



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion at Area Meetings

Friday, October 10, 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

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Table of Contents

Plenary Resolutions Process	2
ASCCC 2025 Fall Plenary Session Resolutions Timeline.....	2
Parliamentary Motions	4
CONSENT CALENDAR	5
RESOLUTIONS CATEGORIES	6
101. CURRICULUM	7
*101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.....	7
102. DEGREE AND CERTIFICATE REQUIREMENTS.....	7
*102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students ..	7
*102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees	8
*102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5.....	9
103. GRADING POLICIES.....	10
104. EDUCATIONAL PROGRAM REQUIREMENTS.....	10
105. STUDENT PREPARATION AND SUCCESS.....	10
*105.01 F25 CSU GE Approval Process for CCC Courses.....	10
106. GOVERNANCE STRUCTURES	11
107. ACCREDITATION	11
108. PROFESSIONAL DEVELOPMENT	11
*108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program” ...	11
109. PROGRAM REVIEW	11
110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT.....	11
111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	11
*111.01 F25 Adopt the Paper, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”	11
*111.02 F25 Establish Credit for Prior Learning Liaisons	12
*111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials...	12
112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS.....	14
*112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”	14
113. LEGISLATION AND ADVOCACY	14
114. CONSULTATION WITH THE CHANCELLOR’S OFFICE.....	14
*114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes	14

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 #
- Urgent resolutions and amendments 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.

CONSENT CALENDAR

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

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

101. CURRICULUM	7
*101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates	7
102. DEGREE AND CERTIFICATE REQUIREMENTS	7
*102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students.....	7
*102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees	8
*102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5	9
103. GRADING POLICIES	10
104. EDUCATIONAL PROGRAM REQUIREMENTS	10
105. STUDENT PREPARATION AND SUCCESS	10
*105.01 F25 CSU GE Approval Process for CCC Courses	10
106. GOVERNANCE STRUCTURES.....	11
107. ACCREDITATION.....	11
108. PROFESSIONAL DEVELOPMENT	11
*108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program”	11
109. PROGRAM REVIEW	11
110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT.....	11
111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	11
*111.01 F25 Adopt the Paper, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”	11
*111.02 F25 Establish Credit for Prior Learning Liaisons	12
*111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials	12
112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS	14
*112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”	14
113. LEGISLATION AND ADVOCACY	14
114. CONSULTATION WITH THE CHANCELLOR’S OFFICE	14
*114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes	14

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

102. DEGREE AND CERTIFICATE REQUIREMENTS

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

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

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

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

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>

California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification³ or alternative pathways to ADTs in STEM⁴ to meet the legislative mandates of AB2057 (Berman, 2023)⁵ and AB928 (Berman, 2021)⁶, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)⁷ and SB440 (Padilla, 2013)⁸, 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-AA⁹ 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

***102.02 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 colleges¹⁰ 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 – 55270.13¹¹ that address direct assessment competency-based education and title 5 §§55060-55062,¹² 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 §55061¹³; 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

³ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁴ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁵ [AB 2057](#)

⁶ [AB 928](#)

⁷ [SB 1440](#)

⁸ [SB 440](#)

⁹ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁰ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹¹ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹² [Title 5 §55060](#)

¹³ [Title 5 §55061](#)

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 Collaborative¹⁴ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

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

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

Whereas, Vision 2030—July 2025 Edition¹⁵ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan¹⁶;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061¹⁷ 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

¹⁴ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

¹⁵ [CCCCO Vision 2030 Report](#)

¹⁶ [CCCCO Climate Action Work Plan](#)

¹⁷ [Title 5 §55061](#)

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM REQUIREMENTS

105. STUDENT PREPARATION AND SUCCESS

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

Whereas, The California State University Office of the Chancellor (CSUCO) issued guidance to the 22 CSUs that the “[California General Education Transfer Curriculum] and [CSU General Education] requirements are not the same and should not be referred to interchangeably [as] important differences exist between the two”¹⁸;

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

¹⁸ [Guidance for Implementation of CSU General Education \(GE\)](#)

106. GOVERNANCE STRUCTURES

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 §53200¹⁹, 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 S93²⁰, which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”²¹, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”²², 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 CCCCCO; and

Whereas, In November 2024, the California Community Colleges’ Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the “Flexible Calendar” (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)²³, 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

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

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 Colleges”²⁴, which recognized the evolving impact of

¹⁹ [Title 5 §53200](#)

²⁰ [Resolution 08.01 S93 Flex Calendar](#)

²¹ [“Guidelines for the Implementation of the Flexible Calendar Program” 1992 Paper](#)

²² [“Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper](#)

²³ [Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar](#)

²⁴ [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

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 Colleges²⁵”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”²⁶, 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 §53200²⁷ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit²⁸ 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

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

²⁵ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

²⁶ ["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.

²⁷ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

²⁸ [ASCCC Pathways to Credit Web Page](#)

Whereas, The California Community Colleges Chancellor’s Office Burden-Free Instructional Materials Task Force was charged with providing recommendations and regulatory actions to reduce instructional material costs and create sustainable, equitable solutions that prioritize the removal of financial, administrative, and psychological burdens on students, as outlined in its 2024 report *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*²⁹;

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 §54221³⁰ 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

²⁹ 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>

³⁰ [Title 5 §54221](#)

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”³¹ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes³² 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

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 faculty³³;

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 decisions³⁴;

Whereas, The collaboration with Google announced on September 10, 2025³⁵, the Nectir AI pilot initiated in 2024³⁶, and the NVIDIA collaboration announced in 2024³⁷ are agreements that were entered into without prior

³¹ [“Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013](#)

³² [Title 5 §53602](#)

³³ [Resolution 111.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

³⁴ [Resolution 108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

³⁵ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

³⁶ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

³⁷ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

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 Governors³⁸ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council³⁹;

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

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³⁸ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

³⁹ [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)