



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Spring 2025 Pre-Area Meetings Resolutions

For Discussion – Friday March 21, 2025 at the Pre-Plenary Area Meetings

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be discussed at the March 21, 2025 ASCCC Area Meetings

Resolutions Committee

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

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

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

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted March 22, 2025 through April 10, 2025 are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

MEMBER SENATE RESPONSIBILITY - DELEGATES TO ASCCC

In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [linked Delegate Form](#).** Unless this form is submitted, the Senate President or Delegate reported to the Senate Office in the Senate Directory will not be eligible to vote. Forms must be emailed to the ASCCC Office - events@asccc.org by **April 21, 2025**.

ASCCC SPRING 2025 PLENARY PILOT RESOLUTIONS PROCESS/TIMELINE

- (Pre-session)/Pre-Area Meeting resolutions due to Resolutions Chair – February 17, 2025, for discussion at March Executive Committee Meeting.
- (Pre-session)/Pre-Area Meeting Resolutions packet to the field by March 14, 2025.
- Area Meetings| All Areas, Friday, March 21, 2025
 - Mandatory Contacts Meeting immediately following the Area Meetings - 3:30pm-4:30pm
- March 28, 2025 – First packet of resolutions to the field (pre-session/pre-area meeting packet + Area meeting resolutions)
- **April 10, 2025 - Last day for resolution submission.**
- April 11, 2025 - mandatory contacts meeting - 11:00AM - 1:00PM
- April 17: Final Plenary Resolutions packet sent to the field (1 week before the first day of plenary).
- Plenary Session begins on April 24, 2025.
- April 25, 2025, Time TBD: Amendments and urgent resolutions due (Fri of Plenary).
 - Mandatory Contacts Meeting Friday, April 25 - time to be announced

In order to propose amendments or urgent resolutions on the Friday of plenary session, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on April 10, 2025 and new information is presented between Friday April 11, 2025 and Friday April 25, 2025 (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 6). **(updated here to accommodate the new pilot timeline)**

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.

*101.01 S25 Addressing Barriers to Articulation

*104.01 S25 Reimagining Transfer Alignment Efforts

*105.01 S25 Catalog Rights for Dual Enrollment Students

*108.01 S25 Fraudulent BOT Enrollments in California Community Colleges Courses

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

*112.01 S25 Disciplines List – Art

*112.02 S25 Disciplines List – Physical Education (Adapted)

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

*114.01 S25 Empowering Faculty Voice in Rising Scholars Programming

RESOLUTIONS CATEGORIES

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

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

101. CURRICULUM

***101.01 S25 Addressing Barriers to Articulation**

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

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across CCCs, but gaps remain in the articulation of courses outside of the Transfer Model Curriculum and Associate Degree for Transfer;

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

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways²;

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

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved transparency, consistency, and timeliness in articulation decisions, and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

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

² <https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf>

102. DEGREE AND CERTIFICATE REQUIREMENTS

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM REQUIREMENTS

***104.01 S25 Reimagining Transfer Alignment Efforts**

Whereas, Resolution [15.01 F17](#) stated “the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems”;

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

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

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

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

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

105. STUDENT PREPARATION AND SUCCESS

***105.01 S25 Catalog Rights for Dual Enrollment Students**

Whereas, California Code of Regulations Title 5 §40401³ establishes a system-wide catalog rights policy for undergraduate students of the California State University, which include California community college transfer students, and allows

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

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

Whereas, Dual enrollment students, who are California community college (CCC) students, who start at a CCC may establish community college catalog rights at the semester they first start taking courses at a CCC, but the California State University (CSU) will not honor those catalog rights as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school⁴; and

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

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

Contact: Mark Edward Osea, ASCCC Executive Committee

106. GOVERNANCE STRUCTURES

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

***108.01 S25 Fraudulent BOT Enrollments in California Community Colleges Courses**

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor’s Office (CCCCO)

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efforts to prevent and mitigate fraud systemwide,⁵ the CCC system still lost more than \$7.5 million annually to financial aid fraud in 2024;⁶

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses⁷, causing further scheduling complications and making it more difficult for students to register for required courses to make progress on their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies⁸ to accurately identify and drop fraudulent students, so that add codes can be given to real students to enroll in their place before the add deadline; and

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

Resolved, That the Academic Senate for California Community Colleges commend the California Community College Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply⁹;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to increase efforts towards supplying systemwide technology and/or funding to help local colleges' efforts to combat fraud in enrollment and financial aid; and

Resolved, That by Spring 2026, the Academic Senate for California Community Colleges work with system partners to provide professional development support to faculty around student engagement and regular substantive interaction practices that can help quickly detect fraudulent students so that course enrollments can be stabilized with real student enrollments.

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

⁵ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

⁶

<https://edsource.org/2024/financial-aid-fraud-is-growing-at-californias-community-colleges/721409#:~:text=In%202024%2C%20through%20September%2C%20community.later%20wrote%20off%20as%20fraud.>

⁷ <https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

⁸ <https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud>

⁹ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

Whereas, The document, “Standards of Practice for California Community College Counseling Faculty and Programs” (the document), was originally adopted by the delegates in the 1997 Spring Plenary Session, and revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, It is recommended that the document be reviewed at least every six years¹⁰; and

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

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

Contact: Mark Edward Osea, ASCCC Executive Committee

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

***112.01 S25 Disciplines List – Art**

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

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

OR

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

OR

the equivalent

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

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

¹⁰ P.19 https://www.asccc.org/sites/default/files/publications/Standards-of-Practice_0.pdf

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

***112.02 S25 Disciplines List – Physical Education (Adapted)**

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

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

OR

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

OR

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

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

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

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

OR

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

113. LEGISLATION AND ADVOCACY

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

***114.01 S25 Empowering Faculty Voice in Rising Scholars Programming**

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

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

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

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

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

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

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

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

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