

# Riverside City College Academic Senate

## Agenda

Monday 18 May 2026 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0Qf009A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes** April 20 and May 4 [both tabled]
- 3:08 IV. **Public Comments**
- 3:18 V. **Liaison Reports**
- A. RCCD Faculty Association
  - B. College President or designee
  - C. ASRCC Representative
- 3:25 VI. **Committee or Council Updates and Reports**
- A. Curriculum chair, Kelly Douglass, will provide end-of-semester committee updates and reminders (information)
- 3:40 VII. **Ongoing Business**
- A. VP Taylor or designee will share RCCAS Election Results: President, Vice President, and Secretary-Treasurer (terms 2026-29) and Part-time/Associate Faculty Senator (term 2026-27)
  - B. Vice President Taylor or designee will sunshine the faculty nominees for EPOC faculty tri-chair (2026-28) in preparation for voting on June 8 (information)
  - C. Vice President Taylor or designee will sunshine faculty nominees for RCCD committees (2026-28) in preparation for voting on June 8 (information)
  - D. President Scott-Coe or designee and Faculty Development Coordinator, Dr. Monique Greene, will facilitate a review of [Faculty FLEX](#) and re-share the [CCC Memo on FLEX from Fall 2025](#) (information and discussion)
  - E. RCCAS will discuss the proposed resolution from the DE Committee regarding its status within RCCAS bylaws and determine next steps (second read and possible action)
  - F. RCCAS will consider the possibility of an ad hoc workgroup to evaluate Element 451 Early Alert tools (possible action)
  - G. President Scott-Coe or designee will share the ASCCC Resolutions Packet from SP26 Plenary (information)
  - H. RCCAS will receive any updates regarding IETTC (information + discussion)
- 4:20 VIII. **New Business**
- A. RCCAS Leadership will seek input for conversations with Presidential candidate finalists (discussion)
  - B. President Scott-Coe will facilitate an overview of the draft RCCD CCAP MOU (information)
  - C. President Scott-Coe or designee will share resources from the RP Group on inclusive data practices for African American/Black student success (information and discussion)
  - D. Secretary Treasurer Bottoms or designee will introduce the RCC DE Peer-to-Peer Review Orientation Events (information)
  - E. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
    - a. RCC Committee Chair Ratifications: Department Leadership Committee & Curriculum Committee
- 4:35 IX. **Officer Reports**
- A. Secretary-Treasurer
  - B. President
  - C. Vice President
- 4:45 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

**RCCAS Retreat: Monday 8 June 2026**

*This meeting will be dedicated to transition, (re)orientation, agenda planning, and celebration.*

Title 5 §53200 and RCCD Board Policy 2005

Academic Senate "10+1" Purview Areas

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

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

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

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

## **EPOC Faculty Tri-Chair Nominees**

**Term: 2026-28**

**Name:** Wendy McKeen

**Statement:** I am writing to express my interest in continuing to serve as EPOC faculty tri-chair. In the past two years that I have served as EPOC tri-chair, I worked with the strategic planning team to develop and launch the BEST Strategic Plan, improved and streamline Program Review and Resource Request processes, and reenvision Leadership Council meetings to make them more productive and meaningful. I appreciate the different spaces in which this role places me, and the opportunity to work effectively with all constituents in these spaces. I would like to serve another term as EPOC chair to continue work on these initiatives as well as the implementation of the BEST Strategic plan around a shared vision of servingness.

**RCCD Committees  
Nominees for Academic Senate Representation 2026-2028**

***To be reviewed in preparation for voting at the RCCAS Retreat, June 8, 2026.***

**RCC Rep for Professional Growth & Sabbatical Leave Committee (PG&SL) – 1 position**

No new nominees

**RCC Rep for RCCD Global Learning & Study Abroad Committee (GLSAC) --1 position**

**Name:** Alex Ygloria

**Discipline/Department:** Counseling / Disability Resource Center/RCC

**Statement:** I would be honored to be considered for service as the RCC representative on the RCCD Global Learning & Study Abroad Committee. As a counselor, I bring a student-centered perspective grounded in access, preparation, cultural humility, safety, and helping students see global learning as both realistic and transformative. My commitment to global learning has been shaped by extensive international and domestic experience, including travel to over 100 countries and 48 states, summitting two of the Seven Summits, walking one of the world's great pilgrimages (El Camino De Santiago - Camino Frances), teaching English in China and Mongolia, and sailing my own sailboat throughout the Dalmatian Coast. Much of my travel has been intentionally low-cost and independent, which has reinforced my belief that meaningful global learning should be accessible to students across different financial circumstances. My experiences have included hostels, homestays, couch surfing, municipal and dormitory lodging, dry camping, and even sleeping on the occasional park bench. I have traveled by plane, train, boat, scooter, rideshare, merchant marine ship, and even animal caravan in Mongolia. Additionally, I have hosted nearly 30 cultural exchange students from around the world since 2016. This experience has further deepened my appreciation for cross-cultural learning, hospitality, and student support. I believe this combination of lived global experience and professional counseling work would allow me to contribute meaningfully to the committee's efforts to expand global awareness, support student participation, and strengthen study abroad and exchange opportunities for RCCD students.

**RCC Rep for District Safety and Security Sub Committee (DSSC) --1 position**

**Name:** Alicia Berber

**Department/Discipline:** Kinesiology

**Statement:** I would like to be the RCC rep for the District Safety and Security Committee

**Name:** Jo Scott-Coe

**Department/Discipline:** English

**Statement:** As a faculty member who served 5+ years on the RCC Cares Team, I would like to be a representative on DSSC to continue learning about and advocating for faculty safety and security concerns in instructional spaces and across campus, while also serving as a liaison between RCC Academic Senate and district in related conversations and planning efforts.

## **RCCD Committees**

### **Nominees for Academic Senate Representation 2026-2028**

#### **RCC Rep for District Enrollment Management Committee (DEMC)—1 position**

**Name:** Kirsten Gerdes

**Discipline/Department:** Humanities/Philosophy

**Statement:** I'm writing to nominate myself to serve another term as DEMC Rep for RCC. I've been serving in this capacity for the past couple years, which has paired well with the RCC Enrollment Management Committee work I've been doing during that same period of time. Serving another term would allow me to continue being an advocate for RCC in district spaces and to bring pertinent information back to DLC for review, discussion, and action. Thank you for the opportunity to serve in this capacity.

#### **RCC Rep for Facilities Naming Committee — 1 position**

**Name:** Garth Schultz

**Discipline/Department:** Counseling

**Statement:** I am interested in potentially serving for the Facilities Naming Committee.

**Name:** Virginia White

**Discipline/Department:** Life Sciences

**Statement:** I am interested in continuing on the Facilities Naming Committee as the RCC representative. I first joined the Facilities Naming Committee in 2019. At that time, I did not know much about district naming procedures. During my tenure, I have learned a lot about how and why facilities are named in honor of individuals. I have contributed actively as the procedures have been updated, particularly in regard to records management. I enjoy serving on this committee and assisting the college and district in this capacity.

#### **RCC Reps for RCCD Advancement and Partnership Committee – 2 positions**

No nominees

#### **RCC Rep for RCCD Alternate Resources Sub-Committee – 1 position**

No nominees

#### **RCC Rep for RCCD Guided Pathways Sub-Committee (GPS)—1 position**

No nominees

Date: 4/28/26

To: The Academic Senate of Riverside City College

From: The Distance Education Committee of Riverside City College

RE: Resolution to amend RCC AS By-laws to change the current DE committee from a Subcommittee to a Standing Committee of AS and to include DE representation within Academic Standards

Whereas, The Riverside City College Academic Senate (“RCCAS”) can propose, change, and amend its Bylaws by a majority vote of all of its members provided that (1) motions to amend the Bylaws must be proposed in writing and (2) two weeks must elapse between the making of a motion to amend and any action to adopt the motion...and that any member of the Riverside City College faculty may submit agenda items to the RCCAS.

Whereas DE has grown exponentially since COVID with DE now being over 50% of course offerings;

Whereas DE’s current placement in college governance structures is advisory only, planning only (and not operational), and three steps removed from the full faculty voice embodied in the Academic Senate and it’s 10+1;

Whereas, our other two sister colleges – MV and NOR – include DE as a Standing Committee in their Academic Senate’s and that we also have a District AS thus nulling the voice of RCC DE;

Whereas, Disciplines sharing curriculum and DE Administration exists at the District level.

Resolved,

1. That the RCC AS take action to accept the following addition to its By-Laws to be included under Section 3D:

4. Distance Education Committee

a. The Riverside City College faculty shall establish a Distance Education Committee, for the purposes of representing the faculty through the Senate to the Administration and to the Board of Trustees on all matters relating to the DE modality of any courses offered by the College. The Committee may freely utilize the expertise of all faculty in questions regarding the integrity of DE modalities, and shall direct special attention to the general issues of DE philosophy and development.

b. The term of the chair of the Distance Education Committee shall be two years, beginning in the fall of even- numbered years. Should the Distance Education Committee choose a co-chair, the term shall commence in the fall of odd- numbered years.

c. The Distance Education Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.

d. In the event that a departmentally elected Distance Education Committee representative is unable to serve due to extended medical leave, semester- abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Distance Education Committee meetings, the Department shall elect a replacement representative for the balance of the term.

e. The following Departments shall elect Distance Education representatives in odd- numbered years: Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages. The following Departments shall elect Distance Education representatives in even- numbered years: Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

f. The Distance Education Coordinator is a voting member of the Distance Education committee.

g. Election of members of the Distance Education Committee shall take place by the full- time faculty members of the Departments in the same manner as Department Senators are chosen. Distance Education Committee members shall serve beginning on the first day of service of the academic year.

2. That the RCC AS take action to accept the following change to its By-Laws to be included under Section 3D2:

a. The Riverside City College faculty shall have representatives on the District Academic Standards Committee. This committee will effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary. Academic Standards exists for the purpose of recommending policy pertaining to student academic standards at Riverside Community College District and

therefore, at Riverside City College. For example, the committee may recommend grading policies, withdrawal policies, degree standards, certificate standards, performance testing, remedial standards, transfer standards, non-transfer standards and distance education standards.

b. The Academic Standards committee is composed of the curriculum chairs from each college in the district, the distance education chairs from each college in the district, the three Articulation officers from each college in the district, one faculty member from each college's curriculum committee and one faculty member from each college's distance education committee. As such, RCCAS is represented by its elected curriculum chair, its elected distance education chair, another departmentally elected faculty representing the curriculum committee (election is identified in the "Curriculum Committee" section of this document, see 3D1) as well as another departmentally elected faculty representing the distance education committee (election is identified in the "Distance Education Committee" section of this document, see 4D1)

3. That the RCC AS take action to accept the following deletion from its By-Laws: Section 4D4

**Current RCCAS Bylaws (updated June 2025)**  
**RCC DE Committee**

**4. Distance Education Subcommittee**

- a. The Riverside City College faculty shall establish a Distance Education Subcommittee to develop policies and promote practices that contribute to the quality and growth of distance education and bring these to the Teaching and Learning Leadership Council and Resource Development and Administrative Services Leadership Council (“RDAS”).
- b. The Distance Education Subcommittee shall be composed of six elected members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.

The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

- c. The Distance Education Subcommittee will interface primarily with the Technology Resources Committee of Resource Development and Administrative Services Leadership Council.



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

# **2026 Spring Plenary Session Resolutions**

## *Adopted Resolutions*

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

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

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

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

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

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

**Executive Director** | Kim H. Tran

**Legislative Advocate** | Austin J. Webster

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## CONSENT CALENDAR |

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

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

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## **RECORDING RESOLUTIONS OUTCOMES |**

Final result of the vote on a resolution is recorded as follows:

**MSC** | Moved, Seconded, Carried

**MSF** | Moved, Seconded, Failed

**MSU** | Moved, Seconded, Unanimous\*

**ACCLAMATION** | Moved, Seconded, Acclamation

\* Unanimous refers to resolutions that were adopted on the consent calendar and by unanimous consent.

## **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

## ADOPTED RESOLUTIONS |

### 101. CURRICULUM |

### 102. DEGREE AND CERTIFICATE REQUIREMENTS |

#### #102.01 S26 From EdTech to TechEd: Building a Future-Ready Technology Education Framework

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

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

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

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

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

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

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

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

**OUTCOME** | MSC

### 103. GRADING POLICIES |

### 104. EDUCATIONAL PROGRAM DEVELOPMENT |

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

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

<sup>3</sup> [Title 5 §53200](#)

<sup>4</sup> [Title 5 §55002](#)

<sup>5</sup> [Title 5 §55060](#)

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

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

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

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

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

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

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

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

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

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

**OUTCOME** | MSU

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

Whereas, The California Community Colleges Vision 2030, Goal #1: Equity in Access cites the benchmark of increasing with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment

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

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

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

<sup>9</sup> [Title 5 §53200](#)

declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians<sup>10</sup>;

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

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

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

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

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

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

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

**OUTCOME |** MSC

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

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

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

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

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

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

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

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

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

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

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

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

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

**OUTCOME** | MSU

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and curriculum committees to support the inclusion, collaboration across science, technology, engineering, mathematics (STEM) disciplines, expansion, and sustainability of art history and studio arts courses within general education, transfer pathways, and interdisciplinary programs,<sup>25</sup> and to promote interdisciplinary collaboration among arts, humanities, and STEM faculty within Guided Pathways and Vision 2030 initiatives<sup>26</sup> to advance innovation, creativity, and critical thinking;

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

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

**CONTACT** | Deborah Gustlin, Gavilan College

**OUTCOME** | MSC

## 105. STUDENT PREPARATION AND SUCCESS |

### **+105.01 S26 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence**

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

Whereas, The rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education, including the circumvention of assessments, a rise in fraudulent enrollments, inconsistent institutional responses to suspected AI misuse, unresolved concerns regarding student data privacy on third-party proctoring and plagiarism-

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

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

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

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

detection platforms, and the inadequacy of existing AI detection tools — challenges that disproportionately burden individual faculty and that no single college can effectively address in isolation;

Whereas, Transfer institutions<sup>27</sup> are increasingly considering requirements for proctored assessments as a condition of accepting distance education coursework for credit, creating urgency for California Community Colleges to establish supported, accessible, and consistent proctoring infrastructure<sup>28</sup> that does not place undue burden on faculty or exclude non-local and rural students from equitable participation; and

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

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

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

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

**OUTCOME** | MSC

### **\*#105.02 S26 Estimating Student Savings and Standardizing OER/ZTC Savings Estimates**

Whereas, In response to Resolution 114.04 F25 “Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption,”<sup>29</sup> the Academic Senate for California Community Colleges has consulted with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources and course sections achieving zero textbook cost status by other means to be considered by local academic senates at the Spring 2026 Plenary Session;

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

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<sup>27</sup> In meetings with other Articulation Officers, an articulation officer at a four-year university stated that university faculty are scrutinizing assessment security, and that it was recommended to mention in course outlines of records how community college faculty ensure assessment integrity.

<sup>28</sup> Prior to the COVID-19 pandemic, the California Virtual Campus-Online Education Initiative hosted a proctoring network for online classes which has since ceased operations, and at the 2023 Fall Plenary Session, [Resolution 13.02 F23 Revival of the California Virtual Campus-Online Education Initiative \(CVC-OEI\) Proctoring Network for Online Classes](#) was approved by the body to begin discussions about reviving the proctoring network.

<sup>29</sup> [Resolution 114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption](#)

calculations and falls near the midpoint of both materials cost estimates and student-reported spending estimates<sup>30</sup>;

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

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

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

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

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

**OUTCOME** | MSU

## 106. GOVERNANCE STRUCTURES |

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

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

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) Faculty Empowerment and Leadership Academy<sup>31</sup> emphasizes mentorship, leadership development, cultural humility, anti-racism, and understanding of faculty purview as outlined in Title 5 Section 53200<sup>32</sup>, demonstrating ASCCC's recognition of the importance of developing informed, empowered and diverse faculty leaders; and

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

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<sup>30</sup> Zaback, K. (2022). *Toward convergence: Creating clarity to drive more consistency in understanding the benefits and costs of OER* (ED623683). Midwestern Higher Education Compact. <https://files.eric.ed.gov/fulltext/ED623683.pdf>

<sup>31</sup> To learn more about the FELA, please visit the [ASCCC Faculty Empowerment and Leadership Academy website](#).

<sup>32</sup> [Title 5 §53200](#)

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

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

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

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

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

**CONTACT** | Ty Simpson, Riverside City College

**OUTCOME** | MSC

## 107. ACCREDITATION |

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

Whereas, The value of community college degrees and certificates is increasingly being assessed<sup>33</sup> through Return on Investment<sup>34</sup>, and how that data is interpreted will shape program review, accreditation narratives, and institutional planning and decision-making across the California Community Colleges areas, which are aligned to the Academic Senate for California Community Colleges and title 5 defined Academic and Professional Matters, including the role of faculty in accreditation<sup>35</sup>;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) recently released a position paper titled, "*Leveraging Program-Level Data to Strengthen Student Outcomes: A Framework for ACCJC Institutions (2026)*,"<sup>36</sup> outlining the rationale behind using "Return on Investment" (ROI) to measure the "relationship between educational investment and student earning outcomes" and added a ROI data element to the ACCJC College Accreditation Dashboard;

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

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<sup>33</sup> American Association of Community Colleges. (2025). *Resilient by design: The future of America's community colleges*. [https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient\\_by\\_Design\\_Report10925.pdf](https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient_by_Design_Report10925.pdf)

<sup>34</sup> College Futures Foundation. (n.d.). *Golden Opportunities: Measuring return on investment in California higher education for low- and moderate-income learners*. Retrieved February 7, 2026, from <https://collegefutures.org/goldenopportunities/>

<sup>35</sup> [ASCCC 10+1](#)

<sup>36</sup> Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, [https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc\\_cid=c75d3fb45c&mc\\_eid=95b81b1851](https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851)

qualitative data sources such as, “employer advisory board feedback” and “graduate employment surveys<sup>37</sup>”; and

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

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

Resolved, That the Academic Senate for California Community Colleges address the need for clear accreditation and institutional planning guidance and documentation that empower faculty to evaluate and give input on the use of Return on Investment.

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

**OUTCOME** | MSC

## 108. PROFESSIONAL DEVELOPMENT |

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

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

Whereas, The use of student data in artificial intelligence systems raises significant ethical, legal, and privacy concerns, including potential violations of student confidentiality protections under the Family Educational Rights and Privacy Act (FERPA)<sup>38</sup>, state privacy laws, and local district policies;

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

Whereas, Faculty and local academic senates, under title 5 §53200<sup>39</sup> and the “10+1” academic and professional matters, have responsibility for academic standards, educational integrity, and policies related to student evaluation and equity;

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

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

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<sup>37</sup> Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions* (2026), [https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc\\_cid=c75d3fb45c&mc\\_eid=95b81b1851](https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851)

<sup>38</sup> U.S. Department of Education. (2000). *Family Educational Rights and Privacy Act (FERPA)*. <https://studentprivacy.ed.gov/ferpa>

<sup>39</sup> [Title 5 §53200](#)

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

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

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

**OUTCOME** | MSU

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

Whereas, Faculty and colleges are increasingly using artificial intelligence tools, cloud platforms, third-party digital services, and artificial intelligence-enabled features embedded within commonly used applications in instruction, assessment, research, and administrative work, including Microsoft Office, Google Apps, and Adobe products, often ahead of the development of clear institutional policies and guidance, as noted in recent higher education technology adoption reports<sup>40</sup>;

Whereas, Many widely available “free” technology services and generative artificial intelligence tools may collect, retain, or use user-provided content and behavioral data in ways that may not align with institutional privacy obligations or legal requirements such as the Family Educational Rights and Privacy Act<sup>41</sup> and applicable state privacy laws, as described in publicly available platform privacy disclosures and federal guidance on student data protection<sup>42</sup>;

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

Whereas, Colleges, districts, and the California Community Colleges Chancellor’s Office can mitigate data privacy risks and concerns by developing transparent vetting criteria for Artificial Intelligence tools and providing secure enterprise technology solutions, clear guidance, and professional development that support responsible innovation while protecting students and institutional data;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collaboratively with their administrations, technology leaders, and governance bodies to promote faculty awareness of data privacy considerations associated with the use of artificial intelligence tools and third-party digital platforms;

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

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

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<sup>40</sup> Robert, J. (2024, February 12). *2024 EDUCAUSE AI Landscape Study*. EDUCAUSE. <https://library.educause.edu/resources/2024/2/2024-educause-ai-landscape-study>

<sup>41</sup> Student Privacy Policy Office. (n.d.). *Guidance*. U.S. Department of Education. <http://studentprivacy.ed.gov/guidance>

<sup>42</sup> Canadian Centre for Cyber Security. (2025, December). *Generative artificial intelligence (AI): ITSAP.00.041*. <https://www.cyber.gc.ca/en/guidance/generative-artificial-intelligence-ai-itsap00041>

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

**OUTCOME** | MSC

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

Whereas, The Americans with Disabilities Act<sup>43</sup>, Section 504<sup>44</sup>, and Section 508<sup>45</sup> of the Rehabilitation Act, and Title 5 of the California Code of Regulations<sup>46</sup> require that students with disabilities be provided equitable access to educational programs and instructional materials;

Whereas, In April 2024, the United States Department of Justice<sup>47</sup> issued a final rule under Title II of the Americans with Disabilities Act establishing technical accessibility requirements for digital content provided by public entities, including public colleges, requiring conformance with the Web Content Accessibility Guidelines (WCAG) 2.1 AA<sup>48</sup> or successor standards by April 2026;

Whereas, Contemporary instruction across California community colleges regularly requires students to access digital instructional materials such as learning management system content, documents, multimedia, web resources, and third-party tools, making accessibility a critical consideration across all instructional modalities<sup>49</sup>; and

Whereas, Universal Design for Learning (UDL) principles<sup>50</sup> support equitable access to learning by providing multiple means of representation, action and expression, and engagement, benefiting students with disabilities as well as the broader and increasingly diverse student population served by the California Community Colleges;

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

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

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

**OUTCOME** | MSC

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<sup>43</sup> U.S. Department of Justice, Civil Rights Division. (n.d.). *ADA.gov*. <https://www.ada.gov/>

<sup>44</sup> U.S. Department of Labor, Civil Rights Center. (n.d.). *Section 504, Rehabilitation Act of 1973*.

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

<sup>45</sup> Section508.gov. (n.d.). *IT accessibility laws and policies*. <https://www.section508.gov/manage/laws-and-policies/>

<sup>46</sup> California Code of Regulations Title 5 §§56000-56010

<sup>47</sup> Department of Justice. (2024, April 24). *Nondiscrimination on the basis of disability; Accessibility of web information and services of state and local government entities* (Final rule), **89** *Federal Register* 31320.

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

<sup>48</sup> World Wide Web Consortium (W3C). (2018, June 5). *Web Content Accessibility Guidelines (WCAG) 2.1*.

<https://www.w3.org/TR/WCAG21/>

<sup>49</sup> California Community Colleges Chancellor's Office. (n.d.). *Accessibility*. <https://www.cccco.edu/Accessibility>

<sup>50</sup> CAST. (n.d.). *UDL guidelines*. <https://udlguidelines.cast.org/>

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

Whereas, The technological resources available to both mathematics educators and mathematics students have evolved substantially in even very recent times<sup>51</sup>;

Whereas, The current minimum qualifications<sup>52</sup> and in the current draft proposal for revising the minimum qualifications (as of March 13, 2026) for California Community College Mathematics educators do not sufficiently emphasize both thorough mathematical understanding and training in inclusive mathematics pedagogy, as evidenced by the lack of mathematics education training as a required component; and

Whereas, Mathematics is a foundational discipline in the post-COVID 19<sup>53</sup> and post-AB 1705<sup>54</sup> landscape, math educators are tasked more than ever with being able to meet students where they are and work with them to have a successful experience in their mathematics courses;

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

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

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

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

**OUTCOME** | MSC

## **109. PROGRAM REVIEW |**

## **110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT |**

## **111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES |**

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

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<sup>51</sup> Balch, D. E., & Blanck, R. (2024, November). *The rise of AI in California Community Colleges*. Academic Senate for California Community Colleges (ASCCC). <https://www.asccc.org/content/rise-ai-california-community-colleges>; Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, offering unprecedented opportunities for innovation and improvement and teaching and learning methodologies. Nevertheless, integrating AI into education introduces challenges that must be managed to guarantee fair access and uphold academic integrity.

<sup>52</sup> California Community Colleges Chancellor's Office. (2024). *19th edition: Minimum qualifications for faculty and administrators in California Community Colleges* (pp. 37). <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/19theditionminimumqualifications18a11y.pdf>; mathematics minimum qualifications require either a rich preparations in Mathematics and applied fields, or a rich preparation in Mathematics education, but not both.

<sup>53</sup> Nagelhout, R. (2025, December 5). *Some school districts saw more learning loss during the pandemic. Researchers want to know why*. Harvard Graduate School of Education. <https://www.gse.harvard.edu/ideas/news/25/12/some-school-districts-saw-more-learning-loss-during-pandemic-researchers-want-know>; the impact of pandemic-era remote learning on high school student success metrics varies greatly from school district to school district

<sup>54</sup> California Community Colleges Chancellor's Office. (2025, March 14). *AB 1705 equitable placement, support and completion progress at your college: City College of San Francisco* [Memorandum]; high school graduates entering California Community Colleges have direct access to STEM Calculus I, regardless of their high school preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CONTACT |** ASCCC Executive Committee

**OUTCOME |** MSU

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

Whereas, The Academic Senate for California Community Colleges plays a critical leadership role in representing faculty in academic and professional matters pursuant to title 5 and established participatory governance principles<sup>55</sup>;

Whereas, The responsibilities of the Academic Senate for California Community Colleges’ executive leadership positions require significant time, coordination, policy analysis, statewide engagement, committee work, and

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<sup>55</sup> Academic Senate for California Community Colleges. (2025). *Policy 30.03: Reassigned time and overload assignments*. <https://asccc.org/policies>

responsiveness to rapidly evolving system-level initiatives, and effective leadership in these roles requires continuity, relationship-building, institutional knowledge development, and sustained strategic planning;

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

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

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

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

**OUTCOME** | MSU

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

Whereas, In the Spring 2025, the Academic Senate for California Community Colleges resolved to endorse the United Faculty model, a model created at and exemplified by Vancouver Community College, and other British Columbia area community colleges<sup>56</sup>, and “collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work”<sup>57</sup>;

Whereas, The Academic Senate for California Community Colleges “should work with other faculty and administrative organizations to develop structures that will enhance the professionalism of all faculty and protect their academic freedom,” and “. . . engage in a serious consideration of the implications and advisability of extending the structures and protections of tenure to regularly rehired part-time faculty who have undergone rigorous evaluation processes”<sup>58</sup>;

Whereas, “Part-time faculty not only make up the majority of all faculty in the California community college system, but provide nearly half of all instruction,” and “the success of our students, and ultimately our institutions themselves, depend on supporting the needs of part-time faculty just as we must for full time faculty,”<sup>59</sup>; and

Whereas “Given the increased emphasis on student success and completion, it is imperative that part-time faculty are given the tools necessary to aid them in this critical effort,” and “the relationship between student

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<sup>56</sup> Klein, D. (n.d.). *A unified faculty model: The remedy for decades of failed education “reform” in the California Community Colleges* [PDF]. Faculty Association of California Community Colleges.

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

<sup>57</sup> [Resolution 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges](#)

<sup>58</sup> Academic Senate for California Community Colleges. (2002). *Part-time faculty: A principled perspective*.

<https://www.asccc.org/papers/part-time-faculty-principled-perspective>

<sup>59</sup> Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges.

<https://www.asccc.org/content/supporting-part-time-faculty-student-success>

success and part-time faculty resources makes providing such tools clearly an academic and professional matter and is within the purview of local senates”<sup>60</sup>;

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

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

**OUTCOME** | MSC

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

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

Whereas, For mental health counselors serving in faculty positions, there is currently no statewide definition of the mental health counseling faculty role<sup>61</sup> nor clear guidance on the appropriate scope of responsibilities; and

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

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

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

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

**OUTCOME** | MSU

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

Whereas, The world is witnessing increased aggressive and violent activity against lawful United States (U.S.) residents and citizens by federal agencies, resulting in traumatic family separations, deportations, and tragic unnecessary deaths in U.S. immigrant detention centers, as well as fears of going to work and school for fear of

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<sup>60</sup> Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/supporting-part-time-faculty-student-success>

<sup>61</sup> At the time of the writing of this resolution, a new discipline is being proposed that further defines the role of mental health counseling.

being abducted, detained, and deported, as well as increased U.S. aggression against countries globally, such as the most recent conflict in Iran<sup>62</sup>;

Whereas, While there has been widespread condemnation of the unjust murders of Renee Good and Alex Pretti by sanctioned federal agents, including but not limited to Immigrations and Customs Enforcement (ICE) officers, there has not been, for many years, nearly the same level of awareness and condemnation of the similarly unjust abuse and deaths of Brown, Black, Asian, Native Indigenous, Pacific Islander, and other nonwhite individuals, including United States (U.S.) citizens and individuals with legal rights to reside in the U.S., amid continuing escalation of ICE activity, which includes attempts to detain workers and students and threats to target California public schools, including California community colleges (CCC) where a substantial number of students and staff are Brown, Black, Asian, Native Indigenous, and/or Pacific Islander, and many of those who learn and work in the CCC are among the 28% of all Californians (10.9 million in all) who are immigrants<sup>63</sup>;

Whereas, The federal government has targeted, threatened, and abducted university students and faculty for simply exercising their academic freedom in speaking out in criticism against actions by federal agents<sup>64 65</sup>; and

Whereas, In an urgent moment where the nation's democracy and people's safety must be defended against authoritarian actions in violation of the United States Constitution and the Bill of Rights, similar to how Japanese American citizens and legal residents' rights were violated by the 1942 Executive Order 9066, resulting in the California Community Colleges' immigrant and nonwhite students and employees fearing possible Immigrations and Customs Enforcement confrontation, abduction, and deportation simply for trying to go to work and school, and the Academic Senate for California Community Colleges has already committed to the support for flexible attendance policies for students in such circumstances through the passage of Fall 2025 Resolution 105.02<sup>66 67</sup>;

Resolved That the Academic Senate of the California Community Colleges condemn any and all attempts to attack the constitutional rights of and attempts to restrict academic freedom of California community college students, faculty, and employees, especially Brown, Black, Asian, Native Hawai'iian/Indigenous, Pacific Islander, and Immigrant students and faculty, who express opinions about federal agencies and requests its president send a written statement to all local senate presidents detailing the concerns expressed and positions taken in this resolution, as expeditiously as possible.

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

**OUTCOME** | MSC

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

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<sup>62</sup> Wikipedia contributors. (2026, March 11). *List of deaths in ICE detention*. Wikipedia.

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

<sup>63</sup> Cuellar Mejia, M., & Johnson, H. (2026, January). *Immigrants in California*. Public Policy Institute of California.

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

<sup>64</sup> Wikipedia contributors. (2026, March 12). *Mahmoud Khalil (activist)*. Wikipedia.

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

<sup>65</sup> Romero, L. (2026, January 23). *Judge warns administration against changing immigration status of students who sued over free speech*. ABC News / Good Morning America. <https://www.goodmorningamerica.com/news/story/judge-warns-administration-changing-immigration-status-students-sued-129490453>

<sup>66</sup> These student and faculty fears were expressed by panelists speaking and by attendees in the chat at the FACCC Public Policy forum held via zoom and recorded on January 31, 2026

<sup>67</sup> [Resolution 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges](#)

Whereas, The Academic Senate for California Community Colleges adopted the paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”,<sup>68</sup> in Fall 2020 and has not been updated since;

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) position paper, “Protecting the Future of Academic Freedom During a Time of Significant Change”, makes recommendations that can be further illuminated about how local colleges and academic senates have addressed academic freedom since 2020, and can crosswalk with newer ASCCC resources, such as the 2025 “Academic Freedom Resource Guide”<sup>69</sup>; and

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

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

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

**OUTCOME** | MSU

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

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

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

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

AND

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

OR

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

OR the equivalent

(NOTES: A Doctorate in Psychology AND license by the California Board of Psychology is equivalent. A registrant or associate under the supervision of an eligible licensed

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<sup>68</sup> Academic Senate for California Community Colleges. (2020). *Protecting the future of academic freedom during a time of significant change* (Position paper). [https://www.asccc.org/sites/default/files/Academic\\_Freedom\\_F20.pdf](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf)

<sup>69</sup> Academic Senate for California Community Colleges. (2025). *Academic freedom resource guide*. <https://www.asccc.org/papers/academic-freedom-resource-guide>

psychotherapist employed by the California Community College system, as recognized by the Board of Psychology or Board of Behavioral Sciences, is an alternative qualification for this discipline.); and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Counseling: Mental Health.

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

**OUTCOME** | MSC

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

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the uncrewed aircraft systems (UAS) technology discipline:

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

Or

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

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Uncrewed Aircraft Systems (UAS) Technology.

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

**OUTCOME** | MSC

### **\*+112.03 S26 Update the ASCCC Tenure Review resources: “Towards A Model Four-Year Tenure Process” and “Academic Freedom and Tenure: A Faculty Perspective”**

Whereas, The Academic Senate for California Community Colleges adopted “Towards A Model Four-Year Tenure Process”<sup>70</sup> in 1990, and “Academic Freedom and Tenure: A Faculty Perspective”<sup>71</sup> in 1998 and neither have been updated since;

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<sup>70</sup> Academic Senate for California Community Colleges. (1990). *Towards A Model Four-Year Tenure Process*. [https://www.asccc.org/sites/default/files/publications/TowardsFourYearTenure\\_0.pdf](https://www.asccc.org/sites/default/files/publications/TowardsFourYearTenure_0.pdf)

<sup>71</sup> Academic Senate for California Community Colleges. (1998). *Academic Freedom and Tenure: A Faculty Perspective*. [https://www.asccc.org/sites/default/files/publications/Tenure\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Tenure_0.pdf)

Whereas, The Academic Senate for California Community Colleges in Fall 2023, passed Resolution 03.01<sup>72</sup>, encouraging colleges to incorporate inclusion, diversity, equity, accessibility and anti-racism principles into their evaluation processes, including tenure which have developed substantially since 1998; and

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

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

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

**OUTCOME** | MSU

## 113. LEGISLATION AND ADVOCACY |

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

Whereas, California is experiencing a critical healthcare workforce shortage, and students living in rural or underserved regions often lack access to affordable Bachelor of Science in Nursing programs to meet the rising credential requirements of modern hospitals<sup>73</sup>;

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

Whereas, Fulfilling the state's urgent demand for healthcare professionals aligns directly with the California Community Colleges Vision 2030 goal to expand baccalaureate attainment by 30 percent<sup>74</sup> and helps to provide pathways for the 6.8 million California adults who currently lack a degree<sup>75</sup>, a gap that cannot be closed by the universities alone since they produce only about 160,000 undergraduate degrees per year for a state population of nearly 40 million<sup>76</sup>; and

Whereas, AB 2301 (Soria, as introduced February 19, 2026) mandates the California Community Colleges Chancellor’s Office to develop a pilot program authorizing up to 10 community college districts to offer a Bachelor of Science in Nursing degree, specifically prioritizing districts in underserved nursing areas and communities with persistent poverty<sup>77</sup>, consistent with the Academic Senate for California Community Colleges' prior support for expansion of baccalaureate degree programs in allied health fields<sup>78</sup>;

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<sup>72</sup> [Resolution 03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes](#)

<sup>73</sup> Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

<sup>74</sup> California Community Colleges Chancellor’s Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>75</sup> California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree*. <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

<sup>76</sup> Cook, K., & Wigul, C. (2026, February). *California’s higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

<sup>77</sup> [AB 2301 \(Soria, as introduced February 19, 2026\)](#)

<sup>78</sup> [Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health](#)

Resolved, That the Academic Senate for California Community Colleges support AB 2301 (Soria, as introduced February 19, 2026) to create affordable nursing baccalaureate pathways through a targeted pilot program; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for expansion of applied baccalaureate programs in allied health to close regional equity gaps and meet critical statewide healthcare needs.

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

**OUTCOME** | MSU

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

Whereas, California faces a massive statewide demand for degrees that far exceeds current university capacity since the University of California and California State University systems produce only about 160,000 undergraduate degrees annually for a population of nearly 40 million,<sup>79</sup> and addressing the 6.8 million adults between the ages of 25 and 54 who lack a postsecondary degree<sup>80</sup> requires maximizing the geographic reach of the community college system;

Whereas, Current statewide duplication rules<sup>81</sup> inadvertently block community colleges from serving their specific communities, even when universities cannot meet regional labor market demands or when local students are unable to relocate to attend a four-year institution, a geographic barrier further evidenced by research showing that 56 percent of California community college baccalaureate graduates would not have pursued a bachelor's degree at all if it had not been offered at their community college<sup>82</sup>;

Whereas, AB 2694 (Alvarez, as introduced February 20, 2026) implements the Academic Senate for California Community Colleges' previous call to define duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students<sup>83</sup> by shifting the restriction to a "geographic region" standard, allowing community colleges to offer baccalaureate degrees if the regional university does not enroll local students in the same pathway or if a documented unmet regional workforce need justifies the program<sup>84</sup>; and

Whereas, Aligning degree approvals with targeted regional needs supports the California Community Colleges Vision 2030 objective to equitably increase community college baccalaureate degree attainment by 30 percent<sup>85</sup>;

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

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<sup>79</sup> Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

<sup>80</sup> California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree* [PDF]. <https://californiacompetes.org/wp-content/uploads/2022/12/Untapped-Opportunity-Report-final.pdf>

<sup>81</sup> California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-1-Final-2-1.pdf>

<sup>82</sup> Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

<sup>83</sup> [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication AB 2694 \(Alvarez, as introduced February 20, 2026\)](#)

<sup>85</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

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

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

**OUTCOME** | MSU

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

Whereas, Place-bound students, working adults, and students living in areas with impacted California State University programs face significant geographic and financial barriers to completing a baccalaureate degree, often leaving them with the choice of either abandoning their educational goals or accruing massive debt at high-cost private institutions<sup>86</sup>;

Whereas, The expansion of affordable baccalaureate degree programs in the California Community Colleges is an essential matter of social justice that provides critical pathways for students to achieve upward economic mobility, particularly given that the University of California and California State University systems produce only about 160,000 undergraduate degrees per year<sup>87</sup> for a state population of nearly 40 million, leaving an estimated 6.8 million working-age adults without a postsecondary degree<sup>88</sup>;

Whereas, The California Community Colleges Chancellor's Office Vision 2030 strategic plan sets a clear benchmark to increase the number of students earning a community college baccalaureate degree by 30 percent to meet the state's workforce demands<sup>89</sup>, consistent with the Academic Senate for California Community Colleges' previous call for defining duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students<sup>90</sup>; and

Whereas, SB 960 (Cabaldon, as introduced February 3, 2026) offers a direct solution to localized access barriers by amending existing duplication rules<sup>91</sup> to allow a community college district to offer a baccalaureate degree program if the overlapping California State University program has been impacted for three consecutive years<sup>92</sup>;

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

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

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

**OUTCOME** | MSU

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

<sup>87</sup> Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

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

<sup>89</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>90</sup> [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication](#)

<sup>91</sup> California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-1-Final-2-1.pdf>

<sup>92</sup> [SB 960 \(Cabaldon, as introduced February 3, 2026\)](#)

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

Whereas, In Fall 2023, the Academic Senate for California Community Colleges adopted the resolution, “Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges”,<sup>93</sup> to engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus;

Whereas, In February of 2024 the California Assembly Committee on Higher Education published a report titled, “A Call to Action”<sup>94</sup>, exploring how postsecondary education institutions can address sex discrimination and provide educational justice on college campuses;

Whereas, In December of 2025, the California Community Colleges Chancellor’s Office published a Gender Equity Report<sup>95</sup> to the Legislature pursuant to AB 2048 (Fong, 2024)<sup>96</sup> with recommendations for establishing systemic campus reforms that effectively prevent, detect, and address sexual harassment on community college campuses; and

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

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

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

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

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

**OUTCOME** | MSU

### **\*+113.05 S26 Support for Sustained and Adequate Funding for High-Cost Career and Technical Education (CTE) Programs in Higher Education and Reduction of Student Material Costs**

Whereas, Career and Technical Education (CTE) programs in the California Community Colleges require specialized laboratories, industry-standard equipment, safety infrastructure, and ongoing faculty professional learning, and often depend on required instructional tools and consumable materials that students must purchase, resulting in higher operating and participation costs than traditional non-CTE courses<sup>97</sup>;

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<sup>93</sup> [Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses](#)

<sup>94</sup> California Assembly Committee on Higher Education. (2024). *A call to action: How postsecondary education institutions can address sex discrimination and provide educational justice on campus*. [https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024\\_0.pdf](https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf)

<sup>95</sup> California Community Colleges Chancellor’s Office. (2025). *2025 gender equity report: Pursuant to AB 2048 (M. Fong, 2024)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2025-Gender-Equity-Report.pdf>

<sup>96</sup> [AB 2048 \(Fong, 2024\)](#)

<sup>97</sup> Legislative Analyst’s Office. (2016, February 26). *The 2016–17 budget: Higher education analysis*. <https://www.lao.ca.gov/Publications/report/3372>

Whereas, The California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy identified postsecondary career and technical education as high-cost and recommended a sustained supplemental funding source to maintain program quality, industry currency, and equitable access beyond what base apportionment can support (Board of Governors Task Force, 2015)<sup>98</sup>;

Whereas, The California Community Colleges Chancellor's Office Vision 2030 framework calls on colleges to expand workforce and career and technical education pathways that advance equity and connect students to living-wage, family-sustaining careers, emphasizing workforce and economic mobility as core higher-education priorities (California Community Colleges Chancellor's Office, 2023, 2025)<sup>99 100 101</sup>; and

Whereas, California's Master Plan for Career Education (2025) sets statewide higher-education priorities to expand equitable, labor-market-aligned career education while California Legislative Analyst's Office and California Community Colleges Chancellor's Office Strong Workforce analyses affirm that Strong Workforce was created to supplement apportionment for high-cost postsecondary career and technical education needs, such as smaller class sizes, expensive equipment, and reducing student financial barriers to required materials (California Master Plan for Career Education, 2025; Legislative Analyst's Office, 2019; California Community Colleges Chancellor's Office, 2016, 2024)<sup>102 103</sup>;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Board of Governors, the California Community Colleges Chancellor's Office, and the California State Legislature to provide sufficient, sustained, and protected funding including but not limited to Strong Workforce Program allocations and state financial aid structures to support the higher operational costs of career and technical education programs at institutions of higher education and to avoid shifting the additional financial burden onto local general funds or students<sup>104 105</sup>;

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

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office, the California Community Colleges Board of Governors, and the California State Legislature to align career and technical education, and workforce investments with the priorities of California's Master Plan

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<sup>98</sup> California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy. (n.d.). *Report of the Task Force on Workforce, Job Creation, and a Strong Economy* (v12).

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

<sup>99</sup> California Community Colleges Chancellor's Office. (2023). *Vision 2030: A roadmap for California Community Colleges*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf>

<sup>100</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>101</sup> California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

<sup>102</sup> California Governor's Office. (2025). *California's Master Plan for Career Education*. <https://www.gov.ca.gov/wp-content/uploads/2025/04/2025-CA-Master-Plan-for-Career-Education.pdf>

<sup>103</sup> Legislative Analyst's Office. (2019, April 9). *Overview of California Community Colleges Strong Workforce Program* [Handout]. <https://lao.ca.gov/handouts/education/2019/Overview-of-CCC-Strong-Workforce-Program040919.pdf>

<sup>104</sup> California Community Colleges Chancellor's Office. (n.d.). *Strong Workforce Program*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program>

<sup>105</sup> California Community Colleges Chancellor's Office. (2024, July 16). *Strong Workforce Program: FY 2024–25 base allocation funding memo (ESLEI-24-40)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-40-swp-fy-2024-25-base-allocation-funding-memo-a11y.pdf>

for Career Education (2025) and Vision 2030, including targeted resources that expand access to stackable credentials and work-based learning and that reduce student financial barriers to entry and completion.

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

**OUTCOME** | MSU

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

Whereas, The “California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps”<sup>106</sup>;

Whereas, Environmental equity ensures that marginalized communities, where the majority of the California Community College students live<sup>107</sup>, are not forced to endure a disproportionate share of negative environmental consequences<sup>108</sup>;

Whereas, The California Community Colleges Board of Governors and the California Community Colleges Chancellor’s Office Vision 2030<sup>109</sup> outlines a commitment to "taking care of our planet" and explicitly includes curriculum integration as one of four fields of climate practice by the California Community College system; and

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

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

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

**OUTCOME** | MSU

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

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

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<sup>106</sup> [Resolution 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism \(IDEA\) Liaison](#)

<sup>107</sup> California Community Colleges Chancellor’s Office. (n.d.). *Student enrollment and demographics*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Research-Analytics-Data/data-snapshot/student-demographics>; The [CCCCCO Student Enrollment and Demographics](#) website documents how the majority of students in the California community colleges are from marginalized communities.

<sup>108</sup> U.S. Global Change Research Program. (2023). *Fifth National Climate Assessment* (cloned version hosted on Climate.us). <https://nca5.climate.us/>; The [Fifth National Climate Assessment](#) examined the disproportionate impacts endured by marginalized communities.

<sup>109</sup> California Community Colleges Chancellor’s Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

Whereas, The Program and Course Approval Handbook and the Minimum Qualifications Handbook are identified in California Code of Regulations Title 5 (§55000.5<sup>110</sup> and §53407<sup>111</sup>, respectively) as documents produced by the California Community Colleges Chancellor’s Office that provide operational guidance for implementing Title 5 regulations; and

Whereas, The Program and Course Approval Handbook (PCAH) and the Minimum Qualifications (MQ) Handbook have historically been delayed by waiting for accessible print versions<sup>112</sup>, yet the majority of California Community College practitioners likely access online versions of the PCAH and MQ Handbook;

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

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

**OUTCOME** | MSU

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

Whereas, The California Community Colleges Board of Governors recently approved proposed revisions to title 5 §§55524<sup>113</sup>, 55530<sup>114</sup>, and 55531<sup>115</sup>, requiring all students\*<sup>116</sup> to receive a comprehensive education plan before the end of their first academic year<sup>117</sup>; and

Whereas, The 2025-2028 Student Equity Plan requests districts/colleges to provide data and a narrative detailing how they track student education plans in the first year, especially for disproportionately impacted students<sup>118</sup>;

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

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

**OUTCOME** | MSU

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

Whereas, Title 5 §55031 of the California Code of Regulations (CCR) requires districts/colleges to place students on Academic or Progress Notice if they fall below a 2.0 grade point average or successful course completion standards<sup>119</sup>, and CCR title 5 §55046 allows for Academic Renewal Without Course Repetition but does not include language related to Progress Renewal<sup>120</sup>;

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<sup>110</sup> [Title 5 §55000.5](#)

<sup>111</sup> [Title 5 §53407](#)

<sup>112</sup> For example, the 18th edition of the MQ Handbook took almost one year to be released.

<sup>113</sup> [Title 5 §55524](#)

<sup>114</sup> [Title 5 §55530](#)

<sup>115</sup> [Title 5 §55531](#)

<sup>116</sup> \*All non-exempt students are required to receive a comprehensive student education plan.

<sup>117</sup> California Community Colleges Chancellor’s Office. (2025). *Final regulatory text: Student education plans*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/finalregtextstudentedplans20250729a1ly.pdf>

<sup>118</sup> California Community Colleges Chancellor’s Office. (2024). *2025–28 Student Equity Plan: Planning resources and development template*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/plan/2025-28-student-equity-plan-template-a1ly.pdf>

<sup>119</sup> [Title 5 §55031](#)

<sup>120</sup> [Title 5 §55046](#)

Whereas, The Academic Senate for California Community Colleges Resolution 105.04<sup>121</sup> “Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion” (adopted Fall 2025), identified that students placed on Academic or Progress Notice presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements and these precarious positions also heighten the improbability of their returning to college; and

Whereas, Education Code Section 70902, subdivision (b)(3)<sup>122</sup> directs governing boards to “establish academic standards, probation and dismissal and readmission policies, and graduation requirements” not inconsistent with the California Community Colleges Board of Governors minimum standards, such that the structure of title 5 section 55046 endorses a similar “disregard but do not erase” approach for academic renewal<sup>123</sup>, thereby legally allowing for Progress Renewal procedures which Santa Monica College<sup>124</sup> and Santa Rosa Junior College<sup>125</sup> have already adopted and had in place for many years;

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

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

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

**OUTCOME** | MSU

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

Whereas, Resolution 06.03 S22 “Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended”<sup>126</sup> opposed AB1705 (Irwin, 2022) unless amendments were enacted that ensured “Placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pre-transfer level English or mathematics course when a student determines a course fulfills their academic needs...”;

Whereas, Resolution 06.04 S22 “Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course”<sup>127</sup> “support(s) the right of any student to choose to take pre-transfer level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education”;

Whereas, Resolution 07.04 F23 “AB 1705 Meaningful Metrics for Equitable Outcomes”<sup>128</sup> stated in their second whereas, “The current throughput model<sup>129</sup> uses all students enrolled in a prerequisite class in the calculation of the gateway course’s success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative

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<sup>121</sup> [Resolution 105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credit Completion](#)

<sup>122</sup> [California Education Code - EDC §70902](#)

<sup>123</sup> [Title 5 §55046](#)

<sup>124</sup> Santa Monica College. (2024). AR 4245: Progress renewal [Administrative regulation].

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

<sup>125</sup> Santa Rosa Junior College. (n.d.). *Academic standards for probation, dismissal, and readmission* [Board policy].

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

<sup>126</sup> [Resolution 06.03 S22 Upholding the California Community College Mission—Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

<sup>127</sup> [Resolution 06.04 S22 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

<sup>128</sup> [Resolution 07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

<sup>129</sup> See slide 3:

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

growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color<sup>130</sup>; and

Whereas, California community colleges are open-access institutions dedicated to addressing community needs and supporting local educational advancement and are, at their core, committed to equity, which requires flexibility in offering pathways to meet students where they are, and Education Code 78213 (e)(2)<sup>131</sup> states that students may enroll in pre-transfer level courses provided they are told that this “does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major”;

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

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community College Chancellor’s Office and interest holders to consider other data beyond the throughput model to better serve the diverse needs of community college students.

**CONTACT** | John Stover, Santa Rosa Junior College

**OUTCOME** | MSC

## **ADOPTED BY ACCLAMATION |**

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and the California Community College Ethnic Studies Faculty Council to advocate to the Intersegmental Committee of Academic Senates, the University of California Office of the President, and the California State University Chancellor’s Office to formally retain and recognize course designators that existed prior to AB 1460 (Weber, 2020)—such as FILI, FILAM (Filipino American Studies), and KUMY (Kumeyaay Studies), as well as any course designator representing American Indian/Native American sovereign tribal nations—as

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<sup>130</sup> See pp. 8-9; RP Group, & California Community Colleges, Chancellor’s Office. (2023). *Maximizing calculus completion for students seeking the Business Administration degree* (Multiple Measures Assessment Project Report). [https://44593827.hs-sites.com/hubfs/Projects/Multiple%20Measures%20Assessment%20Project/AB705%20Workshops/Maximizing\\_Calculus\\_Co\\_mpletion\\_For\\_Business\\_Admin\\_Degree\\_May\\_2023.pdf](https://44593827.hs-sites.com/hubfs/Projects/Multiple%20Measures%20Assessment%20Project/AB705%20Workshops/Maximizing_Calculus_Co_mpletion_For_Business_Admin_Degree_May_2023.pdf)

<sup>131</sup> [California Education Code - EDC §78213\(e\)\(2\)](#)

belonging to one of the four autonomous disciplines commonly referred to as ethnic studies, and that courses bearing these ethnic-focused designators within these disciplines have their existing designators, articulation agreements, and approved California General Education Transfer Curriculum status retained and recognized; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) affirm and honor these course designators as being part of one of the four autonomous disciplines commonly referred to as ethnic studies to preserve and uphold their approved articulation and transfer status, which aligns with the spirit of ASCCC's mission.

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

**OUTCOME** | Acclamation

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

Whereas, A multi-year investigation by *The New York Times*<sup>132</sup> uncovered extensive and "profoundly shocking" evidence of sexual abuse, grooming, and misconduct by Cesar E. Chavez, a co-founder of the United Farm Workers (UFW), including harrowing accounts of sexual abuse of children as young as 12 and 13 and incidents of molestation and rape occurring in Chavez's private office and during union marches, and that survival has meant enduring decades of trauma, including panic attacks, depression, and suicide attempts, while their pleas for help were historically ignored or silenced by those seeking to preserve Chavez's public image;

Whereas, Legendary civil rights activist Dolores Huerta, co-founder of the United Farm Workers, revealed that she is a survivor of sexual abuse by Chavez, including manipulation and rape in the 1960s, resulting in two pregnancies, and that she carried this secret because she "wasn't going to let Cesar or anyone less get in the way" of her life's work of building the movement "on behalf of millions of farmworkers and others who were suffering and deserved equal rights"<sup>133</sup>;

Whereas, The United Farm Workers Foundation officially cancelled all Cesar Chavez Day activities and described the shocking and indefensible allegations as incompatible with the organization's values,<sup>134</sup> and various state and local officials are taking steps to remove Cesar E. Chavez from public holidays, institutions, streets, and public roads<sup>135</sup>; and

Whereas, State and local leaders in public education are issuing statements calling for a shift in attention away from celebrating Chavez to honoring the Farmworkers Movement and to "ensure that every student in our schools, especially every girl, knows that her body is her own, that inappropriate sexual behavior is never her fault and that she will be believed and supported if she speaks up"<sup>136</sup>;

Resolved, That the Academic Senate for California Community Colleges condemn in the strongest possible terms the deplorable actions of Cesar E. Chavez as described in the testimonials of survivors, which included the

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<sup>132</sup> Fernandez, M., & Hurtes, S. (2026, March 18). Cesar Chavez, a civil rights icon, is accused of abusing girls for years. *The New York Times*. <https://www.nytimes.com/2026/03/18/us/cesar-chavez-sexual-abuse-allegations-ufw.html>

<sup>133</sup> Huerta, D. (2026, March 18). A statement from Dolores Huerta. Medium. [https://medium.com/@dolores\\_huerta/march-18-2026-e74c20430555](https://medium.com/@dolores_huerta/march-18-2026-e74c20430555); Dolores Huerta's full statement may be accessed through [the Dolores Huerta Foundation webpage, "Honoring Courage, Upholding Our Mission."](#) accessed March 25, 2026

<sup>134</sup> UFW Foundation. (2026, March 17). *Statement from the UFW Foundation*. UFW Foundation. <https://ufwfoundation.org/statement-from-the-ufw-foundation/>

<sup>135</sup> Garcia, K., et al. (2026, March 18). *Calls to remove César Chávez from buildings, parks, and roads*. Los Angeles Times. <https://www.latimes.com/california/story/2026-03-18/calls-remove-cesar-chavez-from-buildings-parks-roads>

<sup>136</sup> As examples, see the March 20, 2026 statement from [State Superintendent of Public Instruction Tony Thurmond "Update Regarding Observance of March 31 State Holiday to Honor the Farmworkers Movement and Latino Civil Rights,"](#) accessed March 25, 2026, and the March 18, 2026 [Statement from Los Angeles County Superintendent of Schools on Allegations Concerning Cesar Chavez,](#) accessed March 25, 2026

grooming and sexual abuse of children and the sexual assault of women within the farmworker labor movement; and

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

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

**OUTCOME** | Acclamation

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

Whereas, International Women’s Day is observed annually on March 8 as an official holiday by dozens of countries to celebrate the “social, economic, cultural, and political achievements of women” (International Women’s Day, n.d.)<sup>137</sup>, and for over 100 years has also worked to “raise awareness of gender inequality through shining a light on persistent issues like the gender pay gap, lack of representation in leadership roles, gender-based violence, and unequal access to education and opportunities” (International Women’s Day, n.d.)<sup>138</sup>; and

Whereas, Recognizing the achievements of women and promoting gender equality are evident throughout many aspects of the Academic Senate for California Community Colleges (ASCCC), ranging from the work of the Womxn’s Caucus to countless contributions in ASCCC leadership, committees and publications<sup>139</sup>, and is consistent with the ASCCC’s mission and vision which includes advancing inclusion, diversity, and equity<sup>140</sup>;

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

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

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

**OUTCOME** | Acclamation

## **FAILED RESOLUTIONS AND AMENDMENTS |**

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

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

Whereas, Existing regulation affirms the importance of accurate course information prior to enrollment, including title 5 section 55005<sup>141</sup> of the California Code of Regulations, which requires disclosure of key distance education elements such as technology needs and proctoring requirements, and Education Code §66406.9<sup>142</sup>

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<sup>137</sup> International Women’s Day. (n.d.). *About International Women’s Day (IWD)*.

<https://www.internationalwomensday.com/About-IWD>

<sup>138</sup> International Women’s Day. (n.d.). *About International Women’s Day (IWD)*.

<https://www.internationalwomensday.com/About-IWD>

<sup>139</sup> For more information, please visit the [ASCCC’s Womxn’s Caucus’ website](#).

<sup>140</sup> Academic Senate for California Community Colleges. (n.d.). *Mission and vision*. <https://www.asccc.org/about/mission>

<sup>141</sup> [Title 5 §55005](#)

<sup>142</sup> [California Education Code - EDC §66406.9](#)

(implementing SB 1359, Block, 2015), which requires that Zero Textbook Cost designations be clearly identified at the time of registration;

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop and adopt policies that uphold the integrity of student-facing course information by establishing procedures to ensure that any instructor reassignments or course-level modifications preserve published course attributes or provide equitable alternatives for affected students.

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

**OUTCOME** | MSF

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

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

Whereas, The Carnegie Unit and title 5 §55002.5<sup>143</sup> (Credit Hour) require that total student learning hours be calculated and documented in the course outline of record, yet the corresponding expected weekly student time commitment is typically not communicated transparently to students through course schedules or registration systems, which instead display course units and meeting times;

Whereas, Colleges offer short-term and accelerated courses to provide flexible scheduling options for students, yet because these courses require the same total student learning hours as full-term courses while occurring over fewer weeks, a moderate increase in units can produce a substantially larger increase in weekly workload when course lengths differ<sup>144</sup>; and

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<sup>143</sup> [Title 5 §55002.5](#)

<sup>144</sup> Under title 5 §55002.5, one lecture unit represents approximately 48 total student learning hours. Eight lecture units in a 16-week term require approximately 24 hours of student work per week. Adding a four-lecture unit course offered in a 12-week term requires approximately 16 additional hours of work per week, increasing the student’s weekly academic workload from about 24 hours to 40 hours with the addition of a single short-term course. This represents a 50% increase in units but a 67% increase in the student’s weekly academic workload. Adding a four-lecture unit course offered in an 8-week term represents a 50% increase in units *but a 100% increase in the student’s weekly academic workload.*

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

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

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

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

**OUTCOME** | MSF

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

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

Master's in mathematics or applied mathematics

OR

Bachelor's in either of the above

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

OR the equivalent; and

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

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

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

**OUTCOME** | MSF

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

<b>College</b>	<b>First</b>	<b>Last</b>
Alameda, College of	Cynthia	Haro
Allan Hancock College	Alberto	Restrepo
American River College	Veronica	Lopez
Antelope Valley College	Hal	Huntsman
Bakersfield College	Erica	Giblin
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Irma	Gonzalez Cuadros
Cabrillo College	Victoria	Banales
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	Lisa	Hooper
Cerritos College	Dara	Worrel
Cerro Coso College	Alex	Gilewski
Chabot College	Mona	Abdoun
Chaffey College	Elizabeth	Encarnacion
Citrus College	Lisa	Villa
Coalinga College	Christopher	Chaney
Coastline College	Steven	Fauce
College of Marin	Dave	King
Columbia College	Rebekah	Rogers
Compton College	Sean Christopher	Moore
Contra Costa CCD	Morgan	Lynn
Contra Costa College	Joseph	Carver
Cosumnes River College	Lauren	Wagner
Crafton Hills College	Natalie	Lopez
Cuesta College	Erich	Tucker
Cuyamaca College	Karen	Marrujo
Cypress College	Jaclyn	Magginetti
De Anza College	Shagun	Kaur
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
El Camino College	Charlene	Brewer-Smith
Evergreen Valley College	Henry	Estrada
Feather River College	Nikki	Grose
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Dolores	Davison
Fresno City College	Denia	Ramos Jimenez
Fullerton College	Bridget	Kominek
Gavilan College	Scott	Sandler
Glendale College	Cameron	Hastings
Golden West College	Justin	Smith
Grossmont College	Sharon	Sampson
Imperial Valley College	Ric	Epps
Irvine Valley College	RJ	Dolbin
Laney College	Eleni	Gastis
Las Positas College	Ashley	Young
Lassen College	Adam	Runyan

Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Corrina	Jobe
Los Angeles Mission College	Ashley	Sparks-Jamal
Los Angeles Pierce College	Jennifer	Moses
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Holly	Batty
Los Medanos College	Adrianna	Simone
Los Rios CCD	Paula	Cardwell
Madera College	Elizabeth	Mosqueda
Mendocino College	Nicholas	Petti
Merced College	Caitlin	Serpa
Merritt College	Adoria	Williams
MiraCosta College	Krista	Warren Yagubyan
Mission College	Jeff	Cormier
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Renee	Vincent
Moorpark College	Lee	Ballestero
Moreno Valley College	Adan	Navas
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Michael	Arce
Napa Valley College	Christine	Pruitt
Norco College	Kimberly	Bell
North Orange Continuing Education	Candace	Lynch
Ohlone College	Katherine	Michel
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palomar College	Nina	Shmorhun
Pasadena City College	Carmen	Stephens
Peralta CCD	Leslie	Blackie
Porterville College	Sherie	Burgess
Rancho Santiago CCD	Song	Graham
Redwoods, College of the	Bernadette	Johnson
Reedley College	Heather	Paul
Rio Hondo College	Farrah	Nakatani
Riverside City College	Jo	Scott-Coe
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
San Diego Mesa College	Mary	Gwin
San Diego Miramar College	Rodrigo	Gomez
San Francisco, City College of	Katia	Fuchs

San Joaquin Delta College	Danielle	Yancey
San Jose City College	Mark	Branom
San Jose-Evergreen CCD	David	Hendricks
San Mateo CCD	Todd	Windisch
San Mateo, College of	Daniel	Keller
Santa Ana College	Suzanne	Freeman
Santa Barbara City College	Kathleen	O'Connor
Santa Monica College	Vicenta	Arrizon
Santa Rosa Junior College	John	Stover
Santiago Canyon College	Tara	Kubicka-Miller
Shasta College	Alan	Spivey
Sierra College	Andre	Mendoza
Skyline College	Cassidy	Ryan
Solano College	Joshua	Scott
Southwestern College	Randy	Beach
Taft College	Michelle	Beasley
Ventura College	Jennifer	Garner
Victor Valley College	Jacqueline	Stahlke
West Los Angeles College	Jeremy	Jankins
West Valley College	Meg	Farrell
Woodland College	Aree	Metz
Yuba College	Meridith	Selden

<b>Executive Committee Member</b>	<b>First Name</b>	<b>Last Name</b>
President	LaTonya	Parker
Vice President	Robert L.	Stewart Jr.
Secretary	Eric	Wada
Treasurer	Erik	Reese
At-large Representative	Karen	Chow
At-large Representative	Mitra	Sapienza
North Representative	Stephanie	Curry
North Representative	Erik	Woodbury
South Representative	Luke	Lara
South Representative	Carlos	Guerrero
Area A Representative	Christopher	Howerton
Area B Representative	Mark Edward	Osea
Area C Representative	Edgar	Perez
Area D Representative	Bethany	Tasaka

**College and Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement  
2026-2030**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Riverside Community College District (“COLLEGE”), 3801 Market St, Riverside, CA 92501, and [HIGH SCHOOL DISTRICT] (“SCHOOL DISTRICT”), [HIGH SCHOOL DISTRICT ADDRESS].

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT has high schools, community schools, continuation high schools, juvenile court schools, or adult education programs offering courses for high school diplomas or high school equivalency certificates. Ed Code § 76004 (a)(2) ; and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Education Code § 76004, for high school students for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1); and

WHEREAS, underrepresented in higher education may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

**1.1.** The term of this CCAP Agreement shall be for FOUR years beginning on JULY 1, 2026 and ending on JUNE 30, 2030, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement.

**1.2.** This CCAP Agreement outlines the terms of the Agreement.

1.2.1.ADDENDUM A to this CCAP Agreement shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community

college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.

1.2.2. ADDENDUM B to this CCAP Agreement shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.

1.2.3. ADDENDUM C to this CCAP Agreement shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

1.2.4. ADDENDUM D to this CCAP Agreement shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.

1.2.5. ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT shall be submitted as an ADDENDUM to this CCAP Agreement when the instructor of record on a course offered under this CCAP Agreement is an employee of the SCHOOL DISTRICT.

**1.3.** A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section. Ed Code § 76004 (c)(3)

## **2. DEFINITIONS**

**2.1.** CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or help high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law.

**2.2.** Consistent with Education Code 76004, this CCAP Agreement shall include pupils who may not already be college bound or who are underrepresented in higher education (Ed Code § 76004 (a)(1)), including first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)

**2.3.** Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to Education Code § 76140, a community college district shall exempt nonresident tuition fees from any special part-time student, other than a person excluded from the term "immigrant," for purposes of the federal Immigration and Nationality Act (8 U.S.C. Sec. 1101), pursuant to paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, admitted pursuant to Education Code §§ 76001, 76003, or 76004. Concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1.** Student Eligibility - Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness Ed Code § 76004 (a)(1); whereas, “underrepresented in higher education” may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)
- 3.2.** Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.
- 3.3.** College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4.** Student Records – The COLLEGE will provide grades each term to the SCHOOL DISTRICT unless otherwise specified in ADDENDUM C.
- 3.5.** Priority Enrollment – A COLLEGE participating in this CCAP Agreement shall assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Education Code § 11300 and consistent with middle college high school provisions in Education Code § 76001.
- 3.6.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Ed Code § 76004 (d)
- 3.7.** Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in Education Code § 76004 (p). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential. Ed Code § 76004 (p)(1-3)
- 3.7.1. Unit caps and approval processes for special admit students will be set by the COLLEGE.
- 3.8.** Minimum School Day – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

**4. COLLEGE APPLICATION PROCEDURE**

- 4.1.** The COLLEGE will be responsible for processing student applications.

- 4.2.** The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3.** The SCHOOL DISTRICT agrees to provide reasonable support to the COLLEGE in the admission and registration of SCHOOL DISTRICT students, as mutually agreed upon by both parties.
- 4.4.** The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5.** Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Ed Code § 76004 (p)(q)

## **5. PARTICIPATING STUDENTS**

- 5.1.** A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Ed Code § 76004 (p)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Education Code §§ 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2.** The books and instructional materials required for the COLLEGE course offered as part of this CCAP Agreement will be specified in ADDENDUM D to this Agreement.
- 5.3.** Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4.** Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5.** Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7.** Students requiring reasonable accommodations for COLLEGE courses offered through the COLLEGE will receive services through the COLLEGE. ( 5 Cal. Code Regs. § 55526)
  - 5.7.1.** In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT, or online, the SCHOOL DISTRICT will:

- 5.7.1.1. Inform students and families about the differences in disability services between the SCHOOL DISTRICT and the COLLEGE.
  - 5.7.1.2. Assist students with preparing documentation for COLLEGE disability services.
  - 5.7.1.3. Identify a liaison to coordinate with the COLLEGE disability services department.
- 5.7.2. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT or online, the COLLEGE will:
- 5.7.2.1. Conduct intake interviews and determine academic adjustments through the COLLEGE's interactive process.
  - 5.7.2.2. Provide reasonable academic adjustments and auxiliary aids consistent with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973,
  - 5.7.2.3. Maintain confidentiality of disability-related information.
  - 5.7.2.4. Communicate directly with students regarding academic adjustment decisions.
  - 5.7.2.5. Maintain open communication with liaison at SCHOOL DISTRICT.
- 5.7.3. In the event of disagreement concerning the provision or coordination of disability services under this agreement, representatives from the COLLEGE and the SCHOOL DISTRICT shall meet promptly to resolve the issue collaboratively. If resolution cannot be achieved, both institutions may consult their respective legal counsel or governing agencies for further guidance.
- 5.8.** Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
- 5.9.** A course dropped within the COLLEGE drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.
- 6. CCAP AGREEMENT COURSES**
- 6.1.** The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Ed Code § 76004 (o)(1)
  - 6.2.** Courses offered as part of this CCAP Agreement at the COLLEGE may not reduce access to the same course offered at the partnering community college campus. Ed Code § 76004 (k)(1)
  - 6.3.** The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
  - 6.4.** The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in ADDENDUM B to this Agreement. Ed Code § 76004 (c)(1)

- 6.5.** Course offerings under this CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be prepared in collaboration between the COLLEGE and SCHOOL DISTRICT and presented in ADDENDUM A to this CCAP Agreement. Any changes to course offerings under this CCAP Agreement will be jointly reviewed and approved as laid out in the timeline in ADDENDUM A of this CCAP Agreement.
- 6.6.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9.** Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10.** Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11.** A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12.** Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13.** COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14.** This CCAP Agreement certifies that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Ed Code § 76004 (n)

## **7. INSTRUCTORS**

- 7.1.** All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title

5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.

- 7.2. The COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Ed Code § 76004 (m)(1)
  - 7.3. This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Ed Code § 76004 (m)(2)
  - 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
  - 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of any sex offense as defined in Education Code § 87010, or convicted of any controlled substance offense as defined in Education Code § 87011 shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. Ed Code § 76004 (h)
  - 7.6. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement shall not displace or result in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)
  - 7.7. Prior to teaching, faculty shall receive an orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
  - 7.8. Faculty may participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.
  - 7.9. Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
  - 7.10. SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors, and must sign an INSTRUCTOR SERVICE AGREEMENT (ADDENDUM E) with the COLLEGE prior to teaching a COLLEGE course offered under this CCAP Agreement.
  - 7.11. The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.
- 8. ASSESSMENT OF LEARNING AND CONDUCT**
- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

- 8.2.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

**9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1.** The COLLEGE shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)
- 9.2.** The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)
- 9.3.** The SCHOOL DISTRICT shall identify personnel at each participating site to perform clerical services and services associated with student outreach and recruitment activities, application and enrollment support, and other related services as deemed necessary.
- 9.4.** The COLLEGE will provide SCHOOL DISTRICT personnel with assistance and direction under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy, and COLLEGE procedures, and academic standards. The COLLEGE will detail the support provided to each site in the SCHOOL DISTRICT in ADDENDUM B of this CCAP Agreement.
- 9.5.** The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6.** This CCAP Agreement requires an annual report as specified in the ADDENDUM C, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information:
  - 9.6.1.** The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Ed Code § 76004 (u)(1)(A)
  - 9.6.2.** The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Ed Code § 76004 (u)(1)(B)
  - 9.6.3.** The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Ed Code § 76004 (u)(1)(C)

9.6.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(D)

9.6.5. The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(E)

## **10. APPORTIONMENT**

**10.1.** The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

**10.2.** For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Ed Code § 76004 (o)(2)

**10.3.** The SCHOOL DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the COLLEGE has been, or shall be, paid an allowance or apportionment. Ed Code § 76004 (s)

**10.4.** The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Ed Code § 76004 (t)(1)

## **11. CERTIFICATIONS**

**11.1.** The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

**11.2.** The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

**11.3.** The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

**11.4.** This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code § 87010 or as amended, or any controlled substance offense as defined in Education Code § 87011 or as amended. Ed Code § 76004 (h)

**11.5.** This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)

**11.6.** This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Ed Code § 76004 (j)

**11.7.** The COLLEGE certifies that:

11.7.1. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Ed Code § 76004 (k)(1)

11.7.2. The Agreement is consistent with the core mission of the COLLEGE pursuant to Education Code § 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Ed Code § 76004 (k)(2)

**11.8.** This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Ed Code § 76004 (l)

**12. PROGRAM IMPROVEMENT**

**12.1.** The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

**13. RECORDS**

**13.1.** Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.

**13.2.** Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

**14. STUDENT FEES**

**14.1.** Student fees will be waived by COLLEGE.

**15. FACILITIES**

**15.1.** The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

**15.2.** The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code § 49011.

**15.3.** The COLLEGE facilities may be used subject to mutual agreement by the parties.

**16. INDEMNIFICATION**

**16.1.** The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

**16.2.** The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **17. INSURANCE**

**17.1.** The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

**17.2.** COLLEGE shall obtain and maintain the insurance coverages and limits as shown below for the duration of this Agreement. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Agreement. Should COLLEGE maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the SCHOOL DISTRICT and those coverages and limits shall become the required minimum limits of insurance and coverage in all articles of this Agreement.

17.2.1. Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including operations, products and completed operations and contractual liability with limits not less than \$1,000,000.00 per occurrence, \$2,000,000 General Aggregate and \$2,000,000 Products –Completed Operations Aggregate for bodily injury, personal injury, and property damage.

17.2.1.1. The Commercial General Liability Coverage shall include the following endorsements:

17.2.1.1.1. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Additional Insureds either by specific endorsement naming

these parties or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.1.2. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

17.2.1.2. The Commercial General Liability Coverage shall not include the following endorsements: Amendment of Contractual Liability, Cross Suits Liability Exclusion

1. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than \$1,000,000.00 per accident for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability. The Business Auto coverage shall include the following endorsements:
2. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.3. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

3. Workers’ Compensation including statutory coverage as required by the State of California and including Employers’ Liability with limits not less than \$1,000,000.00 each accident; \$1,000,000.00 policy limit bodily injury by disease; \$1,000,000.00 each employee bodily injury by accident.
4. The Workers’ Compensation coverage shall include a Waiver of Subrogation endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket waiver of subrogation endorsement applicable “when required by written contract or agreement;”
5. If COLLEGE is using a Professional Employer Organization or any other type of staffing company to lease employees, COLLEGE must notify and seek approval from the Risk Management Department of the SCHOOL DISTRICT prior to the execution of this Agreement.
6. Umbrella or Excess Liability coverage with limits not less than \$1,000,000.00 excess over the Commercial General Liability, Automobile Liability and Employer’s Liability. The Umbrella or Excess Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
7. As the COLLEGE will have access to or will be receiving any personal or private information about the SCHOOL DISTRICT or its students, personnel, students or parents or any other third party:
8. Cyber Liability Insurance with limits not less than \$2,000,000 for each occurrence or event with an annual aggregate of \$2,000,000

9. The policy shall minimally cover claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security.
10. The policy shall protect the SCHOOL DISTRICT for breach response costs as well as regulatory fines and penalties with a limit that equals not less than \$200 per student in the aggregate.
11. The Cyber Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
12. COLLEGE must provide professional liability insurance, or the equivalent to his/her specific field (such as medical malpractice, errors and omissions, etc.), with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Professional Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
13. COLLEGE must provide sexual misconduct insurance, with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Sexual Misconduct Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
14. Should any of the insurance policies contain either a deductible or self-insured retention, the COLLEGE shall be responsible to pay that deductible or self-insured retention and the SCHOOL DISTRICT shall not be responsible to pay these costs.
15. Should any required insurance policies be cancelled, non-renewed or if the COLLEGE fails to renew, COLLEGE shall provide notice of such cancellation immediately to the SCHOOL DISTRICT.
16. All insurance policies as required in this article shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.
17. Certificates of Insurance Coverage shall be filed by COLLEGE with the SCHOOL DISTRICT evidencing all of the insurance coverages required in this article at the time this Agreement is executed. The certificates must have all required endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by COLLEGE. The SCHOOL DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.
18. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all

workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

**18. NON-DISCRIMINATION**

**18.1.** Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

**19. TERMINATION**

**19.1.** Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

**20. NOTICES**

**20.1.** Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

*COLLEGE*  
Riverside Community College District  
3801 Market Street  
Riverside, CA 92501  
Attn: Aaron Brown, Vice Chancellor

*SCHOOL DISTRICT*  
[HIGH SCHOOL DISTRICT]  
[HIGH SCHOOL DISTRICT ADDRESS]  
[HIGH SCHOOL DISTRICT ADDRESS]  
Attn: [HIGH SCHOOL DISTRICT NAME]

**21. INTEGRATION**

**21.1.** This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

**22. MODIFICATION AND AMENDMENT**

**22.1.** No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**23. GOVERNING LAWS**

**23.1.** This agreement shall be interpreted according to the laws of the State of California.

**24. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

**24.1.** For locations outside the geographical boundaries of COLLEGE, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or

as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**25. SEVERABILITY**

**25.1.** This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**26. COUNTERPARTS**

**26.1.** This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

**26.2.** By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

**27. SIGNATURES AND APPROVALS**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM A - COURSE OFFERINGS & PATHWAYS  
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)  
DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total projected number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- B. The COLLEGE has identified the attached pathways, course offerings per program year, estimated students served, and projected FTES. The pathways below are intended to project the courses offered and are subject to change based on the needs of the student cohorts within the pathway and instructor availability at the COLLEGE.
- C. The COLLEGE and SCHOOL DISTRICT will follow the timeline below for course requests and changes.

[DATE]	Course requests due from SCHOOL DISTRICT to COLLEGE. Must include number of sections, modality, days, times, and any instructor requests or applications. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
[DATE]	COLLEGE will confirm course offerings, including number of sections, modality, days, and time for the next school year with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

- D. See attached “Riverside Community College District - CCAP Dual Enrollment Pathways” documents for course and pathways details.

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

# Riverside Community College District - CCAP Dual Enrollment Pathways

<b>College:</b>			
<b>High School/District:</b>			
<b>Dates:</b>	2026-2030		
<b>Student Details</b>	Number of High School Students:		Projected FTES:
	Criteria to Assess Ability to Benefit:		

## General Education Pathway (CalGETC - General Education Pattern for UC & CSU Transfer)

<b>Course Details</b>	Time & Location:			
	Summer Term	Fall Term	Winter Term	Spring Term
<b>Area 1A: English Composition (One course: 3 semester or 4 quarter units)</b>				
<b>Area 1B: Critical Thinking and Composition (One course: 3 semester or 4 quarter units)</b>				
<b>Area 1C: Oral Communication (One Course: 3 semester or 4 quarter units)</b>				
<b>Area 2 – Mathematical Concepts and Quantitative Reasoning (One course: 3 semester or 4 quarter unit)</b>				
<b>Area 3A: Arts (One course: 3 semester or 4 quarter units)</b>				



<b>Area 5A: Physical Science (One course: 3 semester or 4 quarter units)***</b>				
<b>Area 5B: Biological Science (One course: 3 semester or 4 quarter units)***</b>				
<b>Area 5C: Laboratory (1 semester or 1 quarter unit)</b>				
<b>Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)</b>				
<b>CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History</b>				
<b>CSU Graduation Requirement Only in United States History, Constitution, and Government: US-2 - Constitution</b>				

and Government				
UC Graduation Requirement Only - Language Other Than English				

<b>Transferable Electives</b>				
	Summer Term	Fall Term	Winter Term	Spring Term
Transferable Elective Courses				

**Certificate & Degree Pathways**

<b>[PATHWAY]</b>				
<b>Course Details</b>	Scope & Nature:			
	Time & Location:			

	Summer Term	Fall Term	Winter Term	Spring Term
[CERTIFICATE / DEGREE]				

<b>[PATHWAY]</b>				
<b>Course Details</b>	Scope & Nature:			



**ADDENDUM B - POINTS OF CONTACT & SERVICES**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.
- B. The COLLEGE has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)

COLLEGE POINT OF CONTACT - [COLLEGE]

Name:  
Title:  
Phone Number:  
Email:

- C. The SCHOOL DISTRICT has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)

SCHOOL DISTRICT POINT OF CONTACT - [SCHOOL DISTRICT]

Name:  
Title:  
Phone Number:  
Email:

- D. The COLLEGE agrees to provide the following staff support and services for students participating in courses offered under this CCAP Agreement:
  - [INSERT]
- E. The SCHOOL DISTRICT agrees to provide the following staff support services for students participating in courses offered under this CCAP Agreement:
  - [INSERT]

**F. SIGNATURES AND APPROVALS**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By: \_\_\_\_\_ Date: \_\_\_\_\_

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Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

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**ADDENDUM C - DATA SHARING AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

**B. COLLEGE MANDATED ANNUAL STATE REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full- time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

**B. CCAP AGREEMENT DATA MATCH AND REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

**C. PRIVACY OF STUDENT RECORDS**

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy

Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

**D. DATA SHARING**

- a. The COLLEGE agrees to share the following data or reports with the SCHOOL DISTRICT according to the frequency/timeline included below:

Data/Report	Frequency/Timeline
[INSERT]	

- b. The SCHOOL DISTRICT agrees to share the following data or reports with the COLLEGE on the specified timeframe:

Data/Report	Frequency/Timeline
[INSERT]	

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM D - TEXTBOOK AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.
- B. The COLLEGE will ensure, whenever possible, that courses will use free resources (OERs) and that textbooks will remain the same throughout the term of the CCAP agreement.
- C. The cost of textbooks and materials will be borne by the party(ies) identified in section D of this ADDENDUM.
- D. Textbook List:

Course	Section or Instructor	Textbooks & Materials	Responsible Party
[INSERT]			

- E. **CHANGES-** The COLLEGE will follow the timeline below to notify the SCHOOL DISTRICT of any changes to the agreed upon textbook list included in section E of this ADDENDUM.

[DATE]	The COLLEGE will confirm required textbooks or materials for the Summer and Fall terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
[DATE]	The COLLEGE will confirm required textbooks or materials for the Winter and Spring terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

**F. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
 [HIGH SCHOOL DISTRICT APPROVER]  
 [HIGH SCHOOL DISTRICT]

\_\_\_\_\_

By:

Date:

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Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, \_\_\_\_\_ (“INSTRUCTOR”) of \_\_\_\_\_ (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the “PARTIES”) agree as follows:

1. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
2. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
3. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
4. INSTRUCTOR shall be paid by (SELECT ONE)  
  
    the COLLEGE  
  
    the SCHOOL DISTRICT
5. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
6. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
7. INSTRUCTOR understands and agrees that INSTRUCTOR’s performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
8. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

9. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



# You Can't Count If You're Not Counted

## A Practical Guide on How More Inclusive Data Can Drive African American/Black Student Success and What You Can Do

September 2025

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### Introduction

Higher education research shows that a sense of *belonging* is critical to student success (Strayhorn, 2012). African American/Black students can experience greater belonging when they feel their college recognizes their racial identity. Yet, **many California community colleges use data methods that undercount African American/Black students who identify with more than one race or ethnicity.** This approach can lead to missed opportunities when it comes to fostering belonging throughout African American/Black students' academic journeys, and ultimately, improving equitable outcomes.

The RP Group's position paper [\*You Can't Count If You're Not Counted: More Inclusive Data Collection and Reporting Strategies to Drive African American/Black Student Success\*](#) (2025) identified this issue and provided institutional research, planning, and effectiveness (IRPE) leaders alternative strategies. This guide builds on that paper, offering practitioners and advocates insight on how colleges count African American/Black students currently, **why more inclusive methods matter for African American/Black students' success**, and what you can do to advance these approaches.

**You Can't Count If You're Not Counted: A Practical Guide on How More Inclusive Data Can Drive African American/Black Student Success and What You Can Do**

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## Most Colleges Overlook Diversity Within the African American/Black Population

Demographic measurement of the racial and ethnic identity of African American/Black individuals has been dictated to them since at least 1790 (U.S. Census, n.d.). The California Community Colleges system follows the federal Integrated Postsecondary Education Data System's (IPEDS) approach. Students answer two checkbox questions: first to identify as either *Hispanic/Latino* or *Not Hispanic/Latino*, then to choose among six race categories (*American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, or Two or More Races*). Hispanic/Latino identity is prioritized over others if selected, which means that if a student checks both Hispanic/Latino and another race, only their Hispanic/Latino identity is reported. Students who check multiple non-Hispanic categories are categorized as Two or More Races.

This current system limits students' identities. Specifically, only students who select *only* the African American/Black box are counted in that category. According to the California Community Colleges Chancellor's Office Data Mart, in 2022–2023, 4.1% of students were categorized as multi-ethnic and 5.1% as unknown. **It is impossible to know how many of these students may consider themselves to be African American/Black.** As a result, colleges and districts may exclude these students from programs and services designed for African American/Black students, and therefore underallocate the resources necessary to meet these students' needs, perpetuating or widening opportunity gaps.

## Inclusive Identification Methods Can Lead to Increased Belonging, Better Outcomes

Allowing students to fully express their African American/Black identity in data collection will signal that their identity matters. Collecting more inclusive racial identification data will **provide a richer understanding of who students are** and allow for improved reporting, which can facilitate better-informed decisions about policies and practices designed to **promote equitable outcomes for African American/Black students** (Dowdle, 2019).

With more accurate racial identity data, colleges and districts can more effectively allocate resources to **meet the specific needs of African American/Black students**, mitigate inequitable access to programs and services, and address opportunity gaps (Dowdle, 2019).

Notably, more inclusive data methods can **benefit not only African American/Black students but also individuals from other racial/ethnic groups** that are also often undercounted, including Native American and Pacific Islander students.

## What You Can Do

How can colleges make data collection and reporting practices more inclusive? Ideas include allowing students to “check all that apply,” providing students the space to further describe their cultural or racial identity, and then reporting *all* of students’ race/ethnicity selections (see sidebar, *Inclusive Data Methods*). It is essential to note that when students’ racial/ethnic identities are fully recognized, percentages will no longer add up to 100% across groups in datasets and reporting.

### Inclusive Data Methods

Want to advocate for the adoption of more inclusive data collection, analysis, and reporting? Consider these ideas:

- **Adopt a “check any that applies approach”** for all race/ethnicity data collection efforts.
- **Include an open textbox next to each race/ethnicity category**, prompting respondents to describe any additional cultural or racial context they would like to include.
- **Report on different combinations** of African American/Black students (e.g., only marked African American/Black, marked African American/Black along with other races/ethnicities).
- **Recategorize race/ethnicity** using African American/Black as the reference or prioritized group.

### The RP Group’s African American Transfer Tipping Point (AATTP) Study

The [AATTP study](#) explored the experiences of transfer-bound African American/Black students and examined differences in the sample sizes based on identification method. Using the limited IPEDS methodology, the sample included 40,075 transfer-intending students. However, when employing a more inclusive method, the sample grew to 69,278 students, representing a 73% increase.

The RP Group has adopted **more inclusive identification and reporting methods that center the experiences of African American/Black students** to facilitate more comprehensive studies on educational outcomes and disparities (see example in sidebar, *The RP Group’s African American Transfer Tipping Point Study*). Some colleges are already at the forefront of this issue (see p. 4 sidebar on *Chabot College’s “Umoja Way” of Counting Students*). Community college practitioners and advocates can take steps to further promote these approaches:

- **Educate colleagues on why inclusive data methods are important** to African American/Black students' success and identify ways to adopt these approaches at all levels of the institution.
- **Review how your college/district publishes race/ethnicity data** on public dashboards and in reports.
- **Reach out to your research office** to explore how it collects, analyzes, and reports student race/ethnicity data.
- **Ask your research office to calculate enrollment metrics for African American/Black students using different methods** (i.e., an IPEDS count versus a more inclusive count) to demonstrate any differences.
- **Advocate for more student-centered approaches** that allow African American/Black students to self-determine their racial/ethnic identities, rather than limiting their options using more restrictive historical methods.

### Chabot College's "Umoja Way" of Counting Students

In a collaborative effort, Chabot College's Institutional Research (IR) and Umoja leaders developed a unique reporting method called the "Umoja Way."

Using Umoja principles, the approach ensures that all students who identified as "African American/Black" on their college application are included in this count, even if they also selected an additional race or ethnicity. The [Umoja Way method](#) provides a more accurate and comprehensive account of African American/Black students to inform campus decision-making, support Umoja and the Black Cultural Resource Center, and ultimately bolster the success of these students at Chabot College.

## For More Information

Learn more detailed information on inclusive data collection and reporting methods in The RP Group's companion resource [You Can't Count If You're Not Counted: More Inclusive Data Collection and Reporting Strategies to Drive African American/Black Student Success](#).

## References

- California Community Colleges Chancellor's Office (n.d.). *Data Mart*. [datamart.cccco.edu/Students/Student\\_Headcount\\_Term\\_Annual.aspx](http://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx)
- Dowdle, T. L. (2019). *Administrators' perceptions of the student equity policy and supporting Black student success at a California community college: A case study (dissertation)*. California State University, Fullerton.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.
- U.S. Census Bureau. (n.d.). *Measuring race and ethnicity across the decades: 1790-2010*. [census.gov/data-tools/demo/race/MREAD\\_1790\\_2010.html](https://www.census.gov/data-tools/demo/race/MREAD_1790_2010.html)

**You Can't Count If You're Not Counted: A Practical Guide on How More Inclusive Data Can Drive African American/Black Student Success and What You Can Do**



DE CERTIFICATION ON YOUR MIND?

# PEER TO PEER REVIEW

*Orientation Sessions*

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**FRIDAY, MAY 15<sup>TH</sup> NOON-2PM**  
**FRIDAY, MAY 29<sup>TH</sup> 10AM-12PM**  
**LOCATION: DL 206**

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**PREP FOR THE SUMMER, BE READY FOR FALL!**

PARTICIPATION IN THE SPRING ORIENTATION SESSIONS WILL PREPARE YOU TO GO THROUGH THE PEER TO PEER DE CERTIFICATION PROCESS.

**ORIENTATION WILL INCLUDE:**

- RUBRIC INTRODUCTION
- REVIEW OF PROCESS TO SIGN UP FOR PEER TO PEER OPTION
- OPPORTUNITY TO REVIEW YOUR COURSE SHELL
- Q&A WITH A PEER REVIEWER
- PLAN TO-DO'S FOR SUMMER PREP

THE GOAL IS TO BE READY TO GO THROUGH THE PROCESS IN THE FALL IN TIME FOR THE DECEMBER DEADLINE!

**[CLICK HERE TO REGISTER](#)**