



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Spring Plenary Session

Adopted Resolutions

Resolutions Committee

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C
Karen Chow, ASCCC Resolutions Second Chair, Area B
Nikki Grose, Feather River College, Area A
Jerome Hunt, Long Beach City College, Area D
Yuting Lin, Sierra College, Area A
Krystinne Mica, ASCCC Executive Director

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RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the [*Resolutions Handbook*](#) (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded, Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

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 begins 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 as follows:

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

ADOPTED RESOLUTIONS

101 CURRICULUM

101.01 S25 Addressing Barriers to Articulation

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

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across California community colleges, but gaps remain in the articulation of courses outside of the transfer model curriculum and associate degree for transfer;

Whereas, AB 1111 (Berman, 2021)² mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways³;

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

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, articulation officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved

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

² <https://legiscan.com/CA/text/AB1111/id/2436122>

³ <https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf>

transparency, consistency, and timeliness in articulation decisions and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

MSU

101.02 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses

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

Whereas, California community college faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently again denied⁴;

Whereas, Articulated California community college ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than articulated California State University and University of California ethnic studies courses⁵; and

Whereas, CSU students often take California community college ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, but these same ethnic studies courses are not approved for CSU GE Area F, and therefore California community college students take the same ethnic studies courses that count for the CSU students' ethnic studies requirement but the courses do not count for the community college students for the transfer general education ethnic studies requirement⁶;

⁴ San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

⁵ Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement⁵, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement⁵ and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement⁵. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. The CSUCO required that the courses be reviewed again for 2024, but no reason for the review was given, and the courses were subsequently denied approval.

⁶ San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU, but the San Diego Mesa College courses were not approved for CSU GE Area F

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the 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 Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

MSC

101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024⁷ specifies that only “courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org,” and the Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

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

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

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

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

⁷ [California General Education Transfer Curriculum \(Cal-GETC\) Implementation Guidance Memo dated February 14 2024](#)

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

Contact: Melain McIntosh, Compton College, Area C

MSU

102 DEGREE AND CERTIFICATE REQUIREMENTS

103 GRADING POLICIES

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

Whereas, The California Community Colleges Chancellor's Office (CCCCO) 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 (CPL), and aligns with the core academic and professional matters outlined in the Title 5 §53200⁸ by fostering student achievement and seamless transfer pathways;

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges support the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined

⁸ [Title 5 Section 53200 - 10+1](#)

policies that recognize military training and experience as academic credit to ensure equitable educational opportunities for veterans; and

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

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

MSU

103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning

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

Whereas, While California Education Code permits community colleges to charge students a fee for administering credit by exam, and, according to California Code of Regulations Title 5 §55050⁹, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit, but colleges should consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

Whereas, §55050 of the credit for prior learning regulation in Title 5 states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Colleges may grant credit only to students who are registered at the college and in good standing and only for courses listed in the catalog of the college;

Resolved, That the Academic Senate for California Community Colleges recommend that no fee be assessed for credit for prior learning examinations.

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

MSC

⁹ [Title 5, Section 55050](#)

104 EDUCATIONAL PROGRAM REQUIREMENTS

104.01 S25 Reimagining Transfer Alignment Efforts

Whereas, The Academic Senate for California Community Colleges adopted Resolution 15.01 F17,¹⁰ which resolved that “the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems”;

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

Whereas, Many UC Transfer Pathways in high unit science, technology, engineering, and mathematics disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC), because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023),¹¹ requiring removal of courses from the preferred major preparation to create a compliant associate degree for transfer; and

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

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

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

MSC

105 STUDENT PREPARATION AND SUCCESS

¹⁰ <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

¹¹ [AB 2057 \(Berman 2023\)](#)

105.01 S25 Catalog Rights for Dual Enrollment Students

Whereas, California Code of Regulations Title 5 §40401¹² establishes a system-wide catalog rights policy for undergraduate students of the California State University, which includes California community college transfer students, and allows that

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

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

Whereas, Dual enrollment students who start at a California community college may establish community college catalog rights in the semester they first start taking courses at a community college, but the California State University (CSU) will not honor those catalog rights, as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school¹³; and

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

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

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

¹² [Title 5 §40401](#)

¹³ [CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart](#)

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

Whereas, The California Community Colleges Chancellor's Office Vision 2030¹⁴ incorporates a commitment to proactively bring college education to prospective students, wherever they are, to ensure equity in access;

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

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

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

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

Contact: Dr. Sigrid Williams, Norco College

MSC

106 GOVERNANCE STRUCTURES

106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates

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

Whereas, Part-time faculty are integral to the mission, vision, and values of the ASCCC, and the inclusion of part-time faculty in college participatory governance structures is essential for fostering a collaborative and effective academic community;

¹⁴ [CCCCO Vision 2030](#)

Whereas, Previous resolutions and resources produced by the ASCCC—including resolutions 1.02 F20, 19.01 S21, 17.02 S22, 1.01 S23, and 17.02 S23—have emphasized the importance of equity for part-time faculty and recognized the significant contributions of part-time faculty in the educational environment, thus aligning with a strong commitment to create an environment where all voices are heard and all faculty members can contribute to decision-making processes; and

Whereas, Current Title 5 §53202 (d)¹⁵ reads, “The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate,” thus granting full-time faculty the discretion to include part-time faculty in membership and participation in the local academic senates through the use of the term "may," which could inadvertently contribute to inequities and lack of representation;

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

Resolved, That the Academic Senate for California Community Colleges, upon completing research into the potential consequences of a language change in Title 5 §53202 (d) from “may” to “shall” and barring any negative effects on other areas of Title 5, work with the California Community Colleges Chancellor’s Office to update Title 5 §53202 (d) to provide true equity and inclusion in local college governance to all faculty in the California Community Colleges system.

Contact: Lindsay Weiler, Riverside City College

MSC

107 ACCREDITATION

108 PROFESSIONAL DEVELOPMENT

109 PROGRAM REVIEW

110 INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

Whereas, The document *Standards of Practice for California Community College Counseling Faculty and Programs* was originally adopted by the delegates to the 1997 Academic Senate for

¹⁵ [Title 5 Section 53202 \(d\)](#)

California Community Colleges Spring Plenary Session, revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, The document itself recommends that it be reviewed at least every six years¹⁶; and

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

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

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

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

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

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

Whereas, Matt demonstrated exceptional dedication through his service on the ASCCC Relations with Local Senates Committee, resulting in contributions to the development of the initial version of the ASCCC *Local Senates Handbook*, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-

¹⁶ P.19 [Standards of Practice for California Community College Counseling Faculty and Programs](#)

driven work on AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and the statewide community; and

Whereas, Matt's encouragement supported many faculty across Area A, ASCCC Executive Committee members, and numerous ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodied the mission of ASCCC and will be deeply missed by the colleagues he inspired;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of senator emeritus posthumously to Dr. Matthew "Matt" Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

ACCLAMATION

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

Whereas, The ASCCC owes a debt of deep gratitude to Dr. Peter "John" Stanskas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges system as a genuine and stylish leader who celebrated life and made everyone smile with his legendary shiny blue shoes;

Whereas, John earned his doctorate in nuclear chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and becoming a full-time chemistry faculty member in 2002, and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

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

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

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

Andrea Hecht, San Bernardino Valley College, Area D

ACCLAMATION

111.04 S25 Support of Sanctuary Campus Designations

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

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

Whereas, The November 15, 2024 California Community Colleges Chancellor's Office memo "California and its Community Colleges Remain Sanctuary Jurisdictions"¹⁷ states that the Chancellor's Office "anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect's party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted," but also asserts that "our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order;"

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

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their college administrations to designate their colleges sanctuary campuses; and

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

Contact: Joshua Scott, Solano Community College, Area B

ACCLAMATION

¹⁷ [Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions](#)

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

Whereas, Education Code §70902(b)(7)¹⁸ states that the Board of Governors shall “[e]stablish procedures that are consistent with minimum standards...to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance,” and Title 5 §51023.5¹⁹ states that “[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff,” but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200²⁰ and student leadership in §51023.7²¹, leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory governance, accountability, and inclusivity within California’s educational institutions;

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

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

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

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

¹⁸ [California Education Code §70902](#)

¹⁹ [Title 5 Section 51023.5](#)

²⁰ [Title 5 Section 53200](#)

²¹ [Title 5 Section 51023.7](#)

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

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

Julie Bruno, Sierra College, Area A

ACCLAMATION

111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives, including resolutions 09/07 F21, 03.02 S21, 19.01 F19, and 03.01 S21;

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

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200, includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education²², protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

²² American Association of University Professors. (n.d.). [Endorsers of the 1940 Statement](#).

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Title 5 §53200; and

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

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

ACCLAMATION

111.07 S25 Laboratory Faculty and College Governance

Whereas, Title 5 §55002.5²³ defines all credit hours as total student work and does not differentiate between work completed in lecture, in lab, or outside the classroom, and Title 5 §55002²⁴(a)(2)(C) states that credit courses shall treat “subject matter with a scope and intensity that requires students to study independently outside-of-class time”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 SP01 that modern teaching pedagogy “has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats”;

Whereas, The ASCCC affirmed in Resolution 19.02 SP16 that the “differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses”; and

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and health professions disciplines that require extensive laboratory instruction²⁵;

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

Resolved, That the Academic Senate for California Community Colleges recommend that colleges prioritize eliminating historical structural inequities in faculty load and pay

²³ [Title 5 Section 55002.5](#)

²⁴ [Title 5 Section 55002](#)

²⁵ <https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/>

determinations as part of their processes of instructional planning and budget development; and

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

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

MSC

111.08 S25 Advocating for Systemwide Access to AI Tools and Training

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

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

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions 13.05 SP23 and 108.01 F24, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

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

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

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons, including vetted system-wide AI tool access, professional development pathways, and resources for ethical and

responsible implementation and use across diverse disciplines and learning environments by spring 2026.

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

MSC

111.09 S25 Supporting a United Faculty Workplace for California Community Colleges

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters as outlined in Title 5 §53200(c),²⁶ with a long history advocating for equity and equal rights for part-time faculty and formally working with various faculty groups, such as Faculty Association of California Community Colleges, through the Council of Faculty Organizations on common issues under academic and professional matters and overlapping purview, all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or two-tier, faculty system²⁷ comprised of part-time (adjunct) and full-time (tenured or tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities, curriculum development, participatory governance structures, strategic and institutional planning, and more, all of which negatively affect the college experience and success of the marginalized students part-time faculty serve;

Whereas, The persistence of the two-tier faculty system deprives California community colleges of the opportunity to benefit from the diverse viewpoints and professional expertise of a large part of every campus' faculty body²⁸ and causes disparities, which may be described as “tenurism,”²⁹ that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights³⁰; and

Whereas, While the current structure, with its two vastly unequal tiers, has produced inconsistent and inequitable service for students, the United Faculty model—also referred to as the one-tier, one-faculty, or unified faculty model—emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California, will relieve full-time faculty overburdened by college governance duties by greatly

²⁶ [Title 5 Section 53200\(c\)](#)

²⁷ [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

²⁸ [CCCCO Faculty and Staff Demographics](#)

²⁹ <https://cpfa.org/tenurism/>

³⁰ [Article 23.1 of the Universal Declaration of Human Rights](#)

increasing the number of faculty available to participate in college governance, and will support students outside of instructional hours;

Resolved, That the Academic Senate for California Community Colleges continue the work called for in its Resolution 17.03 F23 “Supporting Equal Rights for Part-time Faculty” by promoting and supporting legislation enacting the United Faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its purview of academic and professional matters, work in solidarity with the Faculty Association of California Community Colleges, the California Part-time Faculty Association, the New Faculty Majority, the California Federation of Teachers, the Community College Association, and other faculty organizations by endorsing the United Faculty model and encouraging colleges and districts to ensure that all instructors, regardless of rank or tenure status, have equitable access to some form of basic job security as well as equitable and proportional duties and development opportunities as they are willing and available; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

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

MSC

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S25 Disciplines List – Art

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

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

OR

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

OR

the equivalent

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

112.02 S25 Disciplines List – Physical Education (Adapted)

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

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

OR

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

OR

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

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

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

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

OR

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSC

112.04 S25 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures"

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

Whereas, The 2018 paper references California Community College Chancellor's Office Equal Employment Opportunity (EEO) Best Practices Handbook that has since been updated in 2022 and is, at the time writing of this resolution, in the process of being updated again;

Whereas, Since the 2018 update of the paper, the Academic Senate for California Community Colleges, in collaboration with system partners, has garnered greater attention to and focus on

faculty diversification and retention by addressing structural racism in California community colleges, including leading a call to action, contributing to the 2023 EEO 10-Point Plan for Faculty Diversity Hiring, furthering discussions of including student voice in faculty hiring processes, and supporting various innovative and culturally responsive hiring methods that this paper has yet to explore; and

Whereas, In 35 of California's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty³¹, inviting special attention to part-time faculty hiring policies and procedures, which is not currently addressed in the 2018 paper *A Re-examination of Faculty Hiring Processes and Procedures*;

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

Contact: Luke Lara, ASCCC Executive Committee

MSU

113 LEGISLATION AND ADVOCACY

113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meetings Act

Whereas, The Academic Senate for California Community Colleges (ASCCC) has affirmed the value of flexible remote participation in governance through prior resolutions such as Resolution 1.04 S22, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

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

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California's community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging³²; and

³¹https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

³²Chancellor's Office Vision Resource Center <https://visionresourcecenter.azurewebsites.net/events/>

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

Resolved, That the Academic Senate for California Community Colleges support AB 259 (Rubio, 2025)³³ to preserve flexible teleconferencing options; and

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

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

MSC

113.02 S25 Revising Student Centered Funding Formula Metrics to Better Serve All Students

Whereas, The Student-Centered Funding Formula (SCFF) was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students, including students who enroll part-time due to work and family obligations, a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure success in Resolution 07.03 S23;

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

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many such achievements are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development³⁴; and

Whereas, From 2022-2023 to 2023-2024, the statewide success rates for four-year transfer and living wage—neither of which is fully within the control of colleges—declined despite the fact

³³ AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences [Bill Text - AB-259 Open meetings: local agencies: teleconferences.](#)

³⁴ See ASCCC legislative advocacy letter, February 28, 2019, Revising the "Student Centered Funding Formula" to Incentivize Student-Focused Outcomes: https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19_1.pdf
https://www.asccc.org/sites/default/files/Revising the Student Centered Funding Formula 2.28.19_1.pdf

that the statewide success rates for associate degree for transfer completion, associate of arts and associate of science degree completion, certificate completion, and completion of 9+ career technical education units all improved, penalizing colleges for declines in these two metrics— both of which are influenced by factors outside their control— and suggesting that the current SCFF is fundamentally flawed;

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

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

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

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

Leticia Barajas, East Los Angeles College, Area C

MSC

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

Whereas, Generations of students have attended California Community Colleges to take specific courses to upskill in preparation for advancement in the workplace, which is a need recently observed in the California Master Plan for Career Education,³⁵ and in preparation for their academic journey;

³⁵ <https://www.gov.ca.gov/wp-content/uploads/2024/12/CA-Master-Plan-Framework-Governors-Office.pdf>

Whereas, California Education Code Section 78213,³⁶ as revised in 2022 by AB 1705 (Irwin), reduces upskilling opportunities by prohibiting community college districts from enrolling students in pretransfer-level English and mathematics courses and enrolling STEM majors in mathematics courses below Calculus 1 unless those courses can demonstrate better aggregate results in one-year throughput irrespective of students wanting to take the courses to enhance their skills to advance their career and academic goals;

Whereas, California Education Code Section 66010.2³⁷ provides that all education institutions, including “the California Community Colleges... share goals designed to provide educational opportunity and success to the broadest possible range of our citizens,” and yet state restrictions on community college course offerings have excluded citizens who seek to upskill their remedial skills in mathematics and English; and

Whereas, The Academic Senate for California Community Colleges opposes legislation that censors academic offerings while advocating for legislation to allow community college districts to offer students the option of taking pre-transfer level English and mathematics courses and mathematics courses below Calculus, as established in Resolutions 13.04 SP 23 and 113.01 F24;

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

Contact: Jeffrey Hernandez, Los Angeles Community College District

MSC

113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction as of February 21, 2025

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

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

³⁶ See California Education Code Section 78213, particularly sub-sections (d) through (j)
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213.

³⁷ See California Education Code Section 66010.2
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

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

Whereas, Assembly Bill 1433³⁸ (Sharp-Collins) proposes to formally define noncredit colleges and centers and to mandate the allocation of base funding within designated categorical programs to eligible noncredit institutions that meet specified conditions, thereby enabling equitable access to critical wraparound services;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 1433, as of February 21, 2025, recognizing the essential role of noncredit education in advancing educational equity, access, and student success.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

ACCLAMATION

114 CONSULTATION WITH THE CHANCELLOR’S OFFICE

114.01 S25 Empowering Faculty Voice in Rising Scholars Programming

Whereas, Rising Scholars is a commitment made in the California Community Colleges Chancellor’s Office Vision 2030: “California and the California Community Colleges Chancellor’s Office (Chancellor’s Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults”;

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of Title 5 §53200³⁹: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

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

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

³⁸ <https://legiscan.com/CA/bill/AB/1433/2025>

³⁹ [Title 5 Section 53200](#)

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

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

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

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

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

ACCLAMATION

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

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

Whereas, Title 5 §58003.1(f)(2)⁴⁰ and the 2024 *Attendance Accounting Manual*⁴¹ (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical

⁴⁰ [Title 5 Section 58003.1\(f\)\(2\)](#)

⁴¹ [2024 Attendance Accounting Manual](#)

approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and aid institutions in the calculation of full-time equivalent students for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit courses;

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

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

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

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

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

MSU

114.04 S25 Fraudulent Bot Enrollments in California Community Colleges Courses

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment in California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California community colleges, and despite the California Community Colleges Chancellor's

Office efforts to prevent and mitigate fraud systemwide,⁴² the California Community Colleges system lost more than \$7.5 million to financial aid fraud in 2024;⁴³

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses⁴⁴, causing further scheduling complications and making it more difficult for students to register for required courses needed to make progress toward their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies⁴⁵ to accurately identify and drop fraudulent students so that add codes can be given to real students to enroll in their place before the add deadline; and

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

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

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

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to increase efforts toward supplying disaggregated data by district or provide an explanation for why providing such data is not in the best interests of the colleges, as well as provide systemwide technology or funding to help local colleges' efforts to understand and combat fraud in enrollment and financial aid.

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

ACCLAMATION

⁴² <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

⁴³ Ed Source: Financial aid fraud is growing at California's community colleges.

⁴⁴ <https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

⁴⁵ <https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud>

FAILED RESOLUTIONS AND AMENDMENTS

103.02 S25 Enhancing Student Mobility: Credit for Prior Learning and Transcript Reciprocity Among California Community Colleges

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges recommend the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for credit for prior learning, as this policy would ensure that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

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

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

MSF

104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts

Replace 3rd whereas:

~~Whereas, Many UC Transfer Pathways (UCTPs)⁴⁶ in high-unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)⁴⁷, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)⁴⁸ requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and~~

Whereas, TMCs in a number of majors including business administration, law, public policy, and society, and some science, technology, engineering, and mathematics disciplines do not include the full or correct major preparation coursework; and

Amend the resolved:

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

Contact: Pablo Martin, San Diego Miramar College

MSF

114.02 S25 Advocating for Systemwide Access to AI Tools and Training

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity, thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs⁴⁹;

⁴⁶ <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

⁴⁷ <https://icas-ca.org/cal-getc/>

⁴⁸ [AB 2057 \(Berman 2023\)](#)

⁴⁹ CSU unveils massive AI venture (LA Times, Feb 2025)
<https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture>
UC Artificial Intelligence Council <https://ai.universityofcalifornia.edu/tools-and-resources.html>

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

Whereas, *Vision 2030* calls on the California Community Colleges to “embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies,” directly linking AI adoption to the system’s goals for workforce responsiveness, equity, and academic excellence⁵⁰; and

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

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

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

MSF

REFERRED RESOLUTIONS AND AMENDMENTS

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

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

Whereas, Credit for prior learning provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030⁵¹ emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

⁵⁰ Vision 2030, California Community Colleges Chancellor’s Office
<https://www.cccco.edu/About-Us/Vision-2030> (Goal 4: Responsiveness to Community and Workforce Needs)

⁵¹ <https://www.cccco.edu/About-Us/Vision-2030>

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

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

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

MSR – Referred to the ASCCC Executive Committee to **take action and report back** at the Fall 2026 Plenary Session

DELEGATES

College	First Name	Last Name
Alameda, College of	Cynthia	Haro
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Jess	Vickery
Cabrillo College	Victoria	Banales
Calbright College	Michael	Stewart
Canada College	Gampi	Shankar
Canyons, College of	Lisa	Hooper
Cerritos College	Yvonne	Mills
Cerro Coso College	Mona	Abdoun
Chaffey College	Nicole	DeRose
Citrus College	Lisa	Villa
Clovis College		
Coalinga College	Matt	Magnuson
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean Christopher	Moore
Contra Costa CCD	Joseph	Carver

College	First Name	Last Name
Contra Costa College	Gabriela	Segade
Copper Mountain College	Jennifer	Anderson
Cosumnes River College	Jacob	Velasquez
Crafton Hills College	Natalie	Lopez
Cuesta College	Alexandra	Kahane
Cuyamaca College	Karen	Marrujo
Cypress College	Kathleen	McAlister
De Anza College	Erik	Woodbury
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Evergreen Valley College	Eric	Narveson
Feather River College	Nikki	Grose
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Karla	Kirk
Fullerton College	Bridget	Kominek
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Golden West College	Damien	Jordan
Grossmont College	Perla	Lopez
Hartnell College		
Imperial Valley College	Ric	Epps
Irvine Valley College	RJ	Dolbin

College	First Name	Last Name
Laney College	Leslie	Blackie
Las Positas College	Ashley	McHale
Lassen College	Adam	Runyan
Lemoore College		
Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Harbor College	Adrienne	Brown
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Louie	Giambattista
Los Rios CCD	Paula	Cardwell
Madera College		
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Curry	Mitchell
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Adria	Gerard
Moorpark College	Nicole	Block
Moreno Valley College	Esteban	Navas

College	First Name	Last Name
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	John	Torres
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Michelle	Patrick-Norng
Ohlone College	Katherine	Michel
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Elizabeth	Pearson
Pasadena City College	Carmen	Stephens
Peralta CCD	Eleni	Gastis
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Claire M.	Coyne
Redwoods, College of the	Bernadette	Johnson
Reedley College	Ruby	Duran
Rio Hondo College	Angela	Rhodes
Riverside City College	Jo	Scott-Coe
Riverside CCD	Kimberly	Bell
Sacramento City College	Amy	Strimling
Saddleback College	Frank	Gonzalez
San Bernardino Valley College	Andrea	Hecht
San Diego City College	Mona	Alsoraimi-Espiritu
San Diego Continuing Ed	Richard	Weinroth

College	First Name	Last Name
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Alexis	Litzky
San Joaquin Delta College	Becky	Plaza
San Jose City College	Heidi	Kozlowski
San Jose-Evergreen CCD	David	Hendricks
San Mateo CCD	David	Eck
San Mateo, College of	Tod	Windisch
Santa Ana College	Merari	Weber
Santa Barbara City College	Kathleen	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	John	Stover
Santiago Canyon College	Sara	Gonzalez
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Siskiyou, College of the		
Skyline College	Jessica	Truglio
Solano College	Joshua	Scott
Southwestern College	Andrew	Rempt
Taft College	Michelle	Beasley
Ventura College		
Victor Valley College	Harry	Bennett Jr.
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell

College	First Name	Last Name
Woodland College	Aree	Metz
Yuba College	Melissa	Ha

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	LaTonya	Parker
Secretary	Stephanie	Curry
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Karen	Chow
At-large Representative	Christopher	Howerton
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Carlos	Guerrero
South Representative	Luke	Lara
Area A Representative	Juan	Arzola
Area B Representative	Mark	Osea
Area C Representative	Erik	Reese
Area D Representative	Maria-Jose	Zeledon-Perez