

Riverside City College Academic Senate

Agenda

Monday 3 November 2025 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

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|------|-------|--|
| 3:00 | I. | Call to Order |
| 3:05 | II. | Approval of the Agenda |
| 3:05 | III. | Approval of the Minutes October 6 [October 20 tabled] |
| 3:08 | IV. | Public Comments |
| 3:18 | V. | Liaison Reports |
| | | A. RCCD Faculty Association |
| | | B. College President or designee |
| | | C. ASRCC Representative |
| 3:35 | VI. | Committee or Council Updates and Reports |
| | | A. Faculty Development co-chairs, Dr. Monique Greene and Dr. Audrey Holod or designees, will provide an update about committee projects and planning (information + discussion) |
| 4:00 | VII. | Ongoing Business |
| | | A. Senate leadership will facilitate a review of local RCCD BP 2005 as pertains to Academic Senate 10 + 1 purview and academic and professional matters (information and discussion) |
| | | B. President Scott-Coe or designee will share the CCC Guidance Memo on college FLEX (information) |
| | | C. VP Taylor and Secretary Treasurer Bottoms or designees will introduce the updated ASCCC Resolutions packet for sharing with departments in preparation for Fall Plenary Nov. 6-8 (information and discussion) |
| | | D. RCCAS will affirm Dec. 8 meeting date to be conducted to complete end-of-semester business (action) |
| 4:10 | VIII. | New Business |
| | | A. RCC President Bishop and RCCAS leadership will share a brief progress update about the ad hoc IETTC work group (information) |
| | | B. President Scott-Coe will provide an overview of updates to the District Academic Senate bylaws (first read) |
| | | C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action) |
| | | a. DSSC Committee vacancies and re-appointments coming soon |
| 4:30 | IX. | Officer Reports |
| | | A. Vice President |
| | | B. Secretary Treasurer |
| | | C. President |
| 4:45 | X. | Open Hearing |
| 4:55 | XI. | Learn, Share, Do |
| 5:00 | XII. | Adjourn |

Next RCCAS Meeting: Monday 17 November 2025

**Agenda items due by Monday 10 Nov. 2025 at noon to allow for Veterans' Day Holiday*

Title 5 §53200 and RCCD Board Policy 2005

Academic Senate "10+1" Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
October 6, 2025 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm, quorum met

Roll Call

Academic Senate Officers (Term ending 2026)

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Megan Bottoms

Associate Faculty Senator (Term ending 2026)

Lindsay Weiler

Department Senators (Term ending 2026)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck- 4:00pm

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield

School of Education & Teacher Preparation: Kayla Henry

Department Senators (Term ending 2027)

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis- 3:35pm

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

Ex-Officio Senators

TLLC: Lashonda Carter

ASC: Jacquie Lesch

EPOC: Wendy McKeen

GEMQLC: Virginia White

RDASLC: Patrick Scullin

SAS LC: Melissa Harman

Curriculum: Kelly Douglass
Parliamentarian: Sal Soto

RCCD Faculty Association Araceli Calderon

Administrative Representatives

College President: Eric Bishop (Interim)
VP Academic Affairs: Lynn Wright
VP Business Services: Kristine DiMemmo
VP Planning and Development: Kristi Woods (Interim)
VP Student Services: FeRita Carter

ASRCC Representative

Latiesha Williams

Recorder of Minutes
Sydney Minter

Guests

Courtney Carter- Counseling
Kelly Bader- English
Shari Yates- CTE
Herb English-Counseling
Vivian Felix- Viewpoints Staff

3:0 II. Approval of the Agenda

- M/S/C: (Taylor/Rose) approved by consent

3:0 III. Approval of the Minutes September 22 (tabled until October 20th)

3:0 IV. Public Comments

- No public comments

3:0 V. Liaison Reports

A. RCCD Faculty Association

- Please read the Faculty Association minutes
- Glen Hunt is being remodeled which is where the Faculty Association usually holds their meetings in Digital Library 404. The new meeting space is in CAK 224 for the remainder of the semester or until further notice.
- A flyer will be coming out for the Faculty Mixer and Nov. 6th and there is limited space. The event will be at the districts roof top from 4pm-7pm.

- The Deputy Chancellor Search committee concluded and we will see how it moves along.
- Contract negotiations are open and if you are interested in being a researcher, please contact your faculty association representative.

B. College President or designee

- A concern came from a faculty member about students being approached about taping faculty members in the classroom. President Bishop felt the best place to address this concern is Faculty Leadership. Conversations have been had at the state wide CEO level and there have been a lot of attempts to record and report faculty to the national watch list.
- President Bishop wants to start laying out some of the things he sees as priorities. Increasing completion rates to get above the 20%, increase student belonging, increase part-time to full-time enrollment to move students through their pathways quicker.

C. ASRCC Representative

- Special elections were just completed for senators and there are now 18 senators for this semester.
- ASRCC is getting ready for Halloween Town – Friday October 24 - and there will be a meeting on Tuesday, 10/7/25.

VI. Committee or Council Updates

A. Faculty co-chair of EPOC, Wendy McKeen, or designee will provide an update from the committee, including input from Accreditation Faculty Co-Chair Jacquie Lesch (information)

- The evidence gathering phase for Accreditation started last fall and moved into three writing clinics, one held in the winter and two held in the spring. A good amount of information was gathered for each standard and it has been uploaded into Teams.
- The information has been split into separate standards so that each of the leadership councils can work on their particular part of the document.
- Leadership councils have been given the task to revise, review, and make additional recommendations all due by Nov. 6th of this semester. An update will be shared at RCCAS on Nov. 17.
- A more concerted effort will be in the winter semester with smaller groups that will come together with the recommendations from ACCJC--they want our college to tell a story of how we meet a standard and discuss the supporting evidence.
- For RSI, our fully online courses are going to be sampled.

- The peer review team will review our self-evaluation, and there will be a period where questions can be asked; they will come up with their report, The review site team visit, if needed, will be in the Spring of 2027.
- EPOC is in the process of faculty prioritization, and an email was sent out to full-time faculty; representatives for divisions are in that email.
- We have six positions being asked for and Human Resources (HR) is asking to have all new full time new hires to the April board.
- EPOC will be presenting the strategic plan to the Board of Trustees on Nov. 3rd and they have been working with the leadership councils to try and help align some of the key performance indicators (KPI's) to keep track of how we are doing based on the strategic plan.

VII. Ongoing Business

- A. President Scott-Coe or designee will facilitate a first read of the RCCD 2025-30 Strategic Plan to gather final feedback in preparation for voting Oct. 20 (first read + discussion)
 - This is an updated version of the 2025-2030 strategic plan from the district and it includes some of the changes that we suggested.
 - Some of the changes since our last meeting include a comment from Senator Perez about HSI language missing from the strategic plan which is now in the purpose section of the document and is undeveloped but can be built on. The suggestion was to connect it to belonging which connects it to the idea of serving ness instead of just service.
 - All of our comments about technology, hardware, internet access, and hotspots were added to the document
 - We had to replace emerging technologies with the phrase generative AI which came from Senator Berry.
 - President Scott-Coe made a request under Goal Five, Strategy Two, about safety and well-being of employees. Her suggestion was to add a line that set a goal to clarify policies and procedures, communications, reporting, and feedback loops for community concerns when reported. This has been added.
 - Some additional changes in the new draft relate to Key Performance Indicators (KPI's)
 - Please let President Scott-Coe know if you have notes you would like forwarded about the plan by the end of the week.

VIII. New Business

- A. President Scott-Coe or designee will sunshine the need for an ASCCC OER Liaison (information + discussion)
 - We do not have an OERI state liaison for ASCCC and there appears to be an annual call. This role was falling to the chair of CMAC and we should avoid that if possible.
 - Compensation from ASCCC will be provided. Each college's OER Liaison will be eligible for a \$1200 stipend.

- We need someone in this position who has experience and knowledge about OER and online education.
- The first kick-off will be October 10th and we will likely not have anyone in place. Jo Scott Coe will be following up with ASCCC and sending an email and/or general all college call for recruitment.

B. Vice President Taylor or designee will facilitate a vote on nominees for faculty representatives for District Committees (information + action)

- Secretary Treasurer Bottoms conducted the vote as Vice President Taylor was a candidate
- RCCD committee nominees submitted to Academic Senate on September 22
 - RCCD Institutional Partnerships Subcommittee, there was one nominee, Professor Jennifer Amaya: unanimously approved
 - RCCD Civic Engagement Sub-Committee, the nominee was Professor Star Taylor: unanimously approved

C. Vice President Taylor will facilitate the review of an academic senate resolution on AI passed by faculty colleagues at MiraCosta College, for local discussion and possible adaptation by RCCAS (information + discussion)

- Vice President Taylor wants to highlight a “whereas” of the resolution that says college faculty believe students can learn to use AI to “enhance rather than replace or undercut their learning.” Students tend to seek AI to replace their work because they do not have confidence in their work.
- The gist of this kind of resolution is to encourage faculty across disciplines and across the college to have conversations with one another, but also to have conversations with your students to educate them about AI and the implications of AI.
- The resolution also highlights collaborative faculty within and across disciplines to cultivate higher ed’s rich diversity of thinking and learning by designing and repurposing AI systems to expand rather than undermine human agency.
- Please take this information back to your departments to discuss policies and how you treat AI in your classrooms. Are you using it? Are you penalizing students for using it? Are you having conversations with your students that you suspect are using it or are you just giving them an F?
- There seems to be a curricular concern that if we are going to talk about AI in each discipline, then wouldn’t we have to work it into each of our courses of outline? Particularly introductory courses, because it seems to be an actual call for transformation on how we teach our subjects.
- A strategy Dr. Lappin uses when there is suspected AI usage is that they will call the student into their office and have a conversation about it. In response, questioning students can be problematic because the faculty member is making an assumption so addressing the whole class might be a better option.
- Academic freedom is also a topic that needs to be addressed.

- A reminder that a resolution is not meant to be a policy or design syllabus language, etc. but rather to establish a premise or framework of values that can guide conversations about policy or daily operations.
- Please take this resolution back to departments to discuss

D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)

- We did have a couple of 2025-27 vacancies in STEM-K representation: one for RDAS and the other for TLLC. These elections have now been completed and we need to ratify.
- The RDAS representative is William Phelps and TLLC representative is Valerie Merrill
M/S/C: (Legner/Truttman)- unanimously approved
- Professor Mary Legner was also appointed to serve for the ASCCC Awards and Recognition Committee
M/S/C: (Henry/Weiler) unanimous

IX. Officer Reports

A. Secretary- Treasurer

- Thank you to those that participated or came out to homecoming. Our own Lateisha Williams was crowned so congratulations to her.
- We have 13 new student senators starting their roles starting tomorrow, October 7th. We are now up to about 20 student senators. Keep shoulder tapping your students because we are still looking for shared governance positions.
- An email was sent out a few weeks ago over the faculty list serv for new faculty interested in serving as club advisors. So far there have been 15 responses. Faculty do have to be full-time RCC faculty. Librarians, counselors count and then part-time faculty can serve as co-advisors per the board policy. Classified professionals can also serve as co- advisors as long as it is in line with their contract and they secure management approval.
- Fall Plenary for Academic Senate is November 6-8th in San Diego. Our Academic Senate leadership will be attending.
- Halloween Town is scheduled for Friday, October 24th from 5pm-8pm. Halloween Town is geared towards kids 12 and under but we never turn away the big kids who want to trick or treat. There will be a costume contest and the theatre is also doing a spooky maze from 5pm-8pm.

B. President

- District Academic Senate approved the DE certification rubric and the next phase is working out implementation. The summer work group's charge will

likely be expanded to help with the to-dos. The Faculty Association is working on compensation for peer reviewers.

- The District Equivalency Committee was officially seated last week, and they will be having their first meeting in mid-October.
- Thank you to all of the faculty subject matter experts who volunteered to serve on the ad-hoc IETTC Planning work group.
- The Board of Trustees occasionally rotates its meetings at each college. On Tuesday, Oct. 6, they will be meeting here at RCC in CIS 114A at 6pm. We are proud to have our Senate Spotlight at this same meeting, and Dr. Parissa Clark and Dr. Mike Chavez will be updating us on their work with CALA, the Community Action Leadership Academy.
- ASCCC Plenary is coming up in November. This Friday, October 10th is the area D meeting. We have preliminary resolutions and will provide an update at the next meeting.

C. Vice President

- Happy Birthday to Secretary Treasurer Megan Bottoms
- Please SAVE THE DATE Thursday, October 16th from 4pm-6pm for the Latinx banquet. RSVP by Friday, October 10th featuring keynote speaker, our own Professor Mark Sanchez.
- It is transfer season, and the UCCSU Transfer Support Workshop will be held on Wednesday, October 15th from 1-2:30 and on Wednesday, November 12th from 1-2:30pm in the LHSS Engagement Center.
- For students applying to UCs, the LHSS Engagement Center in collaboration with the English Department is offering PIQ workshop support with our colleague, Dr. Nancy Carranza on October 21st from 10am-11am and also on November 4th and November 18th. VP Star Taylor will be there from 12pm-1pm this coming Wednesday, October 8th, Wednesday, October 29th, and Wednesday, November 12th. Please help push your students to these workshops.
- Thank you to the Student Equity Committee for hosting a shared equity leadership retreat this pass Friday. Meaningful conversations were had between managers, classified professionals, faculty, and students. VP Taylor wanted to highlight that equity work is everybody's work!

X. Open Hearing

- This Thursday and Friday October 9-10 the Chancellor's office is having their Collective Equity Impact Institute, at the Hyatt Regency in Irvine. All can attend: students, classified professional, and managers.

- Senator Rose is requesting to know the status of the security audit last year and updates about implementation of the recommendations on the safety measures from the report that was received.
- DRC support for evening classes is not always clear, including accommodations for supporting faculty for testing and room organization.
- Student Sustainability Collective is hosting the Wild and Scenic Film Festival this Friday, October 10th. It will be held at the Box at the Fox Theatre in Downtown Riverside right above the Food Lab from 5:30-7pm. Another reminder email will be sent out later in the week.

XI. Learn, Share, Do

- Halloween Town October 24th and it is Megan's Birthday
- Mira Costa College's resolution on AI should be shared with our departments
- Online classes will be sampled in for accreditation
- DE rubric has been approved but implementation is forthcoming
- We still need someone to serve OER liaison that comes with a stipend
- The notes that we made about the strategic plan were taken on board
- RSVP for the FA rooftop mixer by October 10th
- Latin X luncheon
- Attend the board meeting on our campus tomorrow in CIS 114A at 6pm
- Remind your students to attend transfer events
- Follow up with Dr. Bishop to see what the legal guidance may be for a faculty message about any surreptitious recordings in classes

XII. Adjourn at 4:23pm

M/S/C: (Soto/Nelson) unanimous

BP 2005 ACADEMIC SENATE(S)**References:**

Title 5 Sections 53200-53205

The Board of Trustees recognizes the Academic Senate(s) of the Riverside Community College District as the organization(s) representing the faculty in the formation of District policy on academic and professional matters.

The primary function of the Riverside Community College District Academic Senate(s) is to make recommendations with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate patterns;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. Policies for faculty professional development activities;
7. District and college governance structures, as related to faculty roles;
8. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters.

The Board of Trustees relies primarily on the recommendations of the Academic Senate(s) for items 1 through 6. The Academic Senate(s) will work with the appropriate administrative office(s) while developing its position. The Academic Senate(s) will then forward its final recommendations to the Chancellor of the District, who will present them in a timely manner to the Board of Trustees with or without the Chancellor's endorsements or comments.

When the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate(s), the recommendation of the Academic Senate(s) will normally be accepted. In instances where a recommendation is not accepted, the Board's decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context. The Board or its designee shall communicate its reason in writing to the Academic Senate(s) in a timely manner. If such recommendation is not accepted, existing policies and procedures will remain in effect.

The Board of Trustees will receive items 7 through 10, and those matters developed in item 11 as the result of mutual agreement reached by resolution, regulation or policy. In instances where agreement has not been reached, existing policy shall remain in effect unless the policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, but only for compelling legal, fiscal or organizational reasons.

Nothing in this Board Policy shall be construed to infringe upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and the Board of Trustees.

Collegial consultation will take place in accordance with existing practices. The Academic Senate(s), after consultation with the Chancellor, may present its written views and recommendations to the Board of Trustees. The Board of Trustees shall consider and may respond to such views and recommendations.

Date Adopted: April 22, 2008

Revised: June 21, 2022

(Replaces Policy and Regulation 3010)

Formerly: 4005

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Human Resources Officers
Academic Senate Presidents
California School Employees Association
California Community College Council for Professional Development

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Professional Learning and Flexible Calendar Regulatory Revisions

On Aug. 19, 2025, the California Community Colleges Board of Governors' approved [regulatory action](#) entitled "Flexible Calendar" was filed with the Office of Administrative Law and the California Secretary of State. The regulation became effective on Sept. 18, 2025; and pursuant to California Code of Regulations (CCR), section 52010, community college districts have up to 180 days from the effective date—until March 17, 2026—to conform their policies and procedures to the new requirements.

Background

In 2024, the Chancellor's Office established a collaborative workgroup that included representatives from the Academic Senate for California Community Colleges, Chief Instructional Officers, California School Employees Association, the California Community College Council for Professional Development, and staff from the Chancellor's Office. The purpose of this workgroup was to review and revise the Flexible Calendar regulations to better align with the Vision 2030 goals and to promote equitable professional development opportunities for all campus staff.

These [revisions](#) ([§ 55720](#), [§ 55724](#), [§ 55726](#), [§ 55728](#), [§ 55729](#), [§ 55730](#), [§ 55732](#)) represent the most significant modernization of the flexible calendar program in decades. They shift the program from a narrow emphasis on "staff, student, and instructional improvement" toward a broad, inclusive vision of professional learning for all employees—a vision that recognizes professional growth as an essential, systemic driver of equitable student success, institutional innovation, and the effective use of technology across our colleges.

What is Changing and Why it Matters

A systemwide definition of professional learning, for everyone. The revised regulations establish professional learning as a shared responsibility of the entire college community. No longer limited to faculty, flexible calendar time may now be used for full-time and part-time faculty, classified professionals, administrators, and student employees. This change acknowledges that every role contributes to the student experience and that continuous growth across all positions strengthens our collective capacity to help students thrive. The 8.57% limit on flexible time for full-time faculty remains unchanged, ensuring stability while broadening the circle of participants.

Clear agreements that honor time and commitment. Professional learning is now framed as essential work, not optional enrichment. Agreements with employees participating in professional learning should include specifying the duties released, the activities to be undertaken, and the number of hours required—ensuring that time devoted to professional learning is equal to or greater than the time released. This alignment elevates professional learning as a recognized part of the workday, demonstrating to employees and students alike that growth and improvement are integral to our mission.

A refreshed menu of opportunities. The regulations modernize the list of eligible activities, inviting districts to design professional learning that responds directly to today's challenges and opportunities. In addition to course and curriculum redesign, allowable activities include institutional research, governance processes that support student success, improvement of student services, and strengthening partnerships with communities. By legitimizing these areas as professional learning, the regulations affirm that student success is the result of excellence in the classroom and excellence in every service that surrounds the student journey. Improved reporting for clarity and compliance.

Reporting, FTES adjustments and fiscal responsibility. Districts are still required to report faculty professional learning in a way that distinguishes credit and noncredit hours released. Instruction conducted on flexible calendar days that meet attendance accounting standards may still be claimed for apportionment, but those hours may not also be claimed as flexible time. This continues to ensure transparent, consistent reporting and protects the integrity of state apportionment. The familiar FTES multiplier method is also retained, safeguarding against artificial inflation or loss of FTES.

Planning, evaluation, and governance. The regulations establish a continuous improvement cycle for professional learning: a needs assessment every three years with annual updates, a district-wide plan of activities, record-keeping of participation, and an annual evaluation of

effectiveness. An advisory committee comprised of faculty and representatives of other employee groups is tasked with recommending professional learning activities to the college president. This structure ensures professional learning is not only compliant, but purposeful, inclusive, and responsive to evolving student needs.

Advancing Equitable Student Success

These changes are more than regulatory updates—they are an opportunity to reimagine professional learning as a cornerstone of equity, innovation, and student success across California’s community colleges. By bringing all employees into the flexible calendar framework, the regulations recognize that the conditions for student success are created collectively: through instruction, advising, enrollment services, technology, research, and governance.

The broader activity list empowers colleges to invest flexible time in addressing equity gaps, experimenting with new technologies, redesigning curriculum and services, and building inclusive governance practices that elevate diverse voices. The new cycle of needs assessment, planning, and evaluation ensures that professional learning responds directly to what students and communities need most.

In short, the revisions create a structure for colleges to seize this moment: to design professional learning that prepares faculty and staff to harness technology responsibly, to innovate boldly, and to serve all Californians equitably.

Next Steps for Colleges and Districts

Districts should use the implementation period to thoughtfully:

- Update local policies, procedures, and collective bargaining agreements to align with the new terminology and inclusive scope of professional learning;
- Develop or update processes to create agreements regarding professional learning with all participating employees, ensuring clarity of in-lieu duties and hour-for-hour expectations;
- Evaluate the advisory committee to include primary faculty, with adequate representation from other employee groups and other interested persons;
- Submit survey to the Chancellor’s Office every three years and needs assessment annually;
- Adjust reporting systems to track credit and noncredit professional learning substitutions; and,
- Integrate professional learning into local equity and student success plans, linking flexible calendar activities directly to institutional priorities.

October 16, 2025

Conclusion

For questions about implementation, please contact Raul Arambula, Dean of Academic Affairs, at RArambula@CCCCO.edu. Thank you for your leadership and collaboration in implementing these changes. Together, we can ensure that professional learning across our colleges becomes a powerful lever for equity, innovation, and success for all Californians.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
Raul Arambula, Dean, Academic Affairs

Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55720. Operating Under Flexible Calendar; Accountability of Employees	• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators
§ 55724. Request for Approval	• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Language included to specifically address professional learning • Language regarding activities to focus on student success
§ 55726. Activities During Designated Days	• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Removed language of instructional improvement and replaced with professional learning • Language clearer
§ 55728. Flexible Calendar Attendance Reporting	• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Removed language of instructional improvement and replaced with professional learning
§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor	• Removed language of instructional improvement and replaced with professional learning

Section	Summary
§ 55730. Ongoing Responsibilities of Districts	• Reporting changed from once a year to every three years to the Chancellor’s Office • Removed language of instructional improvement and replaced with professional learning • Included language that requires adequate representation from other employee groups to the advisory committee • Language added that professional learning activities recommendation will be brought to the college president or chief executive officer



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion Between the Dates of
October 17, 2025 to October 30, 2025

DISCLAIMER |

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

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

Area D | Jerome Hunt, Long Beach City College

Executive Director (Interim) | Austin J. Webster

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PLENARY RESOLUTIONS PROCESS

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

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

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

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

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

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

ASCCC 2025 FALL PLENARY SESSION RESOLUTIONS TIMELINE

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

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

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

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

PARLIAMENTARY MOTIONS |

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

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

NOTES |

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

QUESTIONS OR COMMENTS |

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

CONSENT CALENDAR

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

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

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RESOLUTIONS CATEGORIES

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

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

101. CURRICULUM

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

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

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

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

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

CONTACT | Erik D. Reese, ASCCC Executive Committee

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

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

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

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

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

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

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

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

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

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

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

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

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

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

102. DEGREE AND CERTIFICATE REQUIREMENTS

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

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

Whereas, Partial certification previously benefited all students by making remaining general education requirements clear to students, more importantly, the provision addresses an equity need because it protected transfer students whose educational journeys were disrupted due to life circumstances, including, for example, being economically disadvantaged, first-generation, veterans, student parents, students of mixed immigration and citizenship status families, etc., where educational disruption may result in students losing catalog rights and/or accumulating credit from multiple institutions of higher education;

Whereas, Student transfer options to the California State University are limited without partial certification because existing Associate Degrees for Transfer (ADTs) such as those in Chemistry which allowed a form of partial certification known as the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics are no longer possible if students are required to fully complete the

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

California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification⁶ or alternative pathways to ADTs in STEM⁷ to meet the legislative mandates of AB2057 (Berman, 2023)⁸ and AB928 (Berman, 2021)⁹, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)¹⁰ and SB440 (Padilla, 2013)¹¹, but these prior resolutions were primarily focused on ADTs in STEM; and

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹² mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC) as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

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

CONTACT | Stephanie Curry, ASCCC Executive Committee

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

Amend the 4th Whereas |

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹³ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC), which is already permitted by the University of California per University of California Academic Senate Regulation 479¹⁴, as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Amend the Resolved |

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California (UC) through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that ~~include~~

⁶ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁷ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁸ [AB 2057](#)

⁹ [AB 928](#)

¹⁰ [SB 1440](#)

¹¹ [SB 440](#)

¹² [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

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

¹⁴ [UC Academic Senate Regulation 479](#)

incorporate partial certification for students in the of the California General Education Transfer Curriculum General Education pattern for all majors for students seeking to transfer to the CSU, as is already permitted for students seeking to transfer to the UC.

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

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

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁵ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹⁶ that address direct assessment competency-based education and title 5 §§55060-55062,¹⁷ which include the requirement of a general education curriculum for associate degrees;

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

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹⁸; and

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

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative¹⁹ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

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

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

Whereas, Vision 2030—July 2025 Edition²⁰ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan²¹;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061²² including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

¹⁵ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹⁶ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹⁷ [Title 5 §55060](#)

¹⁸ [Title 5 §55061](#)

¹⁹ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

²⁰ [CCCCO Vision 2030 Report](#)

²¹ [CCCCO Climate Action Work Plan](#)

²² [Title 5 §55061](#)

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

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

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

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

CONTACT | Erik D. Reese, ASCCC Executive Committee

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

Whereas, AI literacy as used within this resolution is defined as the possessing basic competencies to understand the functions of AI, evaluating and applying strategic uses of AI in different real-world scenarios, as well as assessing the ethical and social concerns when utilizing AI²³;

Whereas, A September press release²⁴ from the California Community Colleges Chancellor’s Office announced a partnership with Google whereby artificial intelligence tools and training are being provided to the students and faculty of the California Community Colleges;

Whereas, Faculty have an important role in making recommendations regarding curriculum, degree requirements, program development, and professional learning²⁵, and faculty²⁶ who are duly hired through agreed-upon district process²⁷ are ultimately responsible for delivering the curriculum will also need upskilling to increase awareness of the benefits and limitations of artificial intelligence in teaching, learning, and workforce preparation; and

Whereas, Artificial intelligence skills are becoming increasingly sought-after by employers and artificial intelligence continues to be a tool to which students will have access therefore developing artificial intelligence

²³ Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). *Conceptualizing AI literacy: An exploratory review. Computers and Education: Artificial Intelligence*, 2, Article 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

²⁴ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

²⁵ [Title 5 §53200](#)

²⁶ [California Education Code - EDC §87359.2](#)

²⁷ [California Education Code - EDC §87359](#)

literacy among students will be necessary to train our students for future jobs and for their continued educational goals;

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

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

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

CONTACT | Liz Encarnacion, Chaffey College, Area D

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

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

Whereas, Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses²⁸ directs the Academic Senate for California Community Colleges to work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college Ethnic Studies course that is articulated to any California State University or University of California course approved for Ethnic Studies general education or graduation requirements be automatically approved for California General Education Transfer Curriculum Area 6 Ethnic Studies; and

Whereas, California community college courses in other disciplines and areas besides Ethnic Studies have been denied California General Education Transfer Curriculum approval in general education (GE) areas even when they articulate with California State University (CSU) and University of California (UC) courses that are approved for those same GE areas at the CSU or UC²⁹;

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

CONTACT | Nili Kirschner, Woodland Community College, Area A

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

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

²⁸ [Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses](#)

²⁹ For example, Woodland Community College AG45 articulates with UC Davis ANS 04I, a general education science course at UCD, but was denied for Cal-GETC Area 5B.

Whereas, AB 928 (Berman, 2021) mandated the creation of a “singular lower-division general education pathway” to reduce barriers and streamline transfer to the California State University (CSU) and University of California (UC) systems³⁰;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³¹ allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth, creating contradictory guidance; and

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to include an exception in the California General Education Transfer Curriculum (Cal-GETC) standards, section 10.2 for “CSU GE³² Certification Using Cal-GETC courses”.

CONTACT | Jessica Jackson, Butte College, Area A

³⁰ [AB 928 \(Berman, 2021\)](#)

³¹ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC standards, policies, and procedures: Version 1.3 (Final r-2)* [PDF]. https://icas-ca.org/wp-content/uploads/2025/06/Cal-GETC_Standards_1v3_-Final_r-2.pdf

³² CSU GE is abbreviation for the California State University General Education

103. GRADING POLICIES

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

Whereas, The mission of the California Community Colleges is to promote equitable access to quality education for all students, and online test proctoring creates barriers for students who lack stable internet, adequate technology, or private testing spaces³³;

Whereas, The use of online proctoring has been shown to increase student anxiety and stress, negatively affecting learning outcomes, which is inconsistent with the Academic Senate for California Community Colleges' commitment to student success and well-being³⁴;

Whereas, Online proctoring systems raise significant privacy and data security concerns, including the collection and storage of sensitive personal and biometric information³⁵; and

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

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

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

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

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

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

104. EDUCATIONAL PROGRAM DEVELOPMENT

105. STUDENT PREPARATION AND SUCCESS

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

Whereas, The California State University Office of the Chancellor (CSUCO) issued guidance to the 22 CSUs that the “[California General Education Transfer Curriculum] and [CSU General Education] requirements are not the same and should not be referred to interchangeably [as] important differences exist between the two”³⁶;

Whereas, The California State University Office of the Chancellor (CSUCO) further provided guidance that “new students who start at a [California community college (CCC)] in fall 2025 and then transfer without [California

³³ Swauger, S. (2021, January 13). *Why online test proctoring is biased, from an expert.* <https://library.auraria.edu/news/2021/why-online-test-proctoring-biased-exper>

³⁴ [ASCCC Mission and Vision](#)

³⁵ Swauger, S. (2020, August 7). *Software that monitors students during tests perpetuates inequality and violates their privacy.* MIT Technology Review. <https://www.technologyreview.com/2020/08/07/1006132/software-algorithms-proctoring-online-tests-ai-ethics/>

³⁶ [Guidance for Implementation of CSU General Education \(GE\)](#)

General Education Transfer Curriculum] certification are fulfilling [CSU General Education (CSU GE)] requirements”, and since “campus can elect to publish campus specific CSU GE lists on assist.org,” transfer students not following the Cal-GETC may not know which CCC courses will articulate to the CSU GE subject areas;

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

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

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

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

CONTACT | Mark Edward Osea, ASCCC Executive Committee

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

Whereas, The dissemination of universal design and accommodating principles of student attendance and participation policies³⁷ as impacted by ongoing detention and deportation policies of the federal government³⁸ is vital to students’ ongoing safety and success;

Whereas, Other California state institutions, like CSULA, have already responded in innovative ways and recognized “*there may be circumstances where faculty choose to offer students facing extraordinary circumstances the option of joining an on-campus class remotely via a zoom link or turning in assignments remotely*”;³⁹ and

Whereas, Limitations to the flexibility available for offering differing options for attending an in-person class (whether in person, hybrid, remotely, or asynchronously) are present in various structural limitations including, but not limited to, lack of distance education addendums⁴⁰ and the inability to change course format once published in the schedule;

³⁷ The Santa Rosa Junior College [Academic Senate passed a local resolution on 3 September 2025 \(draft minutes here\)](#) in support of the dissemination of [universal design and accommodation principles encouraging the adoption of increased flexibility in their curriculum, attendance, and syllabus policies](#) among faculty members.

³⁸ “[ICE is moving to step up arrests, detentions and deportations. We crunched the numbers.](#)” Wall Street Journal (Online); New York, N.Y. 26 September 2025 DeBarros, Anthony; Dapena, Kara; Hackman, Michelle . DeBarros, Anthony; Dapena, Kara; Hackman, Michelle.

³⁹ “[Cal State L.A. allows online classes, excused absences as students express fear amid ICE raids](#)” Los Angeles Times, 10 July 2025, Jaweed Kaleem

⁴⁰ The [Program and Course Approval Handbook](#) (8th edition) references the following: “Title 5, § 55206 states that, “If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.” The addendum is to address “...how course outcomes will be achieved in

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

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

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

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

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

Whereas, The Academic Senate for California Community Colleges mission includes, "Empower[ing] faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance" and "Lead[ing] and advocate[ing] proactively for the development of policies, processes, and practices"⁴¹;

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)⁴² into law, strengthening protections for students across California's education system, requiring community colleges to immediately notify students if immigration enforcement is present on campus and update their comprehensive school safety plans by no later than March 1, 2026, to include procedures for notifying parents, guardians, teachers, administrators, and staff when immigration enforcement is confirmed on school grounds and provisions to ensure students who face deportation are supported with seamless transitions back into enrollment and connected to support programs upon their request⁴³; and

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

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

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

CONTACT | Luke Lara, ASCCC Executive Committee, Area B

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

a distance education mode..." to include meeting regular and effective contact and Americans with Disabilities Act requirements' (p64).

⁴¹ [ASCCC About Us and Mission](#)

⁴² [SB 98 \(Perez, 2025\)](#)

⁴³ [SSCCC Statement on Governor's Decision Regarding SB 98 \(Pérez\)](#)

Whereas, The California Community Colleges Vision 2030 goals of Equity in Access, Equity in Success, and Equity in Support are centered upon the system's current 2.1 million students as well as the 6.8 million Californians between the ages of 25 and 54 who have not yet earned a postsecondary credential⁴⁴;

Whereas, Being placed on academic or progress warning/probation presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements⁴⁵ and these precarious positions also heighten the improbability of their returning to college⁴⁶;

Whereas, The National Student Clearinghouse Research Center's 2025 report⁴⁷ found that men and persons of Hispanic, African American, and Native American descent are disproportionately represented in the growing, nationwide tally of 37.6 million working age students who have prematurely left the higher education system without earning a credential; and

Whereas, Title 5 §55034⁴⁸ requires that California community colleges provide counseling and support services to buttress student's efforts to overcome academic difficulties, but the absence of a delineated, uniform set of support services may be contributing to the 48% completion rate across the California system of community colleges⁴⁹;

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

- a) The breadth of the student population that has been placed upon academic or progress warning and dismissed from the college
- b) Which support services are provided to support students return to satisfactory academic and/or progress status?⁵⁰
- c) What types of outreach and reconnection activities/programs are employed to help dismissed students prepare to return to college and earn a credential?

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

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

Whereas, The Academic Senate for California Community Colleges affirms that counselors are faculty⁵¹ and, consistent with title 5 §51018⁵² and the *Minimum Qualifications for Faculty and Administrators in California*

⁴⁴ California Community Colleges Chancellor's Office. (2025). *Vision 2030: A roadmap for California Community Colleges* [PDF]. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁴⁵ RP Group. (2022, Fall). *African American Transfer Tipping Point (AATTP) Study: Brief 1* [PDF]. [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf)

⁴⁶ California Competes. (2024, February). *From setback to success: Meeting comebacker students where they are* [PDF]. <https://californiacompetes.org/wp-content/uploads/2024/02/Comebackers-Report-Final.pdf>

⁴⁷ National Student Clearinghouse Research Center. (2025, June). *Some College, No Credential: A 2025 snapshot for the nation and the states* [PDF]. <https://nscresearchcenter.org/wp-content/uploads/SCNCRReport2025.pdf>

⁴⁸ [Title 5 §55034](#)

⁴⁹ California Community Colleges Chancellor's Office. (n.d.). *Vision for Success: Strengthening the California Community Colleges to meet California's needs* [PDF]. Retrieved October 11, 2025, from <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success>

⁵⁰ [U.S. Code Title 20 §1091](#)

⁵¹ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁵² [Title 5 §51018](#)

Community Colleges, they hold unique professional preparation and expertise in guiding students through academic planning, career exploration, and personal challenges that may impact their education;

Whereas, Research demonstrates that counseling and academic advising conducted by qualified counseling faculty significantly increases student retention, success, and completion outcomes, including improved GPA, higher persistence, and greater likelihood of graduation (Mackenzie⁵³, 2023; Kutty, 2022⁵⁴; AASCU, 2023⁵⁵; NSSE findings in Kinzie, 2022⁵⁶);

Whereas, The Academic Senate for California Community Colleges has consistently opposed⁵⁷ the displacement of counseling faculty through outsourcing, automation, or delegation of faculty work to paraprofessionals or non-faculty, affirming that the preparation and monitoring of comprehensive Student Education Plans (SEPs) is an essential counseling faculty role that requires advanced training, student-centered pedagogy, and ethical practice, including the protection of student privacy and the assurance of equity-minded support; and

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

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

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

CONTACT | Ruby Duran, Reedley College, Area A

106. GOVERNANCE STRUCTURES

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

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment⁵⁸;

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor’s

⁵³ Mackenzie, J. (2023). *The impact of counseling on retention and graduation*. *Journal of College Student Retention*.

⁵⁴ Kutty, G. (2022). *The effect of academic advising on student GPA*. ERIC Document EJ1347870.

⁵⁵ American Association of State Colleges and Universities (AASCU). (2023). *Integrating Career Advising for Equitable Student Success*.

⁵⁶ Kinzie, J. (2022). *NSSE Findings on Academic Advising and Relationship-Rich Education*. Council of Independent Colleges.

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

⁵⁸ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements⁵⁹;

Whereas, Systemwide College and Career Access Pathways full-time equivalent students have grown from 1,763 in 2017–18 to over 24,000 in 2023–24, reflecting rapid program expansion and underscoring the need for faculty involvement and inclusion in governance to ensure that such growth aligns with local academic senate processes⁶⁰; and

Whereas, The implementation of dual enrollment across California community colleges has been inconsistent, with varying levels of faculty input and local academic senate engagement in planning and implementation, leading to uneven governance alignment, and faculty participation in areas that fall under the 10+1⁶¹;

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

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

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

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

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

Whereas, Policies for professional development activities are established as an academic and professional matter in title 5 §53200⁶², indicating the role and involvement of faculty in the development of policies related to professional learning and development;

Whereas, In April 1993, the Academic Senate for California Community Colleges adopted Resolution 08.01 S93⁶³, which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁶⁴, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁶⁵, due to regulatory changes, which included the elimination of references to “Average Daily

⁵⁹ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁶⁰ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁶¹ Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).

⁶² [Title 5 §53200](#)

⁶³ [Resolution 08.01 S93 Flex Calendar](#)

⁶⁴ [“Guidelines for the Implementation of the Flexible Calendar Program” 1992 Paper](#)

⁶⁵ [“Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper](#)

Attendance (ADA)", and an additional appendix with examples of certification documents issued annually by the CCCCCO; and

Whereas, In November 2024, the California Community Colleges' Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the "Flexible Calendar" (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)⁶⁶, which will take effect on September 18, 2025;

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

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

109. PROGRAM REVIEW

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

Whereas, California is home to approximately one million individuals who identify as Middle Eastern and North African (MENA), and the California Community College system began offering a "Middle Eastern" race/ethnicity category in 2018, and this category rolls into "White", omitting nearly 20 race/ethnicity subcategories, such as Kurdish, Algerian, Afghan, and Sudanese⁶⁷;

Whereas, The aggregation of Middle Eastern and North African (MENA) students into the "White" category renders invisible the significant disparities that MENA students experience in retention, graduation rates, access to scholarships, health outcomes, and translation services⁶⁸ rendering it difficult to identify the challenges faced by MENA students or provide the resources needed to support their success and wellbeing;

Whereas, California Assembly Bill 91 (Harabedian, 2025), The MENA Inclusion Act, was signed into law on October 6, 2025, establishing a distinct Middle Eastern and North African category in state demographic data systems⁶⁹; and

Whereas, The collection of detailed, disaggregated data will empower state institutions to promote health equity, track disparities and ensure culturally responsive care, to build economic resilience and efficiency by increasing access to programs and services, and to strengthen civil rights and democracy through the proper documentation and classification of racial profiling, discrimination, and voter suppression⁷⁰.

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

⁶⁶ [Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar](#)

⁶⁷ California Community Colleges, Technology Center. (2018). 2018-18R: New Race & Ethnicity Implementation. <https://cccnext.jira.com/wiki/spaces/PD/pages/731381767/2018-18R+New+Race+Ethnicity+Implementation+2018>

⁶⁸ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

⁶⁹ [California Legislative Information. \(2025\). Bill Text - AB-91 State and local agencies: demographic data](#). This bill has garnered support from more than 200 organizations, cities, counties, agencies, and elected officials across California; furthermore, this legislation is led by the State's largest and only MENA-led, MENA-serving, MENA-constituency based membership organizations.

⁷⁰ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

and other transnational Middle Eastern and North African groups, including but not limited to Amazigh or Berber, Armenian, Assyrian, Chaldean, Circassian, and Kurdish;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity⁷¹ within the next academic year⁷²;

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

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

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

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

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

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

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

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

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

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

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

⁷¹ [Revisions to OMB's Statistical Policy Directive No. 15 \(Federal Register\)](#)

⁷² As has been previously recommended in [Resolution I 14.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

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

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁷³”, which recognized the evolving impact of technological advancements, legislative mandates, and shifting student behaviors on how counseling faculty provides student support;

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

Whereas, The Academic Senate for California Community College’s paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁷⁴”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”⁷⁵, and disseminate the paper to local academic senates upon its adoption; and

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

CONTACT | Mark Edward Osea, ASCCC Executive Committee

111.02 F25 Establish Credit for Prior Learning Liaisons

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning, and aligns with the core academic and professional matters outlined in the title 5 §53200⁷⁶ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁷⁷ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

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

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

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

⁷³ [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

⁷⁴ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

⁷⁵ [“The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”](#) draft being considered for adoption by the delegates.

⁷⁶ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁷⁷ [ASCCC Pathways to Credit Web Page](#)

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

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

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

Whereas, The California Community Colleges Chancellor’s Office Burden-Free Instructional Materials Task Force was charged with providing recommendations and regulatory actions to reduce instructional material costs and create sustainable, equitable solutions that prioritize the removal of financial, administrative, and psychological burdens on students, as outlined in its 2024 report *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁷⁸;

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

Whereas, Auto-billing programs create new burdens for students by imposing automatic charges for course resources, often without offering meaningful options for opting out, and disproportionately affecting students who rely on financial aid or require print formats, thereby contradicting the intent of title 5 §54221⁷⁹ Burden-Free Access to Instructional Materials to remove cost burdens for students (California Community Colleges Chancellor’s Office, 2024, p. 8); and

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

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

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

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

CONTACT | Julie Bruno, Open Educational Resources Initiative

⁷⁸ California Community Colleges Chancellor’s Office. (2024, April 15). Advancing equity in access, support and success through burden-free instructional materials [PDF]. California Community Colleges Chancellor’s Office.

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

⁷⁹ [Title 5 §54221](#)

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

Whereas, Title 5 §54221 requires governing boards to “adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class” and delineates “practices that enable first day access to zero-cost resources”, but does not specify college responsibilities after the first day of class⁸⁰;

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

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

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by Education Code section 78052, and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations (34 CFR §668.164(i)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability. (Todd, 2025, p. 2)”⁸¹

Whereas, The charge of the Burden-free Instructional Materials Task Force proposed a vision that “when a course begins, students have everything needed for that course, including all instructional materials at no cost” (California Community Colleges Chancellor’s Office, 2024, p. 8), expanding the “burden-free” experience referenced in Title 5 §54221 to all instructional materials (i.e., textbooks, supplemental materials, and supplies) and beyond the first day of class;⁸² and

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

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

⁸⁰ [Title 5 §54221](#)

⁸¹ Todd, J. (2025, July 22). *Burden-free access to instructional materials: Regulatory provisions* (Memorandum No. ESS 25-43). California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-25-43-burden-free-access-to-instructional-materials-regulatory-provisions-al1y.pdf?la=en&hash=D8EA4728214206D40F6892F7C0F608547E9600DA>

⁸² California Community Colleges Chancellor's Office. (2024). *Advancing equity in access, support and success through burden-free instructional materials*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-al1y.pdf>

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

CONTACT | Julie Bruno, Sierra College, Area A

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

Whereas, All openly licensed resources created with Zero-Textbook-Cost Degree Program funds must be shared, but California Education Code §78052⁸³ specifies that “Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials.”;

Whereas, Canvas Commons is a platform for sharing complete Canvas courses with all Canvas users who have instructor status, providing a mechanism for limiting the users that can access Canvas Commons, but making resources available to users with specified credentials at over 8000 institutions⁸⁴;

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

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

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

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

CONTACT | Julie Bruno, Sierra College, Area A

⁸³ [California Education Code - EDC §78052](#)

⁸⁴ [Instructure Customers](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

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

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”⁸⁵ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes⁸⁶ went into effect for colleges to incorporate inclusion, diversity, equity, anti-racism, and accessibility into the faculty evaluation process; and

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

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

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

113. LEGISLATION AND ADVOCACY

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

Whereas, The Academic Senate for California Community Colleges has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA-related initiatives⁸⁷;

Whereas, The “Compact for Academic Excellence in Higher Education” requires that “no factor such as sex, ethnicity, race, nationality, political views, sexual orientation, gender identity, religious associations, or proxies for any of those factors shall be considered, explicitly or implicitly, in any decision related to undergraduate or graduate student admissions or financial support,” seeks to impose federalized standards of admissions, hiring, pedagogy, and governance that undermine institutional autonomy and shared governance by explicitly restricting the ability of institutions to engage, barring institutions from engaging in affirmative, equity-minded practices that address historic and ongoing disparities faced by marginalized communities, including but not limited to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and first-generation students by framing discriminatory admissions processes as reflecting a “fundamental misunderstanding” of Civil Rights law and having “damaging impacts,” arguing that treating certain groups as needing preferential treatment “perpetuates a dangerous badge of inferiority”⁸⁸; and

⁸⁵ [“Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013](#)

⁸⁶ [Title 5 §53602](#)

⁸⁷ Academic Senate for California Community Colleges. (n.d.). *Diversity and equity resolutions*. Retrieved October 11, 2025, from <https://www.asccc.org/category/resolutiontopic/diversity-and-equity>

⁸⁸ American Federation of Teachers. (2025, October 2). *AAUP’s Wolfson and AFT’s Weingarten on Trump’s loyalty pledge for colleges and universities*. <https://www.aft.org/press-release/aaups-wolfson-and-afts-weingarten-trumps-loyalty-pledge-colleges-and-universities>.

Whereas, The Compact marks a continuation of a pattern of intimidation and retaliation against institutions of higher education⁸⁹, academic freedom of faculty, and the wellbeing and educational success of our students belonging to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and other communities by forcing “institutional neutrality at all levels”⁹⁰;

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment⁹¹ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

Resolved, That the Academic Senate for California Community Colleges join in opposition with other higher education entities to any form of compliance with the “Compact for Academic Excellence in Higher Education” or related federal mandates that restrict institutional commitment to inclusion, diversity, equity, anti-racism, and accessibility principles, institutional autonomy, and academic freedom⁹²;

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

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

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

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

Whereas, Automatic-billing programs, also referred to as “inclusive access” programs, typically charge students a per-unit fee for course materials, regardless of the actual cost of the required resources and often fail to clearly notify students of opt-out options, thereby limiting student choice and creating new financial burdens⁹³;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic-billing strategies that maintain reliance on commercial publishers and encourages colleges to consider the long-term impact of such programs on students⁹⁴;

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

Whereas, The 2024 report from the Burden-Free Instructional Materials Task Force, *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁹⁵, highlights the importance of fostering

⁸⁹ Binkley, C., & Casey, M. (2025, September 3). Judge reverses Trump administration’s cuts of billions in research funding to Harvard. *PBS News*. <https://www.pbs.org/newshour/politics/judge-reverses-trump-administrations-cuts-of-billions-in-research-funding-to-harvard>

⁹⁰ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

⁹¹ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

⁹² Association of American Colleges & Universities. (2025, October 3). AAC&U statement on the Trump administration's “Compact for Academic Excellence in Higher Education”. <https://www.aacu.org/newsroom/aac-u-statement-on-the-trump-administrations-compact-for-academic-excellence-in-higher-education>

⁹³ U.S. PIRG Education Fund. *Automatic Textbooks Billing: An Offer Students Can’t Refuse?* (K. Vitez, Author). (February 2020). https://studentpirgs.org/assets/uploads/2022/12/USPIRG_Textbook-Automatic-Billing_Feb2020_v3-2.pdf

⁹⁴ [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies](#)

⁹⁵ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

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

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

CONTACT | Michelle Pilati, Rio Hondo College, Area C

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

Whereas, The Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office, in partnership with appropriate entities and constituencies collaborate to provide system-wide access to generative artificial intelligence tools, resources, and professional development opportunities and confirms that the governance, content curation, and educational frameworks of such resources are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty⁹⁶;

Whereas, The Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters and that the California Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions⁹⁷;

Whereas, The collaboration with Google announced on September 10, 2025⁹⁸, the Nectir AI pilot initiated in 2024⁹⁹, and the NVIDIA collaboration announced in 2024¹⁰⁰ are agreements that were entered into without prior discussion, bypassing Consultation Council and the Academic Senate for California Community Colleges which are both part of the existing consultative processes established to ensure constituency review and support; and

Whereas, Expediency in decision-making does not negate the need for appropriate consultation when making decisions on behalf of the California Community Colleges as the AI Council members have not been selected according to the Procedures and Standing Orders of the Board of Governors¹⁰¹ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹⁰²;

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

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

⁹⁶ [Resolution III.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

⁹⁷ [Resolution I08.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

⁹⁸ [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

⁹⁹ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹⁰⁰ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹⁰¹ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹⁰² [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)

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

Whereas, The Academic Senate for California Community Colleges has made a commitment in multiple resolutions, including Resolution 114.01 S25, “Empowering Faculty Voice in Rising Scholars Programming,”¹⁰³ 13.03 S22, “Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),”¹⁰⁴ and 13.04 S22, “Establishing Rising Scholars Faculty Liaisons,”¹⁰⁵ to student-first practices and effective shared governance through urging collegial consultation between the California Community Colleges Chancellor’s Office, the California Department of Corrections and Rehabilitation and faculty in the Rising Scholars Network;

Whereas, A new Rising Scholars memorandum of understanding (MOU) was distributed by the California Department of Corrections and Rehabilitation (CDCR), with a request for colleges/districts to sign on to this Rising Scholars MOU with CDCR¹⁰⁶; and

Whereas, This memorandum of understanding between the California Department of Corrections and Rehabilitation (CDCR) and the college/district puts conditions and responsibilities on colleges/districts, faculty, and Rising Scholars program students in CDCR facilities that are in need of local clarification per title 5 §53203(a)¹⁰⁷, including a newly added section titled “Instructor Research and Access,” which establishes new CDCR and California Community Colleges Chancellor’s Office permissions and restrictions concerning communications between Rising Scholars program faculty and students, as well as requiring CDCR permissions before Rising Scholars graduates may participate in writing/publishing and speaking about their experiences at academic conferences and other events;

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

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

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

Whereas, California community colleges are simultaneously implementing multiple statewide initiatives with accelerated and frequent reporting requirements¹⁰⁸;

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

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

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

¹⁰³ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

¹⁰⁴ [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹⁰⁵ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

¹⁰⁶ [A copy of the most recent MOU with the CDCR](#)

¹⁰⁷ [California Code of Regulations Title 5 §53203](#)

¹⁰⁸ [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

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

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

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

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

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

Whereas, The Academic Senate for California Community Colleges has long supported lowering course material costs through the adoption of open educational resources¹⁰⁹;

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

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

Whereas, Data demonstrating the return on investment associated with open educational resources (OER) is necessary to advocate for ensuring the sustainability of OER efforts¹¹⁰;

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

CONTACT | Liz Encarnacion, Chaffey College, Area D

¹⁰⁹ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹¹⁰ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)

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Timeline

- ◆ Need for update identified: Spring 2025
- ◆ First DAS discussion: 2 June 2025
- ◆ Second DAS discussion of updates/draft progress: 28 August 2025
- ◆ First read at DAS: 27 Oct. 2025
- ◆ **WE ARE HERE >> Local senate reviews: 3 Nov. (first read) and 17 Nov. (second read) 2025**
- ◆ Second read + vote scheduled for DAS: 1 Dec. 2025

Focus Areas for Revision and Approval by December 2025

Primary Goal: The DAS body has historically been 3 members—all three Academic Senate Presidents—with a quorum of 2. The proposed expansion is a total of 7 members with a quorum of 4 and chair voting only in the event of a tie. Expansion enables the Academic Senate Presidents to communicate or meet without triggering concerns about violating or appearing to violate the Brown Act. **See Constitution Article IV. Representation for details.*

Additional Priority: Include the newly formed District Equivalency Committee and add transparent rules for public comments under the Brown Act. **See Constitution Article IV. Representation as well as Bylaws Article III. Senate-appointed District Committees.*

Minor corrections/adjustments:

1. **Constitution Article I: Name and Mission >>** Added reference to RCCD Board Policy 2005 and “rely primarily” vs. “mutual agreement” on academic and professional matters
2. **Constitution Article VII. By-laws and Amendments >>** Change “upon the consent of” to reflect “a majority vote” of the college academic senates (suggested in consultation with general counsel).
3. **Constitution Article VIII Effective Date:** Leave alone. The language predates separate accreditation of each of the three colleges, but it can remain for historical reference (suggested in consultation with general counsel).
4. **Throughout:** References to Title 5 California Code of Regulations with specific section citations (updates from general counsel).
5. **Bylaws Article II Standing Committees Section 3: recommend deletion** as this is now handled through individual college councils/committees as well as faculty representation in DSPC and DBAC.

Note: Additional areas of update/revision, if any, can be identified and recorded for consideration in next cycle of review.

CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title V, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees “relies primarily” or reaches “mutual agreement” on the recommendations of Academic Senate(s) on items #1-11 above as indicated in [Board Policy 2005](#).

ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

Updated DAS Constitution and Bylaws: 10 Oct. 2025

Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of seven members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and will not vote except in cases of a tie.

Section 2. The District Academic Senate will also include a non-voting chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate and the Chancellor's designee.

Section 3: Pursuant to the Ralph M. Brown Act, all meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, shall be governed by the Ralph M. Brown Act and be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on items not included on the District Academic Senate (DAS) agenda during the "Public Comments" agenda item only.

- Total time for public comments will be 10 minutes. A majority vote of DAS may extend this time.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of offensive language or pejoratives.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate may appoint a faculty member to serve in a non-voting capacity for one academic year.

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Section 5. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four of seven members.

ARTICLE V. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their

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membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. Upon the majority vote of each of the College Academic Senates in the District, any article or section of this Constitution may be amended.

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

ARTICLE VIII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges.

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

Section 5. The District Academic Senate also recognizes the central faculty role in the District Equivalency Committee

ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

- A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"
- B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.
- C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.
- D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Section 2. The Professional Growth and Sabbatical Leave Committee

- A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

Section 3. Academic Standards Committee

- A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

Section 4. Assessment and Accreditation Committee

- A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

Section 5. Program Review Committee

- A. The District Program Review shall be the coordinating voice of faculty from college Program Review Committees in the District with regard to Title 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

Section 6. Part-Time Faculty Committee

- A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.
- B. The Part-Time Faculty Committee shall establish a liaison with CTA.

ARTICLE III. Senate-appointed District Committees

Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee is recognized by the District Academic Senate.

- A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.

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CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title V, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees "relies primarily" or reaches "mutual agreement" on the recommendations of Academic Senate(s) on items #1-11 above as indicated in [Board Policy 2005](#).

ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

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Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of seven members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and will not vote except in cases of a tie.

Section 2. The District Academic Senate will also include a non-voting chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate and the Chancellor's designee.

Section 3: Pursuant to the Ralph M. Brown Act, all meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, shall be governed by the Ralph M. Brown Act and be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on items not included on the District Academic Senate (DAS) agenda during the "Public Comments" agenda item only.

- Total time for public comments will be 10 minutes. A majority vote of DAS may extend this time.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of offensive language or pejoratives.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate shall [may?] appoint a faculty member to serve in a non-voting capacity for one academic year.

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Section 5. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. **A quorum of the District Academic Senate will be four of seven members.**

ARTICLE V. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their

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membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. Upon the consent of the College Academic Senates in the District, any article or section of this Constitution may be amended. **Is this a consent vote or majority vote? We are proceeding now with majority vote of the college senates in the district**

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

ARTICLE VIII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges. **Per Dobyns, we can leave this alone as historical record or delete if we choose. Recommend keeping.**

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

Section 5. The District Academic Senate also recognizes the central faculty role in the District Equivalency Committee

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ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

- A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"
- B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.
- C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.
- D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Section 2. The Professional Growth and Sabbatical Leave Committee

- A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

~~Section 3. The Strategic Planning and Budget Committee~~ **["Directed to college committees upon individual accreditation, now supplemented by DSPC and DBAC. Recommend deletion.]**

- ~~A. Section 1. The Strategic Planning and Budget Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(10); "processes for institutional planning and budget development."~~
- ~~B. The Strategic Planning and Budget Committee shall establish a liaison with both RCC-CTA and the District Chief Financial Officer.~~

Section 4. Academic Standards Committee

- A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

Section 5. Assessment and Accreditation Committee

- A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

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- A. The District Program Review shall be the coordinating voice of faculty from college Program Review Committees in the District with regard to 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

Section 7. Part-Time Faculty Committee

- A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.
- B. The Part-Time Faculty Committee shall establish a liaison with CTA.

ARTICLE III. Senate-appointed District Committees

Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee is recognized by the District Academic Senate.

- A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

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ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.