"**

Whereas, The Academic Senate for California Community Colleges adopted "Towards A Model Four-Year Tenure Process"<sup>83</sup> in 1990, and "Academic Freedom and Tenure: A Faculty Perspective"<sup>84</sup> in 1998 and neither have been updated since;

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<sup>83</sup> Academic Senate for California Community Colleges. (1990). *Towards A Model Four-Year Tenure Process*. [https://www.asccc.org/sites/default/files/publications/TowardsFourYearTenure\\_0.pdf](https://www.asccc.org/sites/default/files/publications/TowardsFourYearTenure_0.pdf)

<sup>84</sup> Academic Senate for California Community Colleges. (1998). *Academic Freedom and Tenure: A Faculty Perspective*. [https://www.asccc.org/sites/default/files/publications/Tenure\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Tenure_0.pdf)

Whereas, The Academic Senate for California Community Colleges in Fall 2023, passed Resolution 03.01<sup>85</sup>, encouraging colleges to incorporate inclusion, diversity, equity, accessibility and anti-racism principles into their evaluation processes, including tenure which have developed substantially since 1998; and

Whereas, Challenges to academic freedom in the past five years regarding the rights and responsibilities of faculty, as well as legislative changes since 2020 in the areas of faculty evaluations, can help enhance and update these resources;

Resolved, The Academic Senate for California Community Colleges (ASCCC) update tenure evaluation resources, “Towards A Model Four-Year Tenure Process”, and “Academic Freedom and Tenure: A Faculty Perspective” to include updates that reflect the most recent legislation and incorporate the most recently developed ASCCC resources.

**CONTACT** | Mitra Sapienza, ASCCC Executive Committee, Area B

## 113. LEGISLATION AND ADVOCACY

### **\*+113.01 S26 Support for AB 2301 (Soria, as introduced February 19, 2026) to Establish a Baccalaureate Degree in Nursing Pilot Program**

Whereas, California is experiencing a critical healthcare workforce shortage, and students living in rural or underserved regions often lack access to affordable Bachelor of Science in Nursing programs to meet the rising credential requirements of modern hospitals<sup>86</sup>;

Whereas, Providing local access to nursing baccalaureate degrees serves the social justice mission of the community colleges by offering upward mobility for working adults and place-bound students without forcing them to enroll in prohibitively expensive private university programs;

Whereas, Fulfilling the state's urgent demand for healthcare professionals aligns directly with the California Community Colleges Vision 2030 goal to expand baccalaureate attainment by 30 percent<sup>87</sup> and helps to provide pathways for the 6.8 million California adults who currently lack a degree<sup>88</sup>, a gap that cannot be closed by the universities alone since they produce only about 160,000 undergraduate degrees per year for a state population of nearly 40 million<sup>89</sup>; and

Whereas, AB 2301 (Soria, as introduced February 19, 2026) mandates the California Community Colleges Chancellor’s Office to develop a pilot program authorizing up to 10 community college districts to offer a Bachelor of Science in Nursing degree, specifically prioritizing districts in underserved nursing areas and communities with persistent poverty<sup>90</sup>, consistent with the Academic Senate for California Community Colleges’ prior support for expansion of baccalaureate degree programs in allied health fields<sup>91</sup>;

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<sup>85</sup> [Resolution 03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes](#)

<sup>86</sup> Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

<sup>87</sup> California Community Colleges Chancellor’s Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>88</sup> California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree*. <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

<sup>89</sup> Cook, K., & Wigul, C. (2026, February). *California’s higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

<sup>90</sup> [AB 2301 \(Soria, as introduced February 19, 2026\)](#)

<sup>91</sup> [Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health](#)

Resolved, That the Academic Senate for California Community Colleges support AB 2301 (Soria, as introduced February 19, 2026) to create affordable nursing baccalaureate pathways through a targeted pilot program; and Resolved, That the Academic Senate for California Community Colleges continue to advocate for expansion of applied baccalaureate programs in allied health to close regional equity gaps and meet critical statewide healthcare needs.

**CONTACT** | Wendy Brill-Wynkoop, College of the Canyons, Area C

### **\*+113.02 S26 Support for AB 2694 (Alvarez, as introduced February 20, 2026) to Modernize Regional Duplication Standards for Baccalaureate Programs**

Whereas, California faces a massive statewide demand for degrees that far exceeds current university capacity since the University of California and California State University systems produce only about 160,000 undergraduate degrees annually for a population of nearly 40 million,<sup>92</sup> and addressing the 6.8 million adults between the ages of 25 and 54 who lack a postsecondary degree<sup>93</sup> requires maximizing the geographic reach of the community college system;

Whereas, Current statewide duplication rules<sup>94</sup> inadvertently block community colleges from serving their specific communities, even when universities cannot meet regional labor market demands or when local students are unable to relocate to attend a four-year institution, a geographic barrier further evidenced by research showing that 56 percent of California community college baccalaureate graduates would not have pursued a bachelor's degree at all if it had not been offered at their community college<sup>95</sup>;

Whereas, AB 2694 (Alvarez, as introduced February 20, 2026) implements the Academic Senate for California Community Colleges' previous call to define duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students<sup>96</sup> by shifting the restriction to a "geographic region" standard, allowing community colleges to offer baccalaureate degrees if the regional university does not enroll local students in the same pathway or if a documented unmet regional workforce need justifies the program<sup>97</sup>; and

Whereas, Aligning degree approvals with targeted regional needs supports the California Community Colleges Vision 2030 objective to equitably increase community college baccalaureate degree attainment by 30 percent<sup>98</sup>;

Resolved, That the Academic Senate for California Community Colleges support AB 2694 (Alvarez, as introduced February 20, 2026) to establish a regional duplication standard for baccalaureate degree approvals; and

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<sup>92</sup> Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

<sup>93</sup> California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree* [PDF]. <https://californiacompetes.org/wp-content/uploads/2022/12/Untapped-Opportunity-Report-final.pdf>

<sup>94</sup> California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-1-Final-2-1.pdf>

<sup>95</sup> Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

<sup>96</sup> [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication](#)

<sup>97</sup> [AB 2694 \(Alvarez, as introduced February 20, 2026\)](#)

<sup>98</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

Resolved, That the Academic Senate for California Community Colleges champion legislation that prioritizes documented regional workforce demands and local student access over statewide program duplication restrictions.

**CONTACT** | Wendy Brill-Wynkoop, College of the Canyons, Area C

### **\*+113.03 S26 Support for SB 960 (Cabaldon, as introduced February 3, 2026) to Expand Baccalaureate Degrees in Impacted Regions**

Whereas, Place-bound students, working adults, and students living in areas with impacted California State University programs face significant geographic and financial barriers to completing a baccalaureate degree, often leaving them with the choice of either abandoning their educational goals or accruing massive debt at high-cost private institutions<sup>99</sup>;

Whereas, The expansion of affordable baccalaureate degree programs in the California Community Colleges is an essential matter of social justice that provides critical pathways for students to achieve upward economic mobility, particularly given that the University of California and California State University systems produce only about 160,000 undergraduate degrees per year<sup>100</sup> for a state population of nearly 40 million, leaving an estimated 6.8 million working-age adults without a postsecondary degree;<sup>101</sup>

Whereas, The California Community Colleges Chancellor's Office Vision 2030 strategic plan sets a clear benchmark to increase the number of students earning a community college baccalaureate degree by 30 percent to meet the state's workforce demands<sup>102</sup>, consistent with the Academic Senate for California Community Colleges' previous call for defining duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students<sup>103</sup>; and

Whereas, SB 960 (Cabaldon, as introduced February 3, 2026) offers a direct solution to localized access barriers by amending existing duplication rules<sup>104</sup> to allow a community college district to offer a baccalaureate degree program if the overlapping California State University program has been impacted for three consecutive years<sup>105</sup>;

Resolved, That the Academic Senate for California Community Colleges support SB 960 (Cabaldon, as introduced February 3, 2026) to expand community college baccalaureate degree offerings in regions where California State University programs are persistently impacted; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for the expansion of affordable and accessible community college baccalaureate programs as a vital mechanism for serving place-bound students and closing the statewide degree gap.

**CONTACT** | Wendy Brill-Wynkoop, College of the Canyons, Area C

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<sup>99</sup> Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

<sup>100</sup> Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

<sup>101</sup> California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree*. <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

<sup>102</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>103</sup> [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication](#)

<sup>104</sup> California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-1-Final-2-1.pdf>

<sup>105</sup> [SB 960 \(Cabaldon, as introduced February 3, 2026\)](#)

### **\*+113.04 S26 Support for Full Implementation of 2025 Gender Equity Report Recommendations**

Whereas, In Fall 2023, the Academic Senate for California Community Colleges adopted the resolution, “Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges”,<sup>106</sup> to engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus;

Whereas, In February of 2024 the California Assembly Committee on Higher Education published a report titled, “A Call to Action”<sup>107</sup>, exploring how postsecondary education institutions can address sex discrimination and provide educational justice on college campuses;

Whereas, In December of 2025, the California Community Colleges Chancellor’s Office published a Gender Equity Report<sup>108</sup> to the Legislature pursuant to AB 2048 (Fong, 2024)<sup>109</sup> with recommendations for establishing systemic campus reforms that effectively prevent, detect, and address sexual harassment on community college campuses; and

Whereas, The 2025 Gender Equity Report concluded that the California Community Colleges’ Title IX framework was broken as a result of defective design, underfunded implementation, and impractical oversight;

Resolved, That the Academic Senate for California Community Colleges advocate for legislative action to codify and implement all the recommendations of the 2025 Gender Equity Report, including minimum staffing requirements for Title IX offices at all California community colleges, establishment of an External Resolution Authority, adoption of systemwide baseline standards for local policies and procedures, investment in prevention infrastructure, resources, and trainings to help ensure compliance and accountability;

Resolved, That the Academic Senate for California Community Colleges advocate for adequate state funding for the full implementation of all the recommendations of the 2025 Gender Equity Report to support meaningful Title IX reform at California community colleges; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to create trainings, workshops, and professional learning opportunities to advance gender equity and implementation of the 2025 Gender Equity Report recommendations.

**CONTACT** | Angela C. Echeverri, Los Angeles Mission College, Area C

### **\*+113.05 Support for Sustained and Adequate Funding for High-Cost Career and Technical Education (CTE) Programs in Higher Education and Reduction of Student Material Costs**

Whereas, Career and Technical Education (CTE) programs in the California Community Colleges require specialized laboratories, industry-standard equipment, safety infrastructure, and ongoing faculty professional learning, and often depend on required instructional tools and consumable materials that students must purchase, resulting in higher operating and participation costs than traditional non-CTE courses<sup>110</sup>;

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<sup>106</sup> [Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses](#)

<sup>107</sup> California Assembly Committee on Higher Education. (2024). *A call to action: How postsecondary education institutions can address sex discrimination and provide educational justice on campus*. [https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024\\_0.pdf](https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf)

<sup>108</sup> California Community Colleges Chancellor’s Office. (2025). *2025 gender equity report: Pursuant to AB 2048 (M. Fong, 2024)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2025-Gender-Equity-Report.pdf>

<sup>109</sup> [AB 2048 \(Fong, 2024\)](#)

<sup>110</sup> Legislative Analyst’s Office. (2016, February 26). *The 2016–17 budget: Higher education analysis*. <https://www.lao.ca.gov/Publications/report/3372>

Whereas, The California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy identified postsecondary career and technical education as high-cost and recommended a sustained supplemental funding source to maintain program quality, industry currency, and equitable access beyond what base apportionment can support (Board of Governors Task Force, 2015)<sup>111</sup>;

Whereas, The California Community Colleges Chancellor's Office Vision 2030 framework calls on colleges to expand workforce and career and technical education pathways that advance equity and connect students to living-wage, family-sustaining careers, emphasizing workforce and economic mobility as core higher-education priorities (California Community Colleges Chancellor's Office, 2023, 2025)<sup>112 113 114</sup>; and

Whereas, California's Master Plan for Career Education (2025) sets statewide higher-education priorities to expand equitable, labor-market-aligned career education while California Legislative Analyst's Office and California Community Colleges Chancellor's Office Strong Workforce analyses affirm that Strong Workforce was created to supplement apportionment for high-cost postsecondary career and technical education needs, such as smaller class sizes, expensive equipment, and reducing student financial barriers to required materials (California Master Plan for Career Education, 2025; Legislative Analyst's Office, 2019; California Community Colleges Chancellor's Office, 2016, 2024)<sup>115 116</sup>;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Board of Governors, the California Community Colleges Chancellor's Office, and the California State Legislature to provide sufficient, sustained, and protected funding including but not limited to Strong Workforce Program allocations and state financial aid structures to support the higher operational costs of career and technical education programs at institutions of higher education and to avoid shifting the additional financial burden onto local general funds or students<sup>117 118</sup>;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office, the California State Legislature, and local colleges to prioritize the use of career and technical education (CTE) and workforce funding streams to reduce or eliminate students' out-of-pocket costs for required instructional materials, tools, uniforms, certifications, and consumable supplies that are necessary for participation and completion in CTE courses and programs, thereby improving equitable access to high-cost workforce pathways; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office, the California Community Colleges Board of Governors, and the California State Legislature

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<sup>111</sup> California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy. (n.d.). *Report of the Task Force on Workforce, Job Creation, and a Strong Economy* (v12).

[https://www.asccc.org/sites/default/files/BOG\\_TaskForce\\_Report\\_v12\\_web.pdf](https://www.asccc.org/sites/default/files/BOG_TaskForce_Report_v12_web.pdf)

<sup>112</sup> California Community Colleges Chancellor's Office. (2023). *Vision 2030: A roadmap for California Community Colleges*.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf>

<sup>113</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>114</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>115</sup> California Governor's Office. (2025). *California's Master Plan for Career Education*. <https://www.gov.ca.gov/wp-content/uploads/2025/04/2025-CA-Master-Plan-for-Career-Education.pdf>

<sup>116</sup> Legislative Analyst's Office. (2019, April 9). *Overview of California Community Colleges Strong Workforce Program* [Handout]. <https://lao.ca.gov/handouts/education/2019/Overview-of-CCC-Strong-Workforce-Program040919.pdf>

<sup>117</sup> California Community Colleges Chancellor's Office. (n.d.). *Strong Workforce Program*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program>

<sup>118</sup> California Community Colleges Chancellor's Office. (2024, July 16). *Strong Workforce Program: FY 2024–25 base allocation funding memo (ESLEI-24-40)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-40-swp-fy-2024-25-base-allocation-funding-memo-a11y.pdf>

to align career and technical education, and workforce investments with the priorities of California’s Master Plan for Career Education (2025) and Vision 2030, including targeted resources that expand access to stackable credentials and work-based learning and that reduce student financial barriers to entry and completion.

**CONTACT** | Marvin Da Costa, Los Angeles Trade Technical College, Area C

### **\*+113.06 S26 Providing Dedicated Funding to Support California Community College Faculty to Develop and Integrate Environmental Equity Education Across All Disciplines**

Whereas, The “California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps”<sup>119</sup>;

Whereas, Environmental equity ensures that marginalized communities, where the majority of the California Community College students live<sup>120</sup>, are not forced to endure a disproportionate share of negative environmental consequences<sup>121</sup>;

Whereas, The California Community Colleges Board of Governors and the California Community Colleges Chancellor’s Office Vision 2030<sup>122</sup> outlines a commitment to "taking care of our planet" and explicitly includes curriculum integration as one of four fields of climate practice by the California Community College system; and

Whereas, The successful Academic Senate for California Community Colleges Open Education Resource Initiative and the Los Angeles Community College District Environmental Equity Education Demonstration Project have established a precedent demonstrating the necessity of dedicated financial commitment to support faculty in curriculum/resource development and integration for student success;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the California State Legislature to advocate for dedicated ongoing funding to support environmental equity education, including faculty environmental equity education professional learning and faculty-led endeavors to develop curriculum and integrate environmental equity education across all disciplines.

**CONTACT** | Beth Abels, Los Angeles Pierce College, Area C

## **114. CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **\*114.01 S26 Electronic Versions of the Program and Course Approval Handbook and Minimum Qualifications Handbook**

Whereas, The Program and Course Approval Handbook and the Minimum Qualifications Handbook are identified in California Code of Regulations Title 5 (§55000.5<sup>123</sup> and §53407<sup>124</sup>, respectively) as documents

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<sup>119</sup> [Resolution 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism \(IDEA\) Liaison](#)

<sup>120</sup> California Community Colleges Chancellor’s Office. (n.d.). *Student enrollment and demographics*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Research-Analytics-Data/data-snapshot/student-demographics>; The [CCCCCO Student Enrollment and Demographics](#) website documents how the majority of students in the California community colleges are from marginalized communities.

<sup>121</sup> U.S. Global Change Research Program. (2023). *Fifth National Climate Assessment* (cloned version hosted on Climate.us). <https://nca5.climate.us/>; The [Fifth National Climate Assessment](#) examined the disproportionate impacts endured by marginalized communities.

<sup>122</sup> California Community Colleges Chancellor’s Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>123</sup> [Title 5 §55000.5](#)

<sup>124</sup> [Title 5 §53407](#)

produced by the California Community Colleges Chancellor’s Office that provide operational guidance for implementing Title 5 regulations; and

Whereas, The Program and Course Approval Handbook (PCAH) and the Minimum Qualifications (MQ) Handbook have historically been delayed by waiting for accessible print versions<sup>125</sup>, yet the majority of California Community College practitioners likely access online versions of the PCAH and MQ Handbook;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to expedite releasing the Program and Course Approval Handbook and the Minimum Qualifications Handbook by providing access to a web-based version after approval in the interest of more efficiently communicating updates to colleges and districts.

**CONTACT** | Eric Wada, ASCCC Executive Committee

### **\*+114.02 S26 Promising Practices for Comprehensive Student Education Planning**

Whereas, The California Community Colleges Board of Governors recently approved proposed revisions to title 5 §§55524<sup>126</sup>, 55530<sup>127</sup>, and 55531<sup>128</sup>, requiring all students\*<sup>129</sup> to receive a comprehensive education plan before the end of their first academic year<sup>130</sup>; and

Whereas, The 2025-2028 Student Equity Plan requests districts/colleges to provide data and a narrative detailing how they track student education plans in the first year, especially for disproportionately impacted students<sup>131</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to support completion of Comprehensive Education Planning by presenting state-wide data from Student Equity Plans, surveys, and/or other resources to compile promising practices and report out to the field by Spring 2027.

**CONTACT** | Trulie Thompson, Moorpark College, Area C

### **\*+114.03 S26 Adopt Procedures for Progress Renewal to Increase Student Equity and Success**

Whereas, Title 5 §55031 of the California Code of Regulations (CCR) requires districts/colleges to place students on Academic or Progress Notice if they fall below a 2.0 grade point average or successful course completion standards<sup>132</sup>, and CCR title 5 §55046 allows for Academic Renewal Without Course Repetition but does not include language related to Progress Renewal<sup>133</sup>;

Whereas, The Academic Senate for California Community Colleges Resolution 105.04<sup>134</sup> “Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion” (adopted Fall 2025), identified that students placed on Academic or Progress Notice presents a significant barrier

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<sup>125</sup> For example, the 18th edition of the MQ Handbook took almost one year to be released.

<sup>126</sup> [Title 5 §55524](#)

<sup>127</sup> [Title 5 §55530](#)

<sup>128</sup> [Title 5 §55531](#)

<sup>129</sup> \*All non-exempt students are required to receive a comprehensive student education plan.

<sup>130</sup> California Community Colleges Chancellor’s Office. (2025). *Final regulatory text: Student education plans*.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/finalregtextstudentedplans20250729a11y.pdf>

<sup>131</sup> California Community Colleges Chancellor’s Office. (2024). *2025–28 Student Equity Plan: Planning resources and development template*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/plan/2025-28-student-equity-plan-template-all1y.pdf>

<sup>132</sup> [Title 5 §55031](#)

<sup>133</sup> [Title 5 §55046](#)

<sup>134</sup> [Resolution 105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credit Completion](#)

for students of all races/ethnicities to meet transfer eligibility requirements and these precarious positions also heighten the improbability of their returning to college; and

Whereas, Education Code Section 70902, subdivision (b)(3)<sup>135</sup> directs governing boards to “establish academic standards, probation and dismissal and readmission policies, and graduation requirements” not inconsistent with the California Community Colleges Board of Governors minimum standards, such that the structure of title 5 section 55046 endorses a similar “disregard but do not erase” approach for academic renewal<sup>136</sup>, thereby legally allowing for Progress Renewal procedures which Santa Monica College<sup>137</sup> and Santa Rosa Junior College<sup>138</sup> have already adopted and had in place for many years;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include title 5 language on Progress Renewal; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates to adopt Progress Renewal policies while title 5 changes are in progress.

**CONTACT** | Trulie Thompson, Moorpark College, Area C

### **\*#114.04 S26 AB 1705 Pre-Transfer Data and Access Request**

Whereas, Resolution 06.03 S22 “Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended”<sup>139</sup> opposed AB1705 (Irwin, 2022) unless amendments were enacted that ensured “Placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pre-transfer level English or mathematics course when a student determines a course fulfills their academic needs...”;

Whereas, Resolution 06.04 S22 “Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course”<sup>140</sup> “support(s) the right of any student to choose to take pre-transfer level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education”;

Whereas, Resolution 07.04 F23 “AB 1705 Meaningful Metrics for Equitable Outcomes”<sup>141</sup> stated in their second whereas, “The current throughput model<sup>142</sup> uses all students enrolled in a prerequisite class in the calculation of the gateway course’s success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color<sup>143</sup>”; and

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<sup>135</sup> [California Education Code - EDC §70902](#)

<sup>136</sup> [Title 5 §55046](#)

<sup>137</sup> Santa Monica College. (2024). *AR 4245: Progress renewal* [Administrative regulation].

<https://admin.smc.edu/administration/governance/board-of-trustees/documents/AR-4245-Progress-Renewal-4-2024.pdf>

<sup>138</sup> Santa Rosa Junior College. (n.d.). *Academic standards for probation, dismissal, and readmission* [Board policy].

<https://go.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A84PGP640C10>

<sup>139</sup> [Resolution 06.03 S22 Upholding the California Community College Mission—Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

<sup>140</sup> [Resolution 06.04 S22 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

<sup>141</sup> [Resolution 07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

<sup>142</sup> See slide 3:

<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

<sup>143</sup> See pp. 8-9; RP Group, & California Community Colleges, Chancellor’s Office. (2023). *Maximizing calculus completion for students seeking the Business Administration degree* (Multiple Measures Assessment Project Report). [https://44593827.hs-sites.com/hubfs/Projects/Multiple%20Measures%20Assessment%20Project/AB705%20Workshops/Maximizing\\_Calculus\\_Completion\\_For\\_Business\\_Admin\\_Degree\\_May\\_2023.pdf](https://44593827.hs-sites.com/hubfs/Projects/Multiple%20Measures%20Assessment%20Project/AB705%20Workshops/Maximizing_Calculus_Completion_For_Business_Admin_Degree_May_2023.pdf)

Whereas, California community colleges are open-access institutions dedicated to addressing community needs and supporting local educational advancement and are, at their core, committed to equity, which requires flexibility in offering pathways to meet students where they are, and Education Code 78213 (e)(2)<sup>144</sup> states that students may enroll in pre-transfer level courses provided they are told that this “does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major”;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor’s Office and other interest holders to provide more comprehensive data including prerequisite completion and pre-census drops as related not only to success but also to the students who dropped, need additional support, and or have yet to pass a transfer level course;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor’s Office and other interest holders to redefine the throughput model to better reflect the diverse needs of community college students; and

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor’s Office to inform districts that they can offer, and students may enroll in optional pre-transfer level English and mathematics courses for California community college students to access educational pathways that meet their needs across the state.

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<sup>144</sup> [California Education Code - EDC §78213\(e\)\(2\)](#)