



Riverside City College Academic Senate

Agenda

Monday 17 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 Oct. 20 and Nov. 3. 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. EPOC faculty co-chair Wendy McKeen or designee will share the VP Prioritization Plans for distribution and department/division discussion, with reminders about the voting schedule (information) |
| | | B. Accreditation co-chair Jacquie Lesch and VPAA Wright will provide an update on the ISER timeline (information) |
| 4:00 | VII. | Ongoing Business |
| | | A. RCC President Bishop and RCCAS leadership will share a progress update about the ad hoc IETTC work group (information + discussion) |
| | | B. VP Taylor and Secretary Treasurer Bottoms or designees will introduce the updated ASCCC Resolutions Results packet for sharing with your departments. (information) |
| | | C. President Scott-Coe will facilitate RCCAS review of updates to the District Academic Senate bylaws (second read + action) |
| | | D. President Scott-Coe or designee will share the 2026-27 local and district senate meetings calendar (information) |
| 4:20 | VIII. | New Business |
| | | A. RCCAS will address progress and questions related to Program Maps for students (information + discussion) |
| | | B. President Scott-Coe will facilitate a review of proposed updates to AP 6160A as drafted by the PG&SL committee for local senate feedback (discussion) |
| | | 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. Secretary Treasurer |
| | | B. President |
| | | C. Vice President |
| 4:45 | X. | Open Hearing |
| 4:55 | XI. | Learn, Share, Do |
| 5:00 | XII. | Adjourn |

Next RCCAS Meeting: Monday 8 December 2025

Agenda items due by Tuesday 2 Dec. at noon

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.



Vice President of Academic Affairs

2025-2026 Program Review Summary

Updated 11/04/2025

VPAA #1

Associate Dean for Languages, Humanities, and Social Sciences Division

The LHSS Division is by far the largest academic division, offering about 1,500 sections annually and generating 2,590 FTES (Fall 2023) or 36.9% of RCC's F23 FTES target. For comparison, the next largest division, STEM-K, generated 1,700 FTES (F23) or 24.3% of our F23 target. This means that STEM-K as the second largest academic division is about a third smaller than LHSS. For further comparison, LHSS's annual FTES is approximately 80% of our sister colleges' individual annual FTES generation. The nearly 200 full- and part-time faculty and multiple programs under LHSS (Honors, WRC, Community Action Leadership Academy, Administration of Justice Internship program, plus the anticipated growth of Ethnic Studies and Communication Studies (new CalGETC requirements), require equitable administrative attention to ensure we serve and support the constituents of the area equitably and effectively.

Requesting an Associate Dean for LHSS to support the LHSS Dean of Instruction to meet the needs of students (enrollment management (access), transfer/goal attainment (success), and FTES target generation and productivity.

Resources Needed	Resource Category	Funding Source	Amount
Associate Dean of LHSS	Administrative Position	General Fund	\$240K
TOTAL			\$240K

VPAA #2

Associate Dean of Health-Related Sciences

Historically, the SON had an Associate Dean to support increased enrollment at an off-site location as required by regulatory body. Once the grant had ended and the off-site location reintegrated with the main campus this position was disbanded. With continued growth of all SON programs, and the addition of the Anesthesia Technology program, this position is a strategic necessity for program growth and student success. This dedicated leadership position will provide focused administrative oversight, facilitate curriculum development and accreditation efforts, enhance clinical partnerships, and directly support faculty and students within a high-demand and critical healthcare field. The BRN requires programs to have an Assistant Director and this is currently being fulfilled by the ADN Department Chair however the Assistant Director duties are not currently outlined collective bargaining agreement. This adds additional workload to this role. This dual role ensures efficient program management and strengthens the SON's capacity to produce highly qualified nursing professionals.

Resources Needed	Resource Category	Funding Source	Amount
Associate Dean of Health-Related Science	Administrative Position	General Fund	\$243K
TOTAL			\$243K

VPAA #3

Nursing Enrollment Specialist

The Student Success Team plays a pivotal and multifaceted role in supporting Riverside City College's commitment to the Guided Pathways Framework, student equity, and overall student success. By providing dedicated support and expertise, the team directly contributes to achieving college and School of Nursing (SON) goals. The SON currently has two positions Enrollment Specialists; however, they are currently grant-funded and funding for one position will expire next year with no option for grant's renewal. Over the last two years, the two Program Specialists number have reviewed a total of 3,940 applications (RN 1,885; VN 386; NATP 1,372; Anesthesia Technology 297). The Technology of applications programs. submitted is exponentially increasing especially in the NATP, VN, and Anesthesia. The SON has significantly expanded over the last 5 years and has sustained these positions through grant funding, but now at least one of these positions will need to be supported by the college.

Resources Needed	Resource Category	Funding Source	Amount
Nursing Enrollment Specialist	Classified Professional	General Fund	\$180K
TOTAL			\$180K

VPAA #4

CCAP Office Assistant-Increase from part-time 10 months to full-time 12 months

- Supports the office in processing the increase of applications and student paperwork due to increased enrollments.
- Maintains program and student files, which have increased by staggering amounts due to the addition of CCAP, causing a growth greater than 16 times the RECHS numbers at which she was originally hired to service.
- Provides direct support and information to students and high school staff to assist with matriculation.

Resources Needed	Resource Category	Funding Source	Amount
CCAP Office Assistant- Increase PT to FT	Classified Professional	General Fund	\$57,000
TOTAL			\$57,000

VPAA #5

Dual Enrollment Student Success Coordinator

Our CCAP/Dual Enrollment program has experienced tremendous growth. To meet our Strategic Plan's objectives to grow CCAP 5% each year as well as to meet the CCCC's Vision 2030 strategic directives action item 1.1.a (and move toward fulfilling the goal of every high school student completing 12 or more units of college credit), the Office of Educational Partnerships is seeking a Student Success Coordinator to strategically expand access to and success within dual enrollment classes for disproportionately impacted students, especially Black, Latinx, American Indian or Alaska Native, Native Hawaiian and Pacific Islanders, and foster youth, and historically underrepresented first generation, and low-income students.

Resources Needed	Resource Category	Funding Source	Amount
Dual Enrollment Student Success Coordinator	Classified Professional	General Fund	\$175,000
TOTAL			\$175,000



Vice President of Business Services

2025-2026 Program Review Summary

Updated 11/4/2025

VPBS 1:

Two New Custodial Positions

Prior to Covid-19, there were two gym attendant positions that became vacant and were never filled. Custodial staff have taken over the cleaning of the athletic facilities, which they did not service prior. Old buildings that were offline are being put back into service, such as the Physical Science/Life Science Building (now the BUS/CIS/LAW building), the TSS Remodeled space, and the Business Education Building (used for District functions). Custodial positions at step one are currently \$107,103 for day shift and \$110,831 for night shift. Formula: Annual Salary (Step One) + Fixed Charges + Health & Welfare + Night Differential if Applicable = Total \$221,662.

Resources Needed	Resource Category	Funding Source	Amount
Two New Custodial Positions	Classified Professional	General Fund	\$ 221,662.
TOTAL			\$ 221,662.

VPBS 2:

Campus Wide Security Key Access Services

These panels are past end of life, which has prevented some system upgrades that support safety and security measures and would fix system errors that occur from time to time. This upgrade will also include a software and programming updated so that all panels located at Riverside City College are on the same firmware.

Resources Needed	Resource Category	Funding Source	Amount
Replacement panels & software upgrades	Facilities	General Fund	\$552,304.37
TOTAL			\$552,304.37

VPBS 3:

Landis HVAC Controls

Currently, Landis controls do not interface with the energy management system. This project will allow for pivotal integration, proper temperature control, and energy savings.

Resources Needed	Resource Category	Funding Source	Amount
Landis HVAC Controls	Facilities	General Fund	\$79,931
TOTAL			\$79,931

VPBS 4:

Turf Removal Project

This project is estimated to cost \$30,000 to remove approximately 17,000 sqft of grass in the center island of Fairfax, from Magnolia to Mine Okubo. This will include the replacement of stabilized DG, drip irrigation for the trees currently in place, new drought tolerant plants, low maintenance plants, all irrigation necessary, and the rental equipment to complete the project.

Resources Needed	Resource Category	Funding Source	Amount
Removal of current sod, upgrade to drip system, & placement of drought tolerant plants	Facilities	General Fund	\$30,000
TOTAL			\$30,000

Information Only - No Prioritization Needed:

RCC Security Planning – Continuation

To effectively identify appropriate funding, personnel, and planning, RCC will work collaboratively with the district on the outcomes of the district-wide security assessment to discuss policy and procedure, departments responsible for aspects of security, and gather additional college-wide stakeholder input. A stakeholder groups consist of Faculty, Classified Professionals, Administrators and Students. The District-wide Security Assessment reviewed all elements of security including, but not limited to, surveillance systems, lighting, notification systems, and more.

Resources Needed	Resource Category	Funding Source	Amount
TOTAL			

Information Only - No Prioritization Needed:

Meeting Room Audiovisual Equipment Lifecycle (Continuation)

The A/V equipment in many meeting rooms is end-of-life and no longer performing to specifications. On average the equipment is 13 years old and at least 5 years past its expected lifespan. TSS classified professionals do an amazing job keeping this older equipment functional, but the limitations are increasing and are difficult to address causing impact to college functionality. RCC staff manage 32 meeting spaces as of 2022, not including classroom spaces, engagement centers, or special event areas. A total eight-year lifecycle for meeting space AV equipment could total up to \$800,000 depending on equipment and conferencing needs for the scheduled rooms. Yearly cost will vary based on preparation year. Guiding Questions How can technology help RCC meet its strategic goals and targets, close student equity gaps and support students along their guided curricular pathways? Establish a fiscally responsible and sustainable meeting room AV lifecycle that meets the needs of the Riverside City College. • Determine meeting space category of small, medium, and large per room. • Space category will help to determine equipment needs. • Allocate yearly funding to replace 4 meeting room AV systems each year over an eight-year period. • Cost for the upcoming year will be determined the prior year and will be subject to age of meeting space and meeting room types (listed above).

Resources Needed	Resource Category	Funding Source	Amount
TOTAL			

Information Only - No Prioritization Needed:

Restructuring Business Services (Cost Neutral)

Restructure to efficiently serve Food Services, Printing Services, and Auxiliary

Information Only - No Prioritization Needed:

Facilities Master Plan Updates

The Facilities Master Plan incorporates the existing Educational Master Plan as a backbone in the development to the physical development of the Riverside City College campus. RCC will consider options to update the existing Facilities Master Plan through established district processes and protocols.

Resources Needed	Resource Category	Funding Source	Amount
Facilities Master Plan	Facilities	General Fund	\$100,000
TOTAL			\$100,000



Vice President of Planning & Development 2025-2026 Program Review Summary

Updated 11/4/2025

VPPD 1:

Application Support Technician for Professional Development Program

This position was approved during the 2021/2022 program review prioritization process. As noted in the December 13, 2021 response to the Joint Leadership Councils from the president, the position was funded and recruitment for the position was pending the appointment of the Dean of Equity. Unfortunately, the position was never recruited and filled.

The need for the position remains and is greater than ever. One of the primary functions of the position is to train and provide end-user support for District and department-specific software applications. This individual would not only support current employees but would also provide training to new employees on the various software applications they are required to know to perform their job duties. Currently, new employees are onboarded by the professional development coordinator, who attempts to identify individuals to train the new employee, but there is no resource for existing employees with questions.

Additionally, the California Community Colleges Chancellor's Office has outlined its strategic goals for the use and implementation of AI in its Vision 2030 initiative. The primary focus is to integrate AI technologies to enhance teaching, learning, and administrative functions, thereby improving student success and operational efficiency. The application support position could potentially be key in providing expertise in various software applications such as Adobe Creative Cloud, Canva, Microsoft Office 365, and Zoom that have begun to integrate AI into their functions.

The Chancellor's Office has also been hosting webinars and events focused on AI in higher education, such as the "Generative AI in Higher Education" series, which covers topics from AI-enhanced analytics to generative AI as a productivity booster (California Community Colleges). These initiatives are part of a broader effort to foster innovation, support inclusive education, and enhance the overall effectiveness of the California Community College system. This position will be able to help inform the college as we begin to explore how to best integrate the use of AI in the workplace and enhance our operational efficiency.

Resources Needed	Resource Category	Funding Source	Amount
Application Support Technician for Professional Development Program	Classified Professional	General Fund	\$ 132,062
TOTAL			\$ 132,062

VPPD 2:

Dean of Library and Academic Support

These two areas used to have an administrative Dean of Counseling, Library and Academic Support (CLAS). Prior to the first CLAS Dean, there was a Dean of Library and Learning Resources. The CLAS Dean left the college in 2020 and that position was never filled. A Dean of Counseling was hired in 2023. The Library, a complex department with full and part-time faculty, full and part-time classified professionals, and student employees received over 300,000 visits in 2024-2025 school year. Of the many services provided, the library offers study rooms for students, lends laptops, and digitizes reserve copies of required textbooks. The Library has been without a dean for five years; the administrative manager is largely responsible for classified professionals supervision and some aspects of operations. A dean would ensure oversight of the library budget, totality of the library program, library and learning resources, and the operation of the facility itself. Both Moreno Valley College and Norco College have academic deans for their libraries and academic support services. With no dean, the faculty department chair, and the administrative manager of the library report directly to the Vice President of Planning and Development.

The same rationale for this request applies to Academic Support, whose director oversees tutoring, supplemental instruction, study group leaders, peer mentors, Promise Program and daily operations in the MLK building which houses the Writing and Reading Center, Math Tutoring Center, Center for Communication Excellence, MESA, STEM Engagement Center and the in Rainbow Engagement Center in a complex series of budget allocations. The Academic Support Director must have the support of a dean who can support the needs of the various departmental and divisional areas that operate out of and in collaboration with Academic Support programs. Currently, the Library Learning Center and Academic Support serve students, faculty and staff across all divisional areas and fall under the areas of responsibility of the Vice President of Planning and Development.

Resources Needed	Resource Category	Funding Source	Amount
Dean of Library and Academic Support	Administrative Position	General Fund	\$270,000
TOTAL			\$270,000

VPPD 3:

Classified Leadership Academy

The 2022-2027 Classified Professional Development Plan includes an initiative to develop a classified leadership academy. Classified professionals play a critical role in fostering student success and institutional effectiveness. Establishing a leadership academy specifically tailored for these dedicated individuals is not only a strategic investment in their professional growth but also a crucial element of comprehensive succession planning. As our seasoned professionals retire or move into new roles, we must have a well-prepared cohort ready to step into leadership positions seamlessly.

A leadership academy will equip classified professionals with the necessary skills, knowledge, and confidence to lead with vision and innovation, ensuring the continuity of our mission and the sustained progress of our institutions. By proactively developing our internal talent, we not only recognize and cultivate their unique strengths but also secure a robust leadership pipeline that will uphold and advance the core values and objectives of our community colleges for years to come.

Resources Needed	Resource Category	Funding Source	Amount
Session Facilitators & Supplies			\$10,000
TOTAL			\$10,000

VPPD 4:

Increase office specialist positions in Umoja and La Casa by up to 50% each.

Umoja and La Casa split the hours of one full time office specialist between the two centers. Request to provide each center with their own dedicated office specialist rather than have one person work between the two Engagement Centers.

Resources Needed	Resource Category	Funding Source	Amount
	Classified Position	General Fund	\$90,000
TOTAL			\$90,000

VPPD 5:

Replace Rotella Library mini-blinds and shades

The blinds and shades in this building have not been replaced since it first opened. They are beginning to show their age--20 years.

Resources Needed	Resource Category	Funding Source	Amount
Blinds and shades	Facilities	General Fund	\$31,000
TOTAL			\$31,000

Information Only - No Prioritization Needed:

Institutionalize Director, Institutional Research

Brandon Owashi serves as the Director, Institutional Research. Since his hiring in July 2019, Mr. Owashi's position has been fully funded through the Student Equity and Achievement grant.

While Mr. Owashi's role directly supports student equity, the Office of Institutional Effectiveness would like to have the Director, Institutional Research's position funded through the general fund and the position fully embedded within the Office of Institutional Effectiveness. Institutionalizing this role would formalize the college's on-going commitment to data-driven decision making.

Transitioning this position's funding would also provide the incoming Dean of Equity the ability to review and allocate their budget based on the needs of the college.

There are currently 40 salaried positions paid with SEAP funding. 29 of these are fully funded. The remaining eleven are partially funded with a mix of SEAP and general funds ranging from .1 from SEAP to .5 to .8 paid from SEAP. Including the Director of Institutional Research, the following positions are paid through SEAP: 10 counseling faculty; one administrative specialist; one academic evaluations coordinator; 14 educational resource advisors; one enrollment services coordinator; one foster youth specialist; one instructional department coordinator; two matriculation coordinators; one office assistant; two office specialists; one office technician; two outreach specialists; two academic evaluations specialists.

Beginning in 2025/2026--shift the Director of Institutional Research to general funds.

Thereafter, gradually shift the old SSSP positions from SEAP to general funds over the next four years. This would be twenty one positions in total (shifting five-six salaries per year to general funds), including: 10 counseling faculty positions, one academic evaluations coordinator, one enrollment services coordinator, one instructional department coordinator, two matriculation coordinators, one office assistant, one office technician, two outreach specialists, and two academic evaluations specialists. This will ensure the viability of the use of SEAP to provide supports to students identified as disproportionately impacted on the five student equity metrics. Also, to ensure that annual step increases and COLA for 40 employees will not

cause the SEAP program to go into deficit due to salaries alone.

Resources Needed	Resource Category	Funding Source	Amount
Move Director, IR to General Fund	Administrative Position	General Fund	\$241443
Move Remaining Positions			
TOTAL			\$241443

Information Only - No Prioritization Needed:

Office and Engagement Space for College Equity, Inclusion and Engagement--aligns with ongoing space utilization and allocation projects based on needs assessments and availability

The Dean of College Equity, Inclusion, and Engagement needs to be in a more centralized space on campus that welcomes all campus constituents to engage in a welcoming, inclusive space for conversation, collaboration, and crucial interactions necessary to fulfill the goals of the Student Equity Plan and to enhance belongingness on campus. Currently, the Dean of EIE has an office in the college president's office suite, which, while signaling the importance of the position, might also inhibit people from seeking consultation or opportunities for inclusion. This office needs a space for confidential conferencing, a resource library, workspace for dean, staff, and volunteers, and a gathering space to allow for nurturing a climate of openness and trust.

Resources Needed	Resource Category	Funding Source	Amount
TOTAL			

Information Only - No Prioritization Needed:

Reconfigure MLK space--aligns with ongoing space utilization and allocation projects based on needs assessments and availability

With the opening of the Business, Computer Science, and Law building, the computer lab will no longer be located in MLK.

This change provides us with the opportunity to reconfigure the space. The reconfigured space will include study areas and a more inviting environment for academic support.

Students need a safe place in the MLK building to study, form study groups, or attend workshops. A designated study space will provide students a secure and comfortable area between classes to study, meet with study groups, and relax. This study space should include complimentary water, coffee, snacks, study tables, comfortable relaxing chairs, a charging station, and welcoming art.

Additionally, academic support would like to host monthly workshops such as time management, study and test-taking strategies, writing, and more. The combination of a welcoming study space, increased marketing efforts, greater faculty involvement, and regular workshops will attract more students to Academic Support and increase the number of students who are aware of and regularly attend tutoring sessions.

Resources Needed	Resource	Funding Source	Amount
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Category			
TOTAL			



Vice President of Student Services 2025-2026 Program Review Summary

Updated 11/4/2025

VPSS #1

Veteran's Resource Center (VRC) Staffing

The veterans center is taking on two new initiatives that increase student servingness. They are participating in Credit for Prior Learning efforts. VA services has also received a 2-year mental health grant during 2024-2025 year.

Credit for Prior Learning

- The Veteran's Resource Center is supporting the work by accessing the Joint Service Transcripts and uploading them into MAP. Lizette Tenorio has been given 5 hours a week to enter Joint Service Transcripts into MAP.
- VA Counselors are also supporting this work, including how to identify articulated courses and add them to the students' education plan and transcripts.

Mental Health Services

- Implementation includes providing mental health services to veterans, professional development for faculty and staff, and peer-to-peer mentorship.
- For Mental Health – Currently trying to get MOU's with local VA organization and the Campus Health Services Office. They are working on advertising services and creating a process for referrals.

Planning to create a Peer-to-Peer mentorship.

- Will work with Sharon Walker (Director, Student Services) to create a peer-to-peer mentorship program using Veteran's Work Study through the VA. Identify and hire peer workers, train them, create schedules and support their work.

For Professional Development

- VA center will use the Vet Net Ally seminars offered in Fall 2025 as part of this process. •

The full-time counselor's salary was moved back to the general fund as it was originally written. This will result in much-needed salary savings for VRC.

Student Veteran numbers are expected to increase in the next 3 to 5 five years by 25%. Setting appropriate Organizational Leadership at the VRC will greatly assist in reaching a broader student base, manage operational budget funds, serve as a liaison to admission and records, and serve as an institutional leader for the district. Recruitment and Outreach to Women Veterans and Dependents will also be ongoing for this center in 2025-26.

Resources Needed	Resource Category	Funding Source	Amount
Veteran's Resource Center Director	Administrator	Grant	\$ 231,852
TOTAL			\$231,852

VPSS #2

Increased hours for part-time Veteran's Resource Center Administrative Assistant

The current administrative technician works for 19.5 hours a week. The needs of the VRC are much higher. The Admin technician maintains consistency at the VRC center, oversees student workers, needs to be the time-keeper of the office and needs to be available to keep the center open when the other employees are off, working flex schedules, or splitting their time between other centers on campus.

Resources Needed	Resource Category	Funding Source	Amount
VRC Administrative Assistant- Part-Time to Full-Time	Classified Position	General Fund	
TOTAL			

VPSS #3

CalWorks -- A classified professional to support parenting students.

This person can guide parenting students through their academic journey. This person can connect students with resources at RCC as well as resources in the community. They will be responsible for programming events for parenting students (in-person and online). The SPARC Leader can assist in programming and marketing of events of the center.

Resources Needed	Resource Category	Funding Source	Amount
	Classified Position	General Fund	
TOTAL			

VPSS #4

Support Deaf and Hard-of-Hearing (DHH) students

On July 1, 2025 the DRC will be without a depth of available American Sign Language (ASL) interpreters. The possible lack of ASL interpreters will create barriers for communication, inclusion, and participation within the RCC community, impacting this group of students' opportunity to successfully transfer or complete their education.

Resources Needed	Resource Category	Funding Source	Amount
Permanent Budget Augmentation	Permanent Budget Augmentation	General Fund	\$100,000
TOTAL			\$100,000

VPSS #5

Institutionalize Student Success Coach for DRC

The Student Success Coach is currently funded by the PACT Grant through RCCD. The district wide grant provides (2) Student Success Coaches that is shared between all three colleges. The coach provides psycho-social support and services to students with Autism, and is meant to create the opportunities for this population to participate in campus community and outside of their academic programs which should create a greater sense of belonging and engagement.

The Coach would provide psycho-social support and services to students with disabilities to create opportunities for them to engage in RCC campus activities, navigate college resources and establish a greater sense of belonging to the RCC community which should support a higher rate of degree completion and/or transfer.

The coaches are funded through RCCD grant money and is funded through 2026-2027 academic year. The DRC would like to institutionalize this position beginning in 2027-2028. This means that we need to have the position prioritized d funded as part of 2026-2027 cycle.

Resources Needed	Resource Category	Funding Source	Amount
Student Success Coach	Classified Professional	General Fund	\$160,000
TOTAL			\$160,000

Information Only - No Prioritization Needed:

A Parent Resource Center

Age-appropriate rooms/furniture; Computer/printing services Storage for donations; Refrigerator and sink; Lactation area; Children's books;

Data specific to RCC shows that the demographics of parenting students is like that of RCC with 63.2% Hispanic, 13.9% white, and 11.9% black. The Student Parent Club sent a pilot survey for parenting students and received 26 responses. Out of the respondents 70% mentioned that they took a break (from their education) of more than 3 years. 84% mentioned that they are using the Basic Needs Resource Center. 84% of parenting students mentioned that they took advantage of priority registration. Having an opportunity to access priority registration is a game changer for parenting students, especially because they must plan their school schedule around their kids' schedules and other responsibilities. One of the top responses as to the challenges they face was lack of childcare, which oftentimes prevents them from taking in-person classes. Respondents mentioned that having a family-friendly space such as a Student Parent (Family) Resource Center on campus would be an invaluable support. There were 6208 parenting students flagged for priority registration for winter and spring 2025, 2794 parenting students flagged for summer and fall 2024, and 2054 parenting students who were flagged for winter and spring 2024.

Resources Needed	Resource Category	Funding Source	Amount
See above	Facilities/Space	General Fund	\$150,000
TOTAL			\$150,000

Information Only - No Prioritization Needed:

Increased Mental Health Services Funding

We are at a pivotal moment.

Mental health challenges are increasingly preventing students at Riverside City College (RCC) from reaching their academic and personal goals. Amid intensifying immigration anxieties, financial strain, and racial trauma, our most vulnerable students-Black, Latinx, undocumented, first-generation, and low-income-are navigating college under immense psychological stress.

We respectfully request an additional \$100,000 to expand RCC's capacity for culturally responsive mental health services. This investment will address urgent needs, support student retention, and align with RCCD's strategic vision of equity, student success, and guided pathways.

Mental health care is no longer a support service-it is an academic success strategy.

Resources Needed	Resource Category	Funding Source	Amount
Permanent Budget Augmentation	Permanent Budget Augmentation	General Fund	\$100,000
TOTAL			\$100,000

ISER DEVELOPMENT & ROLES	
SPRING 2024	APR 26 ACCJC Kickoff Meeting
FALL 2024	SEP 13 Accreditation Toolkit/Roadmap Convening Workshop SEP 23 Leadership Councils confirm ISER evidence collection responsibilities SEP 30 EPOC/Academic Senate evidence collection process overview OCT LCs collect/submit evidence OCT 28 Leadership Councils review evidence status NOV 8 Accreditation evidence all LCs review
WINTER 2025	JAN 24 Writing Retreat 1.0
SPRING 2025	MAR 1 2 Standard 2 Evidence Review and Report Drafting Workshop 2.0 APR 4 ISER Review and Revision Workshop 3.0 MAY 2 Evidence and Drafting Revision Workshop Managers +1 4.0
SUMMER 2025	Review Spring draft
FALL 2025	SEP 3 – SEP 22 Complete review of draft ISER
	SEP 10 Present overview/update on ISER status at EPOC including next steps for Leadership Councils (LCs).
	Week of SEP 15 Provide respective Standards to LC co-chairs. LC co-chairs arrange review and revision of Standard(s) and evidence among Council members. Complete corresponding required documentation sections.
	SEP 22 or OCT 6 Provide Academic Senate with update of work by the LCs
	OCT 27 – OCT 29 LCs meet to discuss/finalize their Standards and required documentation. Submissions due by OCT 29
	NOV 2 Update ISER based on work of LCs and submit to Academic Senate for agenda packet
	NOV 17 Present updated draft at Academic Senate based on work of LCs
WINTER 2026	ISER Writing Team completes full final draft ISER
SPRING 2026	Finalize ISER Final Review/Approval – College, District, Board of Trustees
SUMMER 2026	AUG 1 ISER due to ACCJC
FALL 2026	ISER reviewed by Peer-Review Team
SPRING 2027	Peer-Review Team focused Site Visit
SUMMER 2027	JUN Commission Action
Leadership Councils & Standards Standard I – Institutional Mission & Effectiveness: GEMQ & Institutional Effectiveness Standard II – Student Success: TL / SAS Standard III – Infrastructure & Resources: RDAS Standard IV – Governance & Decision Making: GEMQ	



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion and Debate on
November 08, 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 requisites and course titles to make the necessary preparation and content clearer to students;

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

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

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

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

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

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

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

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

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

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

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

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

***#101.03 F25 Delay Template Release without Prerequisite Research**

Whereas, Prerequisite establishment and validation remain local processes subject to collegial consultation with local academic senates and curriculum committees;

Whereas, Prerequisites may vary from college to college depending on faculty recommendations on course sequencing to promote student preparation and success in curricular pathways leading to degree/certificate attainment and/or transfer; and

Whereas, Common course numbering template development has revealed differences in prerequisites across the state, particularly in science, technology, engineering, and math (STEM) courses, and if these differences are ignored by requiring prerequisite alignment, they may result in unintended local consequences on curriculum, student access, equity-focused efforts, and articulation agreements;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recommend to the California Community Colleges Chancellor's Office (CCCCO) delaying release of common course numbering (CCN) course templates for courses where faculty feedback survey results indicate prerequisites differ significantly among colleges to collect data on existing prerequisites and articulation agreements for these courses for consideration by the CCN faculty workgroups, the ASCCC, the CCCCCO, and the CCN Council to inform recommended next steps for impacted CCN course templates

CONTACT | Cheryl Aschenbach, Lassen College

#101.04 F25 Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o /

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

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

Whereas, The *California Taxonomy of Programs Codes*⁶ is an existing classification system used by the California Community Colleges to categorize academic and vocational programs and courses, while the federal *Classification of Instructional Programs* codes provide parallel identifiers for national data alignment;

Whereas, Ethnic Studies and the autonomous four core disciplines — African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o / Latina/o Studies - are currently coded under the *Social Justice Studies* Taxonomy of Programs (TOP) Code family, which inaccurately represents the inherent independent nature and academic integrity of each discipline and is confusing because Ethnic Studies and each of the four autonomous core disciplines collectively referred to as Ethnic Studies, now have their own separate TOP codes not listed under Social Justice Studies;

Whereas, Sunsetting the existing Ethnic Studies Taxonomy of Program (TOP) codes under *Social Justice Studies* and recognizing the newly established TOP codes for Ethnic Studies and the four autonomous core disciplines— African American Studies, Asian American Studies, American Indian/Native American Studies, and Chicana/o Latina/o Studies - will eliminate confusion, provide clarity and consistency between state and federal coding systems, to align both local and statewide curriculum standards; and

Whereas, the Chancellor's Office has acknowledged that the Taxonomy of Program codes will be replaced by the Classification of Instructional program codes by Fall 2027, yet accurate coding remains essential in the interim to ensure curriculum clarity, and transparent program data;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to remove Ethnic Studies and the four autonomous core disciplines African American Studies, American Indian/Native American Studies, Asian American Studies, and Chicana/o Latina/o Studies from the *Social Justice Studies* taxonomy of programs (TOP) code family and assign these five disciplines to their appropriate, autonomous core discipline codes within the Ethnic Studies TOP code family, and encourage local academic senates and curriculum committees to update their local coding practices to reflect the TOP code reassignments.

CONTACT | Dr. Thekima Mayasa, San Diego Mesa College

102. DEGREE AND CERTIFICATE REQUIREMENTS

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

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

Whereas, Partial certification previously benefited all students by making remaining general education requirements clear to students, more importantly, the provision addresses an equity need because it protected transfer students whose educational journeys were disrupted due to life circumstances, including, for example, being economically disadvantaged, first-generation, veterans, student parents, students of mixed immigration

⁶ [2023 California Community Colleges Taxonomy of Programs Manual](#)

and citizenship status families, etc., where educational disruption may result in students losing catalog rights and/or accumulating credit from multiple institutions of higher education;

Whereas, Student transfer options to the California State University are limited without partial certification because existing Associate Degrees for Transfer (ADTs) such as those in Chemistry which allowed a form of partial certification known as the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics are no longer possible if students are required to fully complete the California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification⁷ or alternative pathways to ADTs in STEM⁸ to meet the legislative mandates of AB2057 (Berman, 2023)⁹ and AB928 (Berman, 2021)¹⁰, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)¹¹ and SB440 (Padilla, 2013)¹², but these prior resolutions were primarily focused on ADTs in STEM; and

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

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

CONTACT | Stephanie Curry, ASCCC Executive Committee

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

Amend the 4th Whereas |

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹⁴ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC), which is already permitted by the University of California per University of California Academic Senate Regulation 479¹⁵, as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students

⁷ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁸ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁹ [AB 2057](#)

¹⁰ [AB 928](#)

¹¹ [SB 1440](#)

¹² [SB 440](#)

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

¹⁴ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁵ [UC Academic Senate Regulation 479](#)

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

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

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

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁶ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹⁷ that address direct assessment competency-based education and title 5 §§55060-55062,¹⁸ which include the requirement of a general education curriculum for associate degrees;

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

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹⁹; and

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

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative²⁰ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

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

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

¹⁶ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹⁷ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹⁸ [Title 5 §55060](#)

¹⁹ [Title 5 §55061](#)

²⁰ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

Whereas, Vision 2030—July 2025 Edition²¹ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan²²;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061²³ including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

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

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

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

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

CONTACT | Erik D. Reese, ASCCC Executive Committee

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

Whereas, AI literacy as used within this resolution is defined as the possessing basic competencies to understand the functions of AI, evaluating and applying strategic uses of AI in different real-world scenarios, as well as assessing the ethical and social concerns when utilizing AI²⁴;

Whereas, A September press release²⁵ from the California Community Colleges Chancellor’s Office announced a partnership with Google whereby artificial intelligence tools and training are being provided to the students and faculty of the California Community Colleges;

Whereas, Faculty have an important role in making recommendations regarding curriculum, degree requirements, program development, and professional learning²⁶, and faculty²⁷ who are duly hired through

²¹ [CCCCO Vision 2030 Report](#)

²² [CCCCO Climate Action Work Plan](#)

²³ [Title 5 §55061](#)

²⁴ Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). *Conceptualizing AI literacy: An exploratory review*. *Computers and Education: Artificial Intelligence*, 2, Article 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

²⁵ [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

²⁶ [Title 5 §53200](#)

²⁷ [California Education Code - EDC §87359.2](#)

agreed-upon district process²⁸ are ultimately responsible for delivering the curriculum will also need upskilling to increase awareness of the benefits and limitations of artificial intelligence in teaching, learning, and workforce preparation; and

Whereas, Artificial intelligence skills are becoming increasingly sought-after by employers and artificial intelligence continues to be a tool to which students will have access therefore developing artificial intelligence literacy among students will be necessary to train our students for future jobs and for their continued educational goals;

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

Resolved, That the Academic Senate for California Community Colleges establish a faculty taskforce to draft language on how artificial intelligence literacy can 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

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

Amend the 2nd Resolved |

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

CONTACT | Nikki Grose, Feather River College

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

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

Whereas, Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses²⁹ directs the Academic Senate for California Community Colleges to work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college Ethnic Studies course that is articulated to any California State University or University of California course approved for Ethnic Studies general education or graduation requirements be automatically approved for California General Education Transfer Curriculum Area 6 Ethnic Studies; and

Whereas, California community college courses in other disciplines and areas besides Ethnic Studies have been denied California General Education Transfer Curriculum approval in general education (GE) areas even when

²⁸ [California Education Code - EDC §87359](#)

²⁹ [Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses](#)

they articulate with California State University (CSU) and University of California (UC) courses that are approved for those same GE areas at the CSU or UC³⁰;

Resolved, That the Academic Senate for California Community Colleges expand the scope of Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses to include all disciplines, and work with the Intersegmental Committee of Academic Senates to develop and implement a policy that any California community college course that is articulated to any California State University or University of 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;

Whereas, AB 928 (Berman, 2021) mandated the creation of a “singular lower-division general education pathway” to reduce barriers and streamline transfer to the California State University (CSU) and University of California (UC) systems³¹;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³² allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth, 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 GE³³ Certification Using Cal-GETC courses”.

³⁰ For example, Woodland Community College AG45 articulates with UC Davis ANS 041, a general education science course at UCD, but was denied for Cal-GETC Area 5B.

³¹ [AB 928 \(Berman, 2021\)](#)

³² Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC standards, policies, and procedures: Version 1.3 (Final r-2)* [PDF]. https://icas-ca.org/wp-content/uploads/2025/06/Cal-GETC_Standards_1v3_-Final_r-2.pdf

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

CONTACT | Jessica Jackson, Butte College, Area A

***^102.06.01 F25 Amend 102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses**

Amend the 1st Whereas |

Whereas, California community college students with catalog rights to the California State University General Education (CSU GE) Breadth may register for new course offerings in Fall 2025 and beyond that are California General Education Transfer Curriculum approved but were never historically on the CSU GE Breadth pattern that existed for transfer students prior to the 2025-2026 academic year;

Amend the 3rd Whereas |

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³⁴ allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth that existed for transfer students prior to the 2025-2026 academic year, creating contradictory guidance; and

Amend the 4th Whereas |

Whereas, These conflicting policies risk forcing ~~California State University General Education (CSU GE) Breadth students with catalog rights for using the California State University General Education Breadth that existed for transfer students prior to the 2025-2026 academic year~~ to repeat general education requirements, accrue excess units, and face additional financial burdens (e.g., students completing a newly approved Cal-GETC Area 6 Ethnic Studies course that cannot be applied to CSU GE Breadth Area F Ethnic Studies), undermining the equity-focused intent of AB 928 (Berman, 2021) to streamline transfer and minimize excess coursework;

Strike the 1st Resolved |

~~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;~~

Amend the 2nd Resolved |

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor's (CSUCO) General Education Advisory Committee (GEAC) to request that all California General Education Transfer Curriculum-only approved courses may also be applied apply to towards CSU California State University General Education Breadth requirements that existed for transfer students prior to the 2025-2026 academic year for students with who have catalog rights to that pattern, thereby protecting students from accruing unnecessary units, financial burden, and ensuring consistency with the intent of AB 928; and

Amend the 3rd Resolved |

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 GE³⁵ Certification Using Cal-GETC courses," that allows

³⁴ 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

³⁵ CSU GE is abbreviation for the California State University General Education

students with catalog rights to use the California State University General Education Breadth pattern that existed for transfer students prior to the 2025-2026 academic year.

CONTACT | John Freitas, Los Angeles Community College District

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 spaces³⁶;

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-being³⁷;

Whereas, Online proctoring systems raise significant privacy and data security concerns, including the collection and storage of sensitive personal and biometric information³⁸; 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 our commitment to equitable, student-centered, and privacy-respecting assessment practices;

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

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

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

104. EDUCATIONAL PROGRAM DEVELOPMENT

#104.01 F25 Affirming Noncredit Faculty Expertise in Noncredit Curriculum and Pathway Development

Whereas, The Vision 2030 Statewide initiative, its yearly conferences, and financial investments in professional development identify noncredit and adult education expansion as a key equity strategy to support access, success, and transitions for millions of adult learners, requiring intentional instructional design, pathway

³⁶ 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-expert>

³⁷ [ASCCC Mission and Vision](#)

³⁸ 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/>

scaffolding, and integration with counseling and student services, as affirmed through the Academic Senate for California Community Colleges resolutions³⁹ and Rostrum publications⁴⁰;

Whereas, Noncredit instruction serves a legislatively defined set of adult education program areas as outlined in California Code of Regulations title 5 §58160 and title 5 §53200 mandates that colleges rely primarily on faculty experts—including noncredit discipline faculty, not solely credit faculty—in all 10+1 academic and professional matters, particularly in curriculum, course placement within disciplines, and educational program development, consistent with the ASCCC’s ongoing affirmation of noncredit counseling and part-time faculty expertise as evidenced in Resolution 08.01 F23 Noncredit Professional Learning and Support for Students⁴¹, the rostrum article, “Advancing Equity and Inclusion for Part-Time Faculty in California Community Colleges”⁴², and the position paper, “Part-time Faculty: Equity, Rights, and Roles in Governance”⁴³;

Whereas, Noncredit faculty possess andragogical and heutagogical expertise, deep understanding of adult learner progression, and a long-standing record of collaboration with noncredit counseling, student support services, credit faculty, college administrators, and community partners such as regional consortia, employment partners, K–12 districts, and adult schools, all of which informs instructional integrity, compliance, academic standards, the design of coherent noncredit-to-credit pathways and transitions, and cross-system pathway agreements; and

Whereas, The absence of full-time noncredit faculty in a discipline, or other institutional capacity gaps to meet the expectations of Vision 2030, does not transfer authority to administrators or to credit faculty in the expansion of noncredit instructional offerings, mirroring, adult dual enrollment, noncredit-to-credit pathway development, or guided self-placement and onboarding practices with counseling support, as doing so—particularly when driven by funding incentives rather than student-centered, high-quality curriculum design—risks misalignment, weakens instructional integrity, and may lead to noncompliance with state and federal budgetary and curricular audit requirements;

Resolved, That the Academic Senate for California Community Colleges affirm that noncredit discipline faculty expertise and their inclusion in consultation, including that of part-time noncredit faculty and noncredit counselors, is essential in the development, revision, expansion, and implementation of noncredit curriculum, certificates, and student onboarding and pathway scaffolding, in order to uphold instructional quality, coherence across pathways, compliance with state and federal requirements, and maintain local relevance across educational systems and partnerships; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that all noncredit discipline faculty, full- and part-time alike, are meaningfully included in curriculum and pathway development processes and are represented as voting members in local senates and on shared governance committees, as appropriate.

CONTACT | Maryanne Galindo, West Los Angeles College

105. STUDENT PREPARATION AND SUCCESS

³⁹ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

⁴⁰ Galindo, M., & Guerrero, C. (2025, February). *Vision 2030: Empowering communities through noncredit and adult education*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/vision-2030-empowering-communities-through-noncredit-and-adult-education>

⁴¹ [Resolution 08.01 F23 Noncredit Counseling Professional Learning and Support for Students](#)

⁴² Lara, L., & Zeledón-Pérez, M.-J. (2025, February). *Advancing equity and inclusion for part-time faculty in California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/advancing-equity-and-inclusion-part-time-faculty-california-community-colleges>

⁴³ Academic Senate for California Community Colleges, *Part-time faculty: Equity, rights, and roles in governance* (2024), <https://www.asccc.org/papers/part-time-faculty-equity-rights-roles-in-governance>

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”⁴⁴;

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 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 policies⁴⁵ as impacted by ongoing detention and deportation policies of the federal government⁴⁶ 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”*;⁴⁷ and

⁴⁴ [Guidance for Implementation of CSU General Education \(GE\)](#)

⁴⁵ 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.

⁴⁶ “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.

⁴⁷ “[Cal State L.A. allows online classes, excused absences as students express fear amid ICE raids](#)” Los Angeles Times, 10 July 2025, Jaweed Kaleem

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 addendums⁴⁸ and the inability to change course format once published in the schedule;

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

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

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

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

Amend the 1st Resolved |

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

CONTACT | Dr. Carmen Stephens, Pasadena City College

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

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

Whereas, The Academic Senate for California Community Colleges mission includes, "Empower[ing] faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance" and "Lead[ing] and advocate[ing] proactively for the development of policies, processes, and practices"⁴⁹;

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)⁵⁰ 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

⁴⁸ The [Program and Course Approval Handbook](#) (8th edition) references the following: "Title 5, § 55206 states that, 'If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.' The addendum is to address '...how course outcomes will be achieved in a distance education mode...' to include meeting regular and effective contact and Americans with Disabilities Act requirements' (p64).

⁴⁹ [ASCCC About Us and Mission](#)

⁵⁰ [SB 98 \(Perez, 2025\)](#)

ensure students who face deportation are supported with seamless transitions back into enrollment and connected to support programs upon their request⁵¹; 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**

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 credential⁵²;

Whereas, Being placed on academic or progress warning/probation presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements⁵³ and these precarious positions also heighten the improbability of their returning to college⁵⁴;

Whereas, The National Student Clearinghouse Research Center's 2025 report⁵⁵ 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 §55034⁵⁶ 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 colleges⁵⁷;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine district policies and practices that impact student's ability to regain satisfactory academic and/or progress status and compile best practices that can be utilized systemwide to

⁵¹ [SSCCC Statement on Governor's Decision Regarding SB 98 \(Pérez\)](#)

⁵² 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>

⁵³ 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)

⁵⁴ 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>

⁵⁵ 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>

⁵⁶ [Title 5 §55034](#)

⁵⁷ 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>

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?⁵⁸
- 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 faculty⁵⁹ and, consistent with title 5 §51018⁶⁰ and the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, they hold unique professional preparation and expertise in guiding students through academic planning, career exploration, and personal challenges that may impact their education;

Whereas, Research demonstrates that counseling and academic advising conducted by qualified counseling faculty significantly increases student retention, success, and completion outcomes, including improved GPA, higher persistence, and greater likelihood of graduation (Mackenzie⁶¹, 2023; Kutty, 2022⁶²; AASCU, 2023⁶³; NSSE findings in Kinzie, 2022⁶⁴);

Whereas, The Academic Senate for California Community Colleges has consistently opposed⁶⁵ the displacement of counseling faculty through outsourcing, automation, or delegation of faculty work to paraprofessionals or non-faculty, affirming that the preparation and monitoring of comprehensive Student Education Plans (SEPs) is an essential counseling faculty role that requires advanced training, student-centered pedagogy, and ethical practice, including the protection of student privacy and the assurance of equity-minded support; and

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

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

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with administration, faculty unions, and counseling departments to ensure that policies, staffing structures, and

⁵⁸ [U.S. Code Title 20 §1091](#)

⁵⁹ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁶⁰ [Title 5 §51018](#)

⁶¹ Mackenzie, J. (2023). *The impact of counseling on retention and graduation*. *Journal of College Student Retention*.

⁶² Kutty, G. (2022). *The effect of academic advising on student GPA*. ERIC Document EJ1347870.

⁶³ American Association of State Colleges and Universities (AASCU). (2023). *Integrating Career Advising for Equitable Student Success*.

⁶⁴ Kinzie, J. (2022). *NSSE Findings on Academic Advising and Relationship-Rich Education*. Council of Independent Colleges.

⁶⁵ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

technological adoptions protect the faculty role of counselors in the preparation and approval of Student Education Plans.

CONTACT | Ruby Duran, Reedley College, Area A

#105.06 F25 Applying Cal-GETC Subject Area 1B Courses to Basic Requirements for University of California Admission

Whereas, The California General Education Transfer Curriculum standards were created with the express intent of providing “a singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer *and admission* to both the California State University (CSU) and the University of California (UC) [emphasis added]”⁶⁶;

Whereas, Courses approved for the California General Education Transfer Curriculum (Cal-GETC) subject Area 1B Critical Thinking and Composition include a prerequisite course in Cal-GETC subject Area 1A (English Composition), instruction in argumentative writing, and a writing requirement of at least 5,000 words⁶⁷;

Whereas, To satisfy the requirements of the California General Education Transfer Curriculum subject Area 1B, many colleges have extensively revised their outlines of record in such courses as Introduction to Logic, Symbolic Logic, and Critical Thinking, and many more colleges are currently in the process of doing so; and

Whereas, Independent of the California General Education Transfer Curriculum (Cal-GETC) pathway, the University of California (UC) continues to include two courses in English composition among its basic admission requirements⁶⁸, and many California community college (CCC) courses that have been approved for Cal-GETC subject Area 1B are not being applied toward that two-course English composition requirement for UC admission, with the result that CCC students can meet all the requirements for transfer under Cal-GETC but still not obtain admission to the UC;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, the California Community Colleges Chancellor’s Office, and the University of California Office of the President to ensure that courses approved for the California General Education Transfer Curriculum subject Area 1B also count as one of the two courses in English composition that are part the University of California’s basic admission requirements.

CONTACT | Erich Tucker, Cuesta College

106. GOVERNANCE STRUCTURES

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

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment⁶⁹;

⁶⁶ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC*. <https://icas-ca.org/cal-getc/>

⁶⁷ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC Standards, Policies & Procedures, Version 1.3*. <https://icas-ca.org/cal-getc-standards/>

⁶⁸ University of California. (n.d.). *Basic requirements for transfer admission*. Retrieved October 24, 2025, from <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html>

⁶⁹ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor's Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements⁷⁰;

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 processes⁷¹; 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+1⁷²;

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 §53200⁷³, 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 S93⁷⁴, which established the paper, "Guidelines for the Implementation of the Flexible Calendar Program"⁷⁵, 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

⁷⁰ California Community Colleges Chancellor's Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁷¹ California Community Colleges Chancellor's Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁷² Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).

⁷³ [Title 5 §53200](#)

⁷⁴ [Resolution 08.01 S93 Flex Calendar](#)

⁷⁵ ["Guidelines for the Implementation of the Flexible Calendar Program" 1992 Paper](#)

Program”⁷⁶, due to regulatory changes, which included the elimination of references to “Average Daily Attendance (ADA)”, and an additional appendix with examples of certification documents issued annually by the CCCC; 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)⁷⁷, 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 Sudanese⁷⁸;

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 services⁷⁹ 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 systems⁸⁰; 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 suppression⁸¹.

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,

⁷⁶ “Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper

⁷⁷ Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar

⁷⁸ 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>

⁷⁹ Race Counts. (2025). Southwest Asian / North African.

<https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

⁸⁰ 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.

⁸¹ Race Counts. (2025). Southwest Asian / North African.

<https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Turkish, and Yemeni, major North African groups including but not limited to Algerian, Djiboutian, Egyptian, Libyan, Mauritanian, Moroccan, Somali, Sudanese, and Tunisian, and other transnational Middle Eastern and North African groups, including but not limited to Amazigh or Berber, Armenian, Assyrian, Chaldean, Circassian, and Kurdish;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity⁸² within the next academic year⁸³;

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

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

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

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

Amend the 1st Whereas |

Whereas, California is home to approximately one million individuals who identify as Middle Eastern and North African (MENA), and the California Community College system began offering a "Middle Eastern" race/ethnicity category in 2018, and this category rolls into "White", omitting nearly 20 race/ethnicity subcategories, such as people who identify as Kurdish, Turkish, Algerian, Afghan, and Sudanese⁸⁴;

CONTACT | Mitra Sapienza, ASCCC Executive Committee

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

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

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

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

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

⁸²Revisions to OMB's Statistical Policy Directive No. 15 (Federal Register)

⁸³ As has been previously recommended in [Resolution 114.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

⁸⁴ 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>

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

^110.01.01 F25 Amend 110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media

Amend the Resolved |

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~~ support 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 | Jeffrey Hernandez, East Los Angeles College

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁸⁵", 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 Colleges⁸⁶", has not been updated since 2012;

⁸⁵ [Resolution 111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges"](#)

⁸⁶ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

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”⁸⁷, 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 §53200⁸⁸ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁸⁹ 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

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

#111.02.01 F25 Amend 111.02 F25 Establish Credit for Prior Learning Liaisons

Amend the 2nd Resolved

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

CONTACT | Mark Edward Osea, ASCCC Executive Committee

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

⁸⁷ [“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.

⁸⁸ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCC Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁸⁹ [ASCCC Pathways to Credit Web Page](#)

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*⁹⁰;

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 §54221⁹¹ 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

+111.04 F25 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials

Whereas, Title 5 §54221 requires governing boards to “adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class” and delineates “practices that enable first day access to zero-cost resources”, but does not specify college responsibilities after the first day of class⁹²;

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

⁹⁰ 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>

⁹¹ [Title 5 §54221](#)

⁹² [Title 5 §54221](#)

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)⁹³

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;⁹⁴ 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

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

⁹³ 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>

⁹⁴ 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>

Whereas, All openly licensed resources created with Zero-Textbook-Cost Degree Program funds must be shared, but California Education Code §78052⁹⁵ 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 institutions⁹⁶;

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

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

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

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

CONTACT | Julie Bruno, Sierra College, Area A

#111.06 F25 Support for the A2MEND/California Community College Pan African Virtual College (PAVC)

Whereas, The Academic Senate for California Community Colleges recognizes the importance of equitable access to high-quality global education opportunities for all students, particularly those historically underrepresented in international learning experiences;

Whereas, The Pan African Virtual College⁹⁷, developed in partnership between A²MEND^{98,99} and the California Community Colleges, addresses long-standing barriers, such as the high cost of travel, geographic limitations, and lack of curriculum alignment, that have restricted participation in global education for underrepresented students;

Whereas, The Pan African Virtual College leverages the California Virtual College platform to create a virtual academic bridge between California Community Colleges and universities in Ghana, providing culturally relevant and globally connected instruction that incorporates African-centered pedagogy and cross-cultural exchange, and that the Academic Senate for California Community Colleges has previously affirmed its commitment to equity, inclusion, and global learning through resolutions such as Resolution 3.02 F20 Recommendation to Update Title 5 Language for Section 53022¹⁰⁰, which supports community college students in demonstrating skills and abilities in cultural responsiveness and cultural humility, and Resolution 06.02 F23 Support Vision 2030

⁹⁵ [California Education Code - EDC §78052](#)

⁹⁶ [Instructure Customers](#)

⁹⁷ University of Ghana. (2025, October 21). *California Community Colleges, A²MEND and University of Ghana collaborate to establish Pan-African Virtual College*. University of Ghana College of Education. <https://coe.ug.edu.gh/news/california-community-colleges-a2mend-and-university-ghana-collaborate-establish-pan-african>

⁹⁸ A²MEND. (2022). *A²MEND 2022 Web Update: Overview*. <https://a2mend.net/a%C2%B2mend-2022-web-update/overview/>

⁹⁹ A²MEND is the acronym for the African American Male Education Network & Development

¹⁰⁰ [Resolution 03.02 F20 Recommendation to Update Title 5 Language for Section 53022](#)

Goals and Strategic Directions¹⁰¹, supporting Vision 2030 which promotes the growth and development of the California Virtual Campus; and

Whereas, The Pan African Virtual College model not only strengthens international and intersegmental collaboration but also advances the Vision 2030 goals of equity, innovation, and global engagement by fostering inclusive, culturally responsive, and workforce-relevant education that can scale to other regions, including South and Latin America;

Resolved, That the Academic Senate for California Community Colleges endorse the A²MEND/California Community College Pan African Virtual College (PAVC) initiative as an innovative and equity-driven model for global learning and academic collaboration; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, A²MEND, and intersegmental partners to ensure that the Pan African Virtual College is developed and implemented in alignment with academic and professional matters under title 5 §53200, particularly in the areas of curriculum, educational program development, and standards of student preparation and success.

CONTACT | LaTonya Parker-Parnell, Ed.D., ASCCC Executive Committee

¹⁰¹ [Resolution 06.02 F23 Support Vision 2030 Goals and Strategic Directions](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

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

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”¹⁰² was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes¹⁰³ 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 initiatives¹⁰⁴;

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”¹⁰⁵; and

¹⁰² “Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013

¹⁰³ Title 5 §53602

¹⁰⁴ 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>

¹⁰⁵ 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 education¹⁰⁶, 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”¹⁰⁷;

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

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 freedom¹⁰⁹;

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

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

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

***^113.01.01 F25 Amend 113.01 F25 Opposition to the “Compact for Academic Excellence in Higher Education” or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles**

Amend the 1st Resolved |

Resolved, That the Academic Senate for California Community Colleges release a statement, within 30 days of adoption of this resolution, opposing the Compact or any related federal mandates consistent with its commitment¹¹⁰ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

CONTACT | Gisele Flores, Modesto Junior College

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

¹⁰⁶ 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>

¹⁰⁷ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

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

¹⁰⁹ 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>

¹¹⁰ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

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 burdens¹¹¹;

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 students¹¹²;

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*¹¹³, highlights the importance of fostering equitable access to instructional materials by alleviating financial burdens and ensuring that students have agency in their educational choices, recommending practices that prioritize no-cost materials, and discourage automatic-billing mechanisms that limit transparency and choice;

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

CONTACT | Michelle Pilati, Rio Hondo College, Area C

#113.03 F25 In-State Tuition for Undocumented Scholars Who Have Graduated from High Schools Outside of California

Whereas, Thousands of undocumented students graduate high school across the United States¹¹⁴ and face significant barriers to accessing higher education, including financial obstacles and limited access to resources and support services¹¹⁵ and requiring undocumented high school graduates from other states to pay out-of-state tuition rates presents a significant financial burden and may deter them from pursuing their educational goals;

Whereas, The Academic Senate for California Community Colleges have historically been leaders in providing accessible and affordable education to all students, regardless of immigration status¹¹⁶;

Whereas, The California Legislature has recognized the importance of supporting undocumented students by allowing them to pay in-state tuition rates through the passing of Assembly Bill 540¹¹⁷; and

Whereas, Many undocumented high school students and their immigrant families living in other states pay close to 100 billion dollars in taxes annually¹¹⁸ may wish to pursue higher education in California due to its supportive policies and robust academic programs and providing in-state tuition rates to undocumented high school

¹¹¹ 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

¹¹² [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost "Inclusive Access" Strategies](#)

¹¹³ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

¹¹⁴ Presidents' Alliance on Higher Education & Immigration. (n.d.). *Florida – Data on Immigrant Students | Higher Ed Immigration Portal*. Retrieved October 24, 2025, from <https://www.higheredimmigrationportal.org/state/florida/>

¹¹⁵ Prieur, D. (2023, August 10). *Undocumented students face new challenges under Florida's immigration law*. Central Florida Public Media. Retrieved October 24, 2025, from <https://www.cfpublic.org/education/2023-08-10/undocumented-students-face-new-challenges-under-floridas-immigration-law>

¹¹⁶ [Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges](#)

¹¹⁷ [California Nonresident Tuition Exemption \(AB 540\) Information](#)

¹¹⁸ Institute on Taxation and Economic Policy. (2024, July 30). *Tax payments by undocumented immigrants*. Retrieved October 24, 2025, from <https://itep.org/undocumented-immigrants-taxes-2024/>

graduates from other states promotes equity and access to higher education, aligning with the values of the California Community College system;

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

Resolved, That the Academic Senate for California Community Colleges work with the California Legislature and relevant state agencies to amend California Education Code §68130.5(a)(1)¹¹⁹ to remove any restrictions that currently do not allow undocumented high school graduates from other states to pay in-state tuition rates at California community colleges.

CONTACT | Edgar Perez, ASCCC Executive Committee

#113.04 F25 Establishing Pickleball as a Competitive Sport in the California Community Colleges

Whereas, Pickleball is a rapidly growing sport in the United States, with The Association of Pickleball Professionals (APP) unveiling of updated pickleball participation research which reveals that 48.3 million adult Americans – nearly 19% of the total adult population – have played pickleball at least once in the past 12 months, highlighting its popularity and accessibility to players of all ages and genders¹²⁰;

Whereas, The Academic Senate for California Community Colleges supports initiatives that promote student engagement and success through diverse and inclusive athletic programs, aligning with the mission to empower faculty and enhance student learning¹²¹;

Whereas, Title IX of the Education Amendments of 1972 mandates that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, ensuring gender equity in all athletic programs¹²²; and

Whereas, The California Community College Athletic Association oversees the administration of intercollegiate athletic programs for nearly 28,000 student-athletes, and the inclusion of Pickleball as a competitive sport would provide additional opportunities for student engagement and athletic participation¹²³;

Resolved, That the Academic Senate for California Community Colleges establish a relationship with the California Community College Athletic Association and advocate for the inclusion of Pickleball as a competitive sport to promote student engagement and athletic participation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association to ensure that the introduction of Pickleball as a competitive sport complies with Title IX regulations, providing equitable opportunities for student athletes and the community.

CONTACT | Edgar Perez, ASCCC Executive Committee

¹¹⁹ [California Education Code - EDC §68130.5](#)

¹²⁰ Association of Pickleball Professionals. (2023, March 29). *New APP research reveals nearly 50 million adult Americans have played pickleball in the last 12 months; average age drops to 35*. Retrieved October 24, 2025, from <https://www.theapp.global/news/nearly-50-million-adult-americans-have-played-pickleball>

¹²¹ Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. Retrieved October 24, 2025, from <https://asccc.org/about/mission>

¹²² U.S. Department of Education. (n.d.). *Title IX and sex discrimination*. Retrieved October 24, 2025, from <https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination>

¹²³ California Community College Athletic Association. (n.d.). *About*. Retrieved October 24, 2025, from <https://www.cccaasports.org/about/about>

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 faculty¹²⁴;

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 decisions¹²⁵;

Whereas, The collaboration with Google announced on September 10, 2025¹²⁶, the Nectir AI pilot initiated in 2024¹²⁷, and the NVIDIA collaboration announced in 2024¹²⁸ 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 Governors¹²⁹ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹³⁰;

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

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

CONTACT | ASCCC Executive Committee

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

Whereas, The Academic Senate for California Community Colleges has made a commitment in multiple resolutions, including Resolution 114.01 S25, “Empowering Faculty Voice in Rising Scholars Programming,”¹³¹

¹²⁴ [Resolution 111.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

¹²⁵ [Resolution 108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

¹²⁶ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

¹²⁷ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹²⁸ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹²⁹ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹³⁰ [CCCCO’s Participatory Governance Webpage](#) and [CCCCO’s 2022 Participatory Governance Handbook](#)

¹³¹ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

13.03 S22, “Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),”¹³² and 13.04 S22, “Establishing Rising Scholars Faculty Liaisons,”¹³³ 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 CDCR¹³⁴; 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)¹³⁵, 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 CCCCC Impact Analysis and Timeline Review for Multiple Initiatives**

Whereas, California community colleges are simultaneously implementing multiple statewide initiatives with accelerated and frequent reporting requirements¹³⁶;

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

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

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

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

¹³² [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹³³ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

¹³⁴ [A copy of the most recent MOU with the CDCR](#)

¹³⁵ [California Code of Regulations Title 5 §53203](#)

¹³⁶ [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

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 resources¹³⁷;

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 efforts¹³⁸;

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

CONTACT | Liz Encarnacion, Chaffey College, Area D

Academic Senate for California Community Colleges
One Capitol Mall, Suite 230 Sacramento, CA 95814
(916) 445-4753 info@asccc.org www.asccc.org

¹³⁷ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹³⁸ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)

2025 Fall Plenary Resolutions Debate Order

Resolution	Page Number	Voting Results
*101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates	9	consent
*102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students 11	11	consent
*+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students	12	consent
+103.01 F25 Opposing the Use of Online Test Proctoring Motion to Split the resolve 1 from the rest (motion passes)	19	Resolve 1: FAILED 88-25 Resolve 2-4: PASSES 63-44
#104.01 F25 Affirming Noncredit Faculty Expertise in Noncredit Curriculum and Pathway Development	19	PASSES 110-9
105.01 F25 CSU GE Approval Process for CCC Courses	21	PASSES IN CONSENSUS
+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment	25	PASSES BY ACCLAMATION!
*108.01 Update the Paper, "Guidelines for the Implementation of the Flexible Calendar Program"	26	consent
+109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data	27	PASSES 114-4
*^109.01.01 F25 Amend 109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data	28	consent
+110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media () Motion for acclimation fails	28	PASSES 103-7
^110.01.01 F25 Amend 110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media vote on the amendment direct->support	29	FAILED 52-31

Commented [BM1]: Pro: recognize that there are accreditation standards that are needed, and academic integrity stable internet; AI; cheating and students academic integrity; targets students of color and undocumented students;

Con: academic freedom for design and delivery of assignments, adequate technology to serve the needs, concerns with the technology but not with the intent and ASCCC should not be in policiing; there are students who have to take proctored exams for a living and teaching those students HOW to take exams.

Commented [BM2]: Brought up Kelly's comment about noncredit/credit faculty as just faculty

Commented [BM3]: Pro: by disaggregating the populations we can see the students who are
Con: Privacy issues if there is too much disaggregation

Commented [BM4]: really debating the direct vs support
Pro: Support our faculty, and strongly worded to chancellors office; union purview and working conditions
Con: needs to be more direct than support, impacts all of the academic freedom nad we soften language to allow flexibility but we need to strengthen the language; Chancellors office is over the trajectory of education in CCC and needs to have a vested interest in this "system"

Commented [BM5R4]: softening the language allows for other priorities to take precedence because

111.01 F25 Adopt the Paper, "The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update"	29	PASSES BY ACCLAMATION!
112.01 F25 Update the Paper, "Sound Principles for Faculty Evaluation"	35	PASSES 110-8
+113.01 F25 Opposition to the "Compact for Academic Excellence in Higher Education" or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles	35	PASSES 114-3
*^113.01.01 F25 Amend 113.01 F25 Opposition to the "Compact for Academic Excellence in Higher Education" or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles	36	consent
114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes	39	PASSES BY ACCLAMATION!
*+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates	9	consent
102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees	13	PASSES IN CONSENSUS
+105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges	21	PASSES 101-18
*^105.02.01 F25 Amend 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges	22	consent
111.02 F25 Establish Credit for Prior Learning Liaisons	30	PASSES 104-11
#111.02.01 F25 Amend 111.02 F25 Establish Credit for Prior Learning Liaisons	30	FAILS 24-93
*+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students	36	consent
*+114.02 F25 Academic Freedom and Academic and Professional Matters in Rising Scholars Programs	39	consent

Commented [BM6]: there are some things within AS that give purview over evaluation and standards

Commented [BM7]: Pro: this is the largest denouncement and protection of HE the system can make; there are other systems and colleges that have already done this
Con: this may put a target on our back

Commented [BM8]: Pro: there are already principles for universal design, and our students are already out in full force
Con: some colleges do not have capabilities and technology so requiring them to do so; pedagogical implications

clarification nothing requires anyone to do anything but that we are ready and nimble to accommodate; we would still have to offer the legal accommodations

Commented [BM9]: The original second resolve is that ASCCC asks local senates to establish CPL Liaisons
Add Liaisons to current AS local boards
Confusion about the language and what was actually happening in the resolution. The wording is confusing

*#101.03 F25 Delay Template Release without Prerequisite Research	10	consent
102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5	13	PASSES 115-5
+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students	22	PASSES BY ACCLAMATION!
111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials	30	PASSES 104-10
#113.03 F25 In-State Tuition for Undocumented Scholars Who Have Graduated from High Schools Outside of California	37	PASSES 100-23
*+114.03 F25 Request for CCCCO Impact Analysis and Timeline Review for Multiple Initiatives	40	consent
#101.04 F25 Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o / Latina/o Studies Courses and Programs to Their Appropriate New Taxonomy Of Programs (TOP) Codes	10	PASSES BY ACCLAMATION!
+102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs Motion to split the 3 rd resolve – PASSES 70-43 Motion to extend time by 5 minutes – PASSES 54-47	14	Resolve 3: FAILS 32-73 Resolve 1-2: PASSES 100-11
*^102.04.01 F25 Amend 102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs	15	consent
*+105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion	23	consent
+111.04 F25 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials	31	CONSENSUS??
#113.04 F25 Establishing Pickleball as a Competitive Sport in the California Community Colleges	38	FAILS 19-82

Commented [BM10]: Pro: Changing Current Title 5
Con: Tucking away the scientific method as a tool rather than a process

Commented [BM11R10]: There will be an opportunity for public comment on all proposed Title 5 legislative changes at which time people can bring additional opposition or clarification

Commented [BM12]: materials for zero cost are only for textbooks and not for other instructional materials like paint brushes, instruments, lab coats/goggles, etc....

Commented [BM13]: Pro: Allowing people who migrate to Cali to be educated and pay taxes here and contribute
Con: This is not fair to out of state citizens who have to pay out of state prices; they should be the same

Commented [BM14]: pull out these Ethnic Studies from Social Justice and make them autonomous not to make them go away but be separate

Commented [BM15]: This is about AI literacy and not AI tools

Commented [BM16R15]: Resolve 1-2: there needs to be more conversations at the local level before standardized it at the state level; shifting resources to gaps in literacy and our resources should be places we see actual gaps
Pro: AI is already here and we need to move now and now wait - we should be in conversations and not let other people usurp academia; presupposes that disciplines area already using AI tools instead of letting the local disciplines determine how they use AI tools in their pedagogy

Commented [BM17R15]: there is enough debate already on title 5 changes lets let locals do some work first

*+114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption	41	consent
+102.05 F25 Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses 15	15	PASSES 80—29
+105.05 F25 Faculty Counselors and Student Education Plans (SEPs)	24	PASSES 98-3
+111.05 F25 Encourage Systemwide Use of California Community Colleges Canvas Commons	32	PASSES 98-6
+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses	16	PASSES 57-47
*^102.06.01 F25 Amend 102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses	17	consent
#105.06 F25 Applying Cal-GETC Subject Area 1B Courses to Basic Requirements for University of California Admission	25	PASSES BY ACCLAMATION!
#111.06 F25 Support for the A2MEND/California Community College Pan African Virtual College (PAVC)	33	PASSES 98-5

Commented [BM18]: If there are courses that are comparable at the UC/CSU there should be equivalencies, every course that is accepted at one area to one UC/CSU that all UC/CSU must accept that articulation
 Con: there are specific disciplines that have specific focuses, social justices have two different focuses, culturally centered first
 not speaking to ethnic studies classes
 There was a resolution in the Spring that did this for Ethnic Studies courses and want to do this for other disciplines

Commented [BM19]: Could have done it by acclamation but it was rejected

Commented [BM20]: want to streamline Commons access and materials on campus

Commented [BM21]: Pro: we want other courses to transfer and be inclusion in courses for CAL-GETC, historic classes or classes not in the catalog wont necessarily count
 Con: issues with counting duplicative courses

Commented [BM22]: Concerns about the LGBTQ rights in Ghana with a virtual conference

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.

Updated DAS Constitution and Bylaws: 10 Oct. 2025

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

Updated DAS Constitution and Bylaws: 10 Oct. 2025

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.

Update: Wednesday Oct. 22, 2025

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.

Update: Wednesday Oct. 22, 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 shall [may?] appoint a faculty member to serve in a non-voting capacity for one academic year.

Update: Wednesday Oct. 22, 2025

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

Update: Wednesday Oct. 22, 2025

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**

Commented [DK1]: Refine. Majority vote of each of the three Senates(?)

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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.**

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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

Update: Wednesday Oct. 22, 2025

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"

Section 6. 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 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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Update: Wednesday Oct. 22, 2025

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.

**Local Senate and District Senate Meeting Dates
F26-SP27**

FALL 2026

	<u>District</u>
<u>Local</u>	Aug. 24
Aug. 31 (due to Labor Day)	Sept. 28
Sept. 21	
Oct. 5	Oct. 26
Oct. 19	
Nov. 2	Nov. 30 [due to Nov. 23 holiday]
Nov. 16	
<i>Dec. 14 if needed</i>	

SPRING 2027

	Feb 22
March 1	March 22
March 15	
April 5	April 26
April 19	
May 3	May 24
May 17	
<i>June 7 if needed</i>	

Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.

PG&SL

Summary of Substantive Changes to AP6160a.

Policy/Title Alignment Updates

- Updates to align with current titles and practices.
 - Updated CTA/CCA contract references
 - VC of Ed Services & Strategic Planning replaced Chancellor in some places
 - Updated to Human Resources & Employee Relations
 - Accreditation Standard II.A.5 updated to 3.2

Lower Division Units

- IIA7 & 8 states what will be considered.
 - Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree,
 - Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

Defining Units and Clarifying Scope

- Some options for professional growth (Publications, Independent Study, Return to Industry) didn't have a method for determining units.
 - Added 54 hours = 1 semester unit & in some cases, 36 hours intensive preparation = 1 semester unit*
 - Faculty must include documentation/rationale for units requested
 - Growth plans for workshops/institutes can be for attending *or* facilitating
 - Requests for publications can be submitted for consideration within 6 months of completion.
 - Requests for attending or facilitating an institute or workshop can be submitted for consideration within 6 months of completion.

Review & Approval Process

- Included additional bodies in the approval process and added an appeal process.
 - Vice Chancellor of ES&SP & Senate Presidents now review (I Gen Info A1)
 - Human Resources & Employee Relations will confirm hiring/salary placement, etc.
 - Added appeal process for plan and/or salary advancement denial; the final decision made by District Senate Presidents (I Gen C/D)

Points to Discuss

1. Question to consider: Should we add the bolded text to keep consistent with the updated attending/facilitating Institute/Workshop requirements in IIA4?

III. Professional Growth Procedures & Salary Placement. B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, **and attending or facilitating institutes and/or workshops**, proposed growth activities shall not be initiated before the plan has been approved.

2. Question to consider: Must the VCES&SP and DAS Presidents approve the plan before initiating the endeavor?

I. General Information A1: A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, **Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor.**

3. Question to Consider: Should District Senate Presidents be the body to make a decision on an appeal? If they are, should they be part of the initial approval process?

I. General Information. C. Appeal process: If the academic endeavor or the request for reclassification is denied by the **PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents**, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.

D. The files of those who request the appeal process will be forwarded to the District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

4. Question to Consider: This was not part in the original. Why one column max for coursework?

IIA4. Course Work/Certificates – Units awarded for all course work, whether or not applicable towards a graduate level certificate, **shall only be applied for salary advancement up to one additional column** and in no event beyond Column G.

5. 54 hours/36 intensive hours = 1 unit

Human Resources and Employee Relations

AP 6160a PROFESSIONAL GROWTH – FULL TIME FACULTY – SALARY ADVANCEMENT AND SABBATICAL LEAVE

Reference: Accreditation Standard 3.2

I. General Information

- A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), which is co-chaired by a faculty member and an administrator.
 - 1. A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor.
 - 2. Faculty members shall provide the following information to be verified by PG&SL committee co-chairs: The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.
 - 3. Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: date of hire as a full-time faculty member, occupational salary schedule if applicable, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities.
- B. Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty member must submit a request for reclassification packet to the PG&SL Committee. The

request must include appropriate documentation and must be submitted in accordance with published deadlines. Upon verification of the completion of the reclassification request, the PG&SL Committee will forward the recommendations to the Vice Chancellor of ES&SP and the College Academic Senate Presidents, as well as the Vice Chancellor of HR&ER who will place the item on the agenda for approval by the Board of Trustees. Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

1. Any approved salary reclassification will be effective the first day of the month following Board of Trustees approval.
 2. Salary reclassification based on completed coursework or approved activities shall not be applied retroactively.
- C. Appeal process: If the academic endeavor or the request for reclassification is denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.
- D. The files of those who request the appeal process will be forwarded to the District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

II. Options for Professional Growth

- A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or must enhance and further the faculty member's ability to perform in the applicant's faculty service area(s) or planned area of expertise. The Committee may seek clarification or further information when the course work or instructional program(s) is not discipline-specific or in a faculty member's service area.
1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.
 2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units

earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.
4. Course Work/Certificates – Units awarded for all course work, whether or not applicable towards a graduate level certificate, shall only be applied for salary advancement up to one additional column and in no event beyond Column G.
5. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.
 - One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present at a workshop; extensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.
 - For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.
6. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

7. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.
8. Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan.

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or scholarly publications as determined by the PG&SL Committee in their sole discretion. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. The Committee may ask for further clarification or information regarding professional publications submitted for consideration.
2. Upon recommendation of the PG&SL Committee and concurrence by the Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.
3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.
2. Upon the recommendation of the PG&SL Committee and concurrence by the Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, and

may be applicable for purposes of salary reclassification.

3. A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit.
2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.
3. Upon recommendation of the PG&SL Committee and concurrence by the Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.
4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

III. Professional Growth Procedures & Salary Placement

- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.
- B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities shall not be initiated before the plan has been approved.
- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.
- D. Upon completion of the plan, the faculty member will submit a formal written

request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

- E. Upon completion and conferral of a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.
- F. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.
- G. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP who reviews and forwards to Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV. Sabbatical Leave

Sabbatical leave will be granted in accordance with Article XIII, Section Q of the collective bargaining agreement between the District and the District's Chapter of the CCA/CTA/NEA. This Agreement is available for review on the District's website (www.rccd.edu) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

Office of Primary Responsibility: Vice Chancellor, Human Resources and Employee Relations

Administrative Approval:

January 27, 2015

Revised: May 18, 2023

December 12, 2023, January 30, 2024

(Replaces Regulations 3080)

**Riverside Community College District Administrative No. 76160a
Procedure**

Human Resources and Employee Relations

**AP 76160a PROFESSIONAL GROWTH – FULL TIME FACULTY –
SALARY ADVANCEMENT AND SABBATICAL LEAVE**

Reference:

Accreditation Standard ~~III.A.5.14~~ 3.2

I. General Information

A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), which is co-chaired by a faculty member and an administrator.

~~1. A faculty member interested in beginning an academic professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan—program must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor. The documents of academic endeavors will also be reviewed by Vice Chancellor of Educational Services & Strategic Planning (ES&SP) and the District District Academic Senate President.~~

~~2. Faculty members shall contact Human Resources & Employee Relations (HR&ER) to provide provide the following information to be verified by PG&SL committee co-chairs:—The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.~~

~~3. Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: date of hire as a full-time faculty member, occupational salary schedule if applicable, occupational salary schedule, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities at the time of hire.~~

Commented [DK1]: What is the purpose of having VC and AS review the documents? Are they able to overrule the PG&SL decision? Are they simply ensuring compliance with the policy?

Commented [KK2R1]: Keith will rephrase this paragraph

Commented [BS3R1]: The VC was the administrative co-chair prior to the hiring of the AVC and the ASP reported out a status at the regular Senate meetings

Commented [KK4]: For Keith: carry over units can only be used once

B. ~~Once the approved academic endeavor is complete~~ Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, ~~the faculty member must~~ member must submit a request for reclassification packet to the PG&SL Committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines. ~~To request reclassification for salary column advancement pay purposes, the faculty member is required to submit appropriate documentation in accordance with published deadlines to the PG&SL Committee.~~ Upon verification of the completion of the reclassification request, ~~an approved professional development program growth plan, which after review, the PG&SL Committee will forward the recommendations to the Vice Chancellor of Educational Services and Strategic Planning ES&SP, and the College Academic Senate Presidents,~~ the President of the College and as well as the Vice Chancellor of Human Resources and Employee Relations (HR&ER) who will place the item on the agenda for approval by the Board of Trustees. ~~and Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification.~~ Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

Commented [DK5]: Is the purpose of forwarding to the VC and AS just to keep them informed?

Commented [KK6R5]: Just to keep them informed

Commented [KK8]: For information only

1. ~~Any approved S~~ Salary ~~Reclassification will be effective the first day of the month following Board of Trustees approval for pay purposes.~~ will be effective the 1st day of the month following Board approval.

Commented [JL9]: Salary reclassification will begin the first day of the month following Board of Trustee approval for pay purpose.

Commented [KK10R9]: Keith to review this edit

2. Salary reclassification based on completed coursework or approved activities shall not be ~~implemented~~ applied retroactively.

2. ~~Reclassification for pay purposes is not retroactive with respect to the date of completion of the course work, or approved activity, activity, or the submission of verification of completed course work or activity.~~

Commented [JL11]: Salary reclassification based on completed coursework or approved activities shall (or will) not be implemented retroactively.

Commented [KK12R11]: Keith to review this edit

C. Appeal process: If the academic endeavor or the request for reclassification is ~~rejected~~ denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.

D. The files of those who request the appeal process will be forwarded to the ~~College~~ District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), ~~or~~

Commented [DK13]: Highlighting for further discussion re foreign language classes.

Commented [KK14R13]: Potentially add to this to include student population, etc.

must ~~be a series which would~~ enhance and further the faculty member's ability to perform in ~~his/her the applicant's faculty service area(s) or~~ planned area of expertise. ~~In the case of terminal degrees, t~~The Committee may seek clarification or further information when the ~~degree~~course work or instructional program(s) is not discipline-specific or in a faculty member's service area.

Commented [ZL15]: do we want to limit the units for this?

Commented [KK16R15]: Keith to draft language regarding certificates

1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.

2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least ~~36-54~~ hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution. Course work/Certificates – Units awarded for course work applicable towards a graduate level certificate shall only be applied for salary advancement up to one additional column and in no event beyond Column G.

4. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

Commented [NS17]: Does this section apply to attending an institute/workshop, or facilitating an institute/workshop, or both?

• One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" ~~i ncludes, which is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present a paper at a workshop;~~

Commented [DK18]: How is this defined?

Commented [DK19R18]: Fixed

~~in~~extensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.

- For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit. ~~Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.~~

4.—

includes, but is not limited to, activities such as preparation required to present a paper at a workshop; intensive pre and post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc. ~~For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.~~

5.— Fifteen approved semester units will be necessary for each salary reclassification.

6-5. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

6. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

7. ~~8. However, Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, may have lower division units be approved for lower division units may be approved for~~ allowed to those CTE faculty employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan, development program. ~~The All planned lower division program must be completed before the units will be recommended for salary reclassification.~~

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or juried scholarly publications as determined by the PG&SL eCommittee in their sole

Commented [DK20]: Must directly relate to FSA?

Commented [NS21]: approved for ??

Commented [NS22]: Is it important to us that we limit professional publications to "juried" scholarly publications? Including "juried" makes me think that only peer reviewed journal articles are considered here. Is that correct?
I suspect that there are folks producing/publishing scholarly work in other venues that contribute to the field and their professional growth (i.e., trade publications, professional organizations, conferences, etc.). I saw many examples of this in one of the distinguished faculty applications.

Commented [KK23R22]: Keith to consider peer-reviewed, scholarly, textbooks.

~~discretion~~ ~~at~~, ~~compilations, or textbooks.~~ Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. ~~The application for professional growth will include documentation and rationale for the units requested within 6 months of the publication.~~ Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. ~~T— Approximately 36 hours will qualify as one unit.~~ ~~The~~ Committee may ask for further clarification or information regarding professional publications submitted for consideration. _

2. Upon recommendation of the PG&SL Committee and concurrence by the ~~_Chancellor~~ Vice Chancellor of, ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.

3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. ~~The application for professional growth will shall include documentation and rationale for the units requested.~~ ~~Approximately 54 36 hours will qualify as one unit.~~ ~~The Committee may ask for further clarification or information regarding the creative project submitted for consideration.~~

~~2.~~

~~3.2.~~ Upon the recommendation of the PG&SL Committee and concurrence by the ~~Chancellor~~ Vice Chancellor of, ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, ~~_~~ and may be applicable for purposes of salary reclassification.

~~4.3.~~ A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

Commented [NS24]: Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on basis of at least 36 hours of intensive preparation which includes, but is not limited to activities such as coordinating with publisher, researching, writing, and editing the work.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth will shall include documentation and rationale for the units requested. Approximately 36 (or 54?) 54 hours will qualify as one unit.

Commented [NS25]: Remove approximately

Commented [KK26R25]: Maybe 54 all across, make it consistent.

2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

3. Upon recommendation of the PG&SL Committee and concurrence by the ~~Chancellor~~ Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.

4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

III. Professional Growth Procedures & Salary Placement

- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.

~~B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities shall not be initiated before the plan has been approved. Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating appropriate professional growth activities besides professional publications. And The faculty member must have preliminary approval of that plan by the PG&SL Committee to ensure it meets the necessary District requirements, and criteria for professional growth and unit allocation.~~
B.

Commented [NS27]: do these words belong here?

Commented [NS28]: This wording suggests to me that the plan must be submitted before initiating, but I think we mean to also convey that the plan must be approved before initiating. Can we clarify. Suggestion:

- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.

D. Upon completion of the plan, the faculty member will submit a formal

Faculty members must submit a plan for professional growth to the PG&SL committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities should not be initiated before the plan has been approved.

written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

D. _____

E. Upon completion and conferral of a Bachelor's degree (only applies to those on the occupational salary schedule with less than a B.A. or B.S. degree) or a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.

E.F. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.

F.G. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP Educational Services and Strategic Planning, Workforce Development and Planning, or designee, who reviews and forwards to Diversity and Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV. Sabbatical Leave

Sabbatical leave will be granted in accordance with Article XIII, Section P.Q of the collective bargaining agreement between the District and the District's Chapter of the CCA/CTA/NEA. This Agreement is available for review on the District's website (www.rccd.edu) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

Office of Primary Responsibility: Vice Chancellor, ~~Diversity and~~ Human Resources and Employee Relations

Administrative Approval:

January 27, 2015

Revised: ~~February 12, 2019 March 21, 2019 May 18, 2023,~~
December 12, 2023, January 30, 2024

Commented [ZL29]: Separate these two

Commented [ZL30R29]: What about completed a certificate?

Commented [KK31R29]: Related to faculty's expertise? Clean this up.

Commented [KK32R29]: Keith to review and add language

Commented [BS33]: Update to 2021-2024 CTA Agreement

| (Replaces Regulations 3080)

