



MEETING

2025-10-06

EXHIBITS 1-7

Faculty Senate Community Agreements

We agree to: Be visible and stay engaged • Commit to open, honest conversation • Listen respectfully and actively to learn and to understand others' views • Share airtime and be conscious of time • Lean into discomfort and be brave • Critique ideas, not people • Consider our own identities and make no assumptions • Not ask individuals to speak for their (perceived) social group • Actively combat racism, discrimination, and microaggressions • Act in solidarity with marginalized communities

MEETING OF THE FACULTY SENATE

Date: Monday, October 6, 2025

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gideon, Wendy
Guillen, Adriana
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Irving (ASG Rep)
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 09-29-2025

2. Action

- a. Curriculum – (Exhibit 1), Mellos
- b. Committee on Committees – (Exhibit 2), Zavodny
- c. GE Subcommittee Governing Structure Change – (Exhibit 3), Mellos
 - Membership
 - Meeting Time

3. Information – (Max 5 min each)

- a. ASG Introduction and Report, Irving Martinez, ASG Representative
 - ASG Representative introductions
 - Update on ASG Activities
- b. Honors Ad Hoc Committee – (Exhibit 4), Martinez
 - Presentation of work and support for future plans for the Honors Program at Palomar College.
- c. ASCCC Area D Meeting- Resolutions, October 10th
 - Senators can attend virtually for free
- d. Call for 20% Reassigned Time Proctoring Position - (Exhibit 5), Pearson

4. Discussion

- a. Equitable Placement & Completion Committee – (Exhibit 6), Feld
 - Feedback on two options for the future of the committee.

5. Adjournment

Academic & Professional Matters: The 10+1+1

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters. 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) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Minutes 2025-09-29 Approved



Minutes of the MEETING OF THE FACULTY SENATE September 29, 2025

APPROVED

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Heather Elliott Pham, Kelly Falcone, Wendy Gideon, Adriana Guillen, Jason Jarvinen, Scott Klinger, Lawrence Lawson, Melissa Martinez (Zoom), Vickie Mellos, Michael Mufson, Patrick O'Brien, Marina Parenti, Beth Pearson, Tanessa Sanchez, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Ashley Wolters, Anastasia Zavodny

ABSENT:

GUESTS: Elena Villa Fernandez de Castro, Alyssa Vafaei

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced that Murder on the Orient Express opens this Friday.

Senator Mellos announced that the deadline to launch any course or program changes, or new course programs in Maverick, is October 1st. This deadline is especially important for those attempting to employ Common Course Numbering. The instruction office will process technical updates (such as CCN requisite changes) for programs that miss the October 1st deadline to ensure the catalog remains accurate for students.

Senator Lawson announced a rally in solidarity with CCE, noting that CCE is currently in a battle with the District to honor their contract regarding COLA. The rally will take place next Tuesday, October 7th, at 12 p.m., starting at the clock tower. Attendees will march to the library afterward, where free lunch will be provided. Attendees were encouraged to let folks know and wear green to show appreciation for CCE for helping faculty receive previous COLAs. An Outlook invite will be sent tomorrow, September 30th for RSVP headcount purposes.

Minutes 2025-09-29 Approved

Senator Dalrymple announced a reminder that open enrollment for part-time faculty healthcare is ongoing for one and a half more weeks.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Doyle Bauer/Sheaffer

Faculty Senate to approve the minutes for September 22, 2025 as amended.

The motion carried.

ACTION

A. Committee on Committees – (Exhibit 1), Zavodny

MSC: Zavodny/Brooks

Faculty Senate to approve the hiring committee ballot for the Interim Manager: Camp Pendleton Education Site and the Interim Manager, Office of Student Recruitment.

The motion carried.

Hiring Committee: Interim Manager: Camp Pendleton Education Site: Stephanie Blundell
Hiring Committee: Interim Manager, Office of Student Recruitment: Selene Gongora Baltazar

B. Faculty Senate Special Projects Coordinator for AY 25-26: Artificial Intelligence – (Exhibit 2), Pearson

MSC: Mufson/Sanchez

Faculty Senate to approve the ballot for the Faculty Senate Special Projects Coordinator for AY 25-26: Artificial Intelligence

The motion carried.

Faculty Senate Special Projects Coordinator Position for AY 25-26: Artificial Intelligence: Ghenni Alba

C. Subcommittee Report Form – (Exhibit 3), Pearson

Minutes 2025-09-29 Approved

MSC: Sanchez/Zavodny

Faculty Senate to approve the use of the Subcommittee Report Form for submissions of semesterly reports.

The motion carried.

INFORMATION

A. Baccalaureate and Upper Division Training – (Exhibit 4), Mellos

Vickie Mellos, along with Jenny Ferrero (Dean of Instruction) , provided a report on the Curriculum Committee's training experience regarding the new Baccalaureate and Upper Division program. Palomar College will launch its first bachelor's degree program, a Bachelor of Science in Building Performance and Environmental Design, starting in Fall 2026. The program is housed within the Career Technical Education (CTE) field, which is currently the only permissible field for community college baccalaureate degrees in California.

The program is designed as a cohort-based, full-time, two-year upper division program, with plans to start a new cohort each fall. Upper division courses are restricted, available only to students admitted to the program or those enrolled in another California Community College baccalaureate program.

Enrollment acceptance is based on a supplemental application process that is talent-based, requiring portfolio review and interviews. The target size for the first cohort is 24 students. Course cancellations for the running cohort will be protected.

The upper division curriculum requires a total of 60 units. Upper division courses (300-level and higher) must build upon foundational lower division skills and demonstrate advanced focus, specificity, and higher-level critical thinking. Most courses are planned to be offered face-to-face.

State requirements mandate that baccalaureate programs include at least 9 units of upper division General Education (GE) from a minimum of two disciplines outside of the major. Palomar will fulfill this requirement with three specific courses: Speech 300: Dynamic Communication, Geography 300: Analysis of Environmental and Health Hazards, and SOCH 300: Applied Social Statistics.

Minimum Qualifications (MQs) for faculty teaching upper division courses include a Master's or Doctoral degree in an appropriate discipline. Alternatives exist, such as a Bachelor's degree in the discipline plus six years of industry work experience and/or licensure, or a Master's degree in any discipline plus two years of industry experience and/or licensure. Tuition for upper division courses is set by the state at \$46 per unit, plus an additional fee of approximately \$80 per unit for the upper division courses.

DISCUSSION:

A. GE Subcommittee Governing Structure Change – (Exhibit 5), Mellos

Senator Mellos presented proposed changes to the GE Subcommittee governing structure, outlining revisions to both its membership and meeting time. The structure changes reflect the transition of the

Minutes 2025-09-29 Approved

GE Subcommittee back to a standalone entity after the ending of the AB928-1111 Steering Committee Task Force last spring, incorporating membership changes previously approved under the Task Force.

The main discussion points were:

The meeting time is proposed to move to the second Friday from 8:00 a.m. to 9:30 a.m.. This change was proposed to ensure that the Co-Chair can attend the full duration of the meeting before another meeting. The committee had previously voted unanimously for this time change.

The GE Subcommittee approved transferring its membership structure from the previous AB928-1111 Task Force back to the GE Subcommittee form. Representation was added for Lifelong Learning and Self-Development to align with the Senate's resolution on lifelong learning. It was noted that this category includes courses like nutrition, sociology, health and fitness, and counseling, which previously fulfilled the lifelong learning and self-development GE category.

It was emphasized that there are still many empty seats on the committee, and faculty were encouraged to join to ensure maximum representation.

Feedback was given regarding the wording of a bullet point describing faculty representation. The proposed clarification was to add the phrase "listed below" to the description of faculty representation, which ensures clarity that one faculty member is required from *each* of the GE areas listed in the subsequent bullet points. The change was accepted

B. Academic Standards and Practices (ASP) Faculty Manual Outline Draft – (Exhibit 6), Shmorhun

Senator Shmorhun presented the draft outline of the Faculty Manual, a task assigned to the Academic Standards and Practices (ASP) Committee. The manual is intended to be a non-required, one-stop resource for all faculty. The outline reflects initial ideas and is considered a "huge lift" that will take time.

The main discussion points were:

The goal is to create a useful resource by gathering and referencing existing materials, including the PFF's part-time manual. The committee confirmed that they would continue working on the draft and seek feedback to determine the best format. The manual will be brought back to the Senate for discussion as it is created.

It was noted that the manual will incorporate campus-created syllabus templates, ensuring consistency with language from Ed Code and Title V requirements regarding required syllabus inclusions.

The manual is intended to be a "living document", and the committee is working to determine the best way to maintain it in this format.

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ADJOURNMENT: The meeting was adjourned at 3:46pm.

Respectfully Submitted

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael A. Mufson, Secretary

Exhibit 1 - October 1, 2025 Curriculum Committee Actions

October 1, 2025 Curriculum Committee Actions

ACTION: The following curriculum changes, pending appropriate approvals, will be effective fall 2026:

Item I. from BoardDocs Agenda

I.1. Action: New Credit Courses effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Bas	Open En	Justification	Reqs.	Originator
A.	BPED	400	Studio III: Commercial Construction and Disassembly Principles	CSU	No	G only	No	New course for a new program	Prereq	Joseph Lucido
B.	BPED	460	Thesis Construction Methodology III: Self Directed Construction Documentation	CSU	No	G only	No	New course for a new program	Prereq	Joseph Lucido
C.	GEOG	300	Analysis and Mitigation of Environmental Hazards	CSU	Yes	G only	No	This is an upper division general education science course for the new Building Performance & Environmental Design baccalaureate degree.	Prereq	Wing H. Cheung
D.	SOC	300	Applied Social Statistics	CSU	Yes	G/P/NP	No	This course is being developed for the new Bachelor of Science in Building Performance and Environmental Design program. Requisites updated (9/17/25).	Prereq	Jose Briceno
E.	SPCH	300	Dynamic Communication	CSU	No	G only	No	This course is being created as part of the upper division coursework for the bachelors program in the interior design and manufacturing department.	Prereq	Marquesa Cook-Whearty

I.2. Action: Credit Course Changes effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Bas	Open En	Justification	Reqs.	Originator
A.	ARCH	105	Basic Architectural Drafting	CSU	Yes	G/P/NP	No	Changed lecture hours to 2.0 and	No	Joseph Lucido
B.	ARCH	135	Architectural Materials and Methods of Construction	CSU	Yes	G/P/NP	No	Changed lecture hours to 2.0 and	No	Joseph Lucido

Exhibit 1 - October 1, 2025 Curriculum Committee Actions

October 1, 2025 Curriculum Committee Actions									
C.	ARCH	204	Advanced Revit	CSU	Yes	G/P/NP	No	Changed lecture hours to 2.0 and	Prereq Joseph Lucido quisite: ARCH 202
D.	ASTR	295	Directed Study in Astronomy			G/P/NP			Prereq Scott Kardel quisite: ASTR 100 ASTR 120 <u>Prior</u> <u>approval of</u> <u>project is</u> <u>required by</u> <u>instructor.</u>
E.	CSIT	155	JavaScript and PHP	CSU	No Yes		No No	Course description was updated Course number and title change. The CSWB discipline and its programs are being eliminated, and since this course (CSWB 120) will continue as a part of the Information Technology AS program, its number/title should be changed to CSIT 155 - JavaScript and PHP	Recom Stephen R. Perry mended Preparation: CSWB 110

Exhibit 1 - October 1, 2025 Curriculum Committee Actions

October 1, 2025 Curriculum Committee Actions

I.3. Action: Credit Course Reactivations effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Bas	Open En	Justification	Reqs.	Originator
A.	KINE	120A	Beginning Surfing - Techniques and Analysis	CSU	No	G/P/NP	No	Reactivate course to meet the needs of our students, offers an additional option for the Kinesiology AA-T to satisfy area 1 (individual sports).	No	Lacey Craft
B.	KINE	120B	Intermediate Surfing - Techniques and Analysis	CSU	No	G/P/NP	No	Reactivate surfing course to meet student needs, additional option in Kinesiology AA-T to satisfy Area1 (individual sport).	No	Lacey Craft

I.4. Action: Credit Course Deactivations effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Bas	Open En	Justification	Reqs.	Originator
A.	CSWB	150	PHP with MySQL	CSU	Yes	G/P/NP	No	CSWB 150 was having difficulty getting enough enrollment each semester. Key elements of CSWB 150 - PHP with MySQL have been moved into the CSWB 120 - JavaScript and PHP course which is Active for Fall 2025		Stephen R. Perry

I.5. Action: Distance Education effective fall 2026

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2025

Item	Subj	Nbr.	Title
A.	GEOG	300	Analysis and Mitigation of Environmental Hazards
B.	SOC	300	Applied Social Statistics
C.	ARCH	105	Basic Architectural Drafting
D.	ARCH	135	Architectural Materials and Methods of Construction
E.	ARCH	204	Advanced Revit

Exhibit 1 - October 1, 2025 Curriculum Committee Actions

October 1, 2025 Curriculum Committee Actions

F. CSIT 155 JavaScript and PHP

I.6. Action: Requisites effective fall 2026

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2025 (under=added; strikethrough=removed; plain=no change)

Item	Subj	Nbr.	Title	Requisite
A.	BPED	400	Studio III: Commercial Construction and Disassembly Principles	<u>Prerequisite: BPED 350 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College</u>
B.	BPED	460	Thesis Construction Methodology III: Self Directed Construction Documentation	<u>Prerequisite: BPED 440 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College</u>
C.	GEOG	300	Analysis and Mitigation of Environmental Hazards	<u>Prerequisite: GEOG 100 or GEOG 115 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College.</u>
D.	SOC	300	Applied Social Statistics	<u>Prerequisite: SOC 180 or STAT C1000 or BUS 204 or PSYC 205 or SOC 205 or the equivalent. Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College. Recommended Preparation: SOCI C1000</u>
E.	SPCH	300	Dynamic Communication	<u>Prerequisite: COMM C1000</u>
F.	ARCH	204	Advanced Revit	<u>Prerequisite: ARCH 202</u>
G.	ASTR	295	Directed Study in Astronomy	<u>Prerequisite: ASTR 100; ASTR 120 Prior approval of project is required by instructor.</u>
H.	CSIT	155	JavaScript and PHP	Recommended Preparation: CSWB 110

Item J. from BoardDocs Agenda

J.1. Action: Distance Education and Course Reviews effective spring 2026

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2026.

Item	Subject Co #	Title	Is Distance	Originator
A.	AP AC	797 Acoustical Topics	No	Jason Jarvinen
B.	AP C	705 Foundation and Flatwork	No	Jason Jarvinen

Exhibit 1 - October 1, 2025 Curriculum Committee Actions

October 1, 2025 Curriculum Committee Actions

C.	AP C	707	Tilt-Up Panel Construction	No	Jason Jarvinen
D.	AP C	726	Bridge Construction	No	Jason Jarvinen
E.	AP C	739	Door and Door Hardware	No	Jason Jarvinen
F.	AP C	747	Basic Suspended Scaffold	No	Jason Jarvinen
G.	AP C	748	Advanced Suspended Scaffold	No	Jason Jarvinen
H.	AP C	752	Basic Frame Scaffold	No	Jason Jarvinen
I.	AP C	753	Intermediate Frame Scaffold	No	Jason Jarvinen
J.	AP C	754	Advanced Frame Scaffold	No	Jason Jarvinen
K.	AP C	755	Basic Tube and Clamp Scaffold	No	Jason Jarvinen
L.	AP C	756	Scaffold in Confined Spaces	No	Jason Jarvinen
M.	AP C	771	Intermediate Commercial Framing	No	Jason Jarvinen
N.	AP C	782	Bridge Falsework	No	Jason Jarvinen
O.	AP DL	705	Basic Lathing	No	Jason Jarvinen
P.	AP DL	708	Framing Suspended Ceilings	No	Jason Jarvinen
Q.	AP DL	715	Exterior Insulation Finish Systems (EIFS)	No	Jason Jarvinen
R.	AP DL	716	Firestop/Fireproofing Procedures	No	Jason Jarvinen
S.	AP DL	724	Ceiling and Soffit Finishing	No	Jason Jarvinen
T.	AP DL	728	Drywall Applications	No	Jason Jarvinen
U.	AP DL	730	Air, Moisture & Thermal Barriers	No	Jason Jarvinen
V.	AP DL	731	Drywall Repair and Finishing	No	Jason Jarvinen
W.	ENGR	235	Engineering Mechanics - Statics	Yes	Quan Nguyen
X.	HIST	107	World History To 1650	Yes	Travis Ritt
Y.	HIST	108	World History Since 1650	Yes	Travis Ritt
Z.	NURS	217-G	Health Concepts for Geriatrics	No	Linda Phelps
A.A.	NURS	217-M	Advanced Nursing Concepts II	No	Linda Phelps
A.B.	PHYS	121	General Physics	Yes	Quan Nguyen
A.C.	PHYS	210	Matlab for Science and Engineering	Yes	Hector Garcia Villa

GOVERNANCE STRUCTURE GROUP REQUEST



Date: ~~May 20, 2022~~ **September 29, 2025**

Proposed Name of Requested Group:	GE Subcommittee	
Request submitted by:	Vickie Mellos & Benjamin Mudgett	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change: meeting time, update membership	
Reporting Relationship: Curriculum Committee		
Purpose: • Evaluate, revise and/or affirm our philosophy of General Education. • Examine General Education requirements and processes from an equity lens. • Approve GE courses for the curriculum committee. • Collaborate with LOSC on the assessment of the College GE Outcomes. • Implementation of Legislation related to general education		
Products: • AP/BP policies • Legislative changes • GE approvals • GE assessment outcomes		
Meeting Schedule: Third Second Friday 8:00-9:30 a.m.		
Chair(s): Articulation Officer, Curriculum Co-Chair		
Members: Faculty shall be members of the Curriculum Committee. If membership cannot be filled by the Curriculum Committee, the Faculty Senate will appoint the General Education Subcommittee members: • Articulation Officer, Co-Chair • Curriculum Co-chair • One (1) SLO Coordinator • One (1) CTE Faculty • One (1) Counselor • One (1) student, appointed by ASG • One (1) faculty member from a department or discipline which offers at least one class in either the GE area or District requirement listed below (to view GE classes in each area, refer to the Articulation website). ○ District Requirements: ▪ American History & Institutions/Calif. Government ▪ Health and Fitness ▪ Math/Quantitative Reasoning ▪ Ethnic Studies		

Exhibit 3 - Governance-Structure-GE Subcommittee-DRAFT_0929255 (1)

- GE Requirements:
 - ~~Area A: Language and Rationality~~
 - ~~Area B: Natural Sciences~~
 - ~~Area C: Humanities~~
 - ~~Area D: Social and Behavioral Sciences~~
 - ~~Area E: Lifelong Learning & Self Development~~
 - Area 1: English Composition, Oral Communication and Critical Thinking
 - Area 2: Mathematical Concepts and Quantitative Reasoning
 - Area 3: Arts and Humanities
 - Area 4: Social and Behavioral Sciences
 - Area 5: Natural Sciences
 - Area 6: Ethnic Studies
 - Lifelong Learning & Self Development (former GE Requirement)

Structure revision (while part of the AB 1111/928 Steering Committee Taskforce)
Approved by Curriculum Committee: 10/16/2024
Approved by Faculty Senate: 10/21/2024

Structure revision –
Approved by GE Subcommittee: 9/19/2025
Approved by Curriculum Committee: 10/1/2025
Approved by Faculty Senate:

Palomar College Honors Program

2025 Spring Edition

Table of Contents

01

Who Are We?

Brief intro of our team

02

About The Project

What kind of progress we
want to make

03

Our Research

What we as PTK students
have already found

04

Open Discussion

Faculty expertise on what
should come next

01

Who Are We?

Introducing the PTK members
behind this project

Who are we?

Prisha Maiti - President of PTK at Palomar
College

Dana O'Callaghan - PTK Co-Advisor

Jennifer Backman - PTK Co-Advisor

02

About The Project

How we started and plan to
continue from last year

The Honors Program

In spring 2024, PTK began a new project: the initiation of an honors program at Palomar College to increase student enrollment.

The Honors Program

Now, in 2025, our goal is to go beyond basic research and actually take some hands-on action to further the progress on implementing this long-awaited program.

What We're Hoping

By the end of this meeting, we're hoping that, as students, we can execute an action plan that's more tangible than just repeatedly advocating for an honors program.

03

Our Research

Our research suggests some
key takeaways about having
an honors program

3 Models to Consider:



Stacked

Used by Mt. San Jacinto
College



Stand-Alone

Used by Saddleback
College and Mission
College



Contract

Used by SDCCD and
MiraCosta College

After meeting with Dr. Rivera-Lacey...

Limitations

Laws and other factors
slow down our
progress

Task Force

Dean of Instruction
Jenny Ferrero will reach
out when meetings
start

Approval

President Rivera-Lacey
is fully on board with
this project and will
support us in any way
possible!

Prioritize benefits students want:

Recognition

Students want an honors program in order to be academically recognized

Transfer

Students want to receive priority consideration for transfer admission to schools like UCLA.

04

Open Discussion

The floor is open to discuss
next steps.

Thanks!

Do you have any questions? Please
email the PTK president at:
pmaiti5017@student.palomar.edu

PTK Advisors:
docallaghan@palomar.edu
jbackman@palomar.edu



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion at Area Meetings

Friday, October 10, 2025

DISCLAIMER |

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, November 08, 2025, at the 2025 Fall Plenary Session.

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

Area D | Jerome Hunt, Long Beach City College

Executive Director (Interim) | Austin J. Webster

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

Table of Contents

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

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

PLENARY RESOLUTIONS PROCESS

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

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

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- Explore California legal codes via the [California Legislative Information website](#).
- Explore California Code of Regulations, including title 5, via [Westlaw's California Code of Regulations website](#).

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **October 11, 2025 to October 24, 2025** are marked with #
- Urgent resolutions and amendments submitted **October 25, 2025 to November 07, 2025** are marked with ^

ASCCC 2025 FALL PLENARY SESSION RESOLUTIONS TIMELINE

- **September 10, 2025** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **September 26, 2025** | Pre-Area Meeting Resolutions packet distributed to the field.
- **October 10, 2025** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **October 10, 2025** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **October 11 to October 24, 2025** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **October 24, 2025** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **October 25 to November 07, 2025** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **October 28, 2025** | *Mandatory Contacts Meeting at 3:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between October 11 to October 24.

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

- **November 07, 2025** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.
- **November 07, 2025** | *Friday of Plenary Session at 5:00 p.m. Mandatory Contact Meeting.* This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between October 25 to November 07, 2025

In order to propose amendments or urgent resolutions **from October 25, 2025 to November 07, 2025**, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on **October 24, 2025** and new information is presented between **October 25, 2025 to November 07, 2025** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

PARLIAMENTARY MOTIONS

Any **registered delegate** may make the following motions at the parliamentary microphone during the debate:

Motion	Debatable?	Second Required?	Votes Needed to Pass
Move to Approve by Acclamation*	No	Yes	N/A
Move to Re-Order Items	No	Yes	2/3
Move to Extend Debate (up to five minutes; may be used only once)	No	Yes	Majority
Move to Split the Resolves	No	Yes	Majority
Move to Postpone (within the same plenary session)	Yes	Yes	Majority
Appeal Decision of Chair	Yes	Yes	Majority
Move to Reconsider (by proponent)	Yes	Yes	Majority
Move to Close Debate	No	Yes	2/3

NOTES |

*Acclamation is a specific form of unanimous approval, typically expressed through a voice vote with clapping or cheering. The ASCCC often uses acclamation to highlight strong support for a resolution and to underscore its importance. However, delegates are encouraged to use acclamation selectively to ensure it retains its sense of significance and distinction.

CONSENT CALENDAR

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

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

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

RESOLUTIONS CATEGORIES

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

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

101. CURRICULUM

***101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates**

Whereas, The Academic Senate for California Community Colleges adopted the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*¹ in Spring 2016 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2016 paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* refers to "examples of the appropriate role of the curriculum committee in the consideration of proposed substantive, non-substantive, and technical changes to courses" in the 2017 paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*² that have since been removed in an update to the course outline of record paper; and

Whereas, Guidelines for processes for curriculum committees covering the range from substantive changes to technical changes is useful for the field;

Resolved, That the Academic Senate for California Community Colleges update the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* to include guidance on processes for substantive, non-substantive, and technical changes to course outlines of records and programs and present it to the field for adoption by the 2027 Spring Plenary Session.

CONTACT | Erik D. Reese, ASCCC Executive Committee

102. DEGREE AND CERTIFICATE REQUIREMENTS

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

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

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

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

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

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

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

has taken prior positions in support of partial certification³ or alternative pathways to ADTs in STEM⁴ to meet the legislative mandates of AB2057 (Berman, 2023)⁵ and AB928 (Berman, 2021)⁶, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)⁷ and SB440 (Padilla, 2013)⁸, but these prior resolutions were primarily focused on ADTs in STEM; and

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA⁹ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC) as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

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

CONTACT | Stephanie Curry, ASCCC Executive Committee

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

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁰ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹¹ that address direct assessment competency-based education and title 5 §§55060-55062,¹² which include the requirement of a general education curriculum for associate degrees;

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

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹³; and

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

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

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

⁵ [AB 2057](#)

⁶ [AB 928](#)

⁷ [SB 1440](#)

⁸ [SB 440](#)

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

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

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

¹² [Title 5 §55060](#)

¹³ [Title 5 §55061](#)

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

inspire local conversations regarding how to address general education curriculum in a direct assessment, competency-based education program;

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative¹⁴ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

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

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

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

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061¹⁷ including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

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

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

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

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

CONTACT | Erik D. Reese, ASCCC Executive Committee

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

¹⁵ [CCCCO Vision 2030 Report](#)

¹⁶ [CCCCO Climate Action Work Plan](#)

¹⁷ [Title 5 §55061](#)

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM REQUIREMENTS

105. STUDENT PREPARATION AND SUCCESS

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

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

Whereas, The California State University Office of the Chancellor (CSUCO) further provided guidance that “new students who start at a [California community college (CCC)] in fall 2025 and then transfer without [California General Education Transfer Curriculum] certification are fulfilling [CSU General Education (CSU GE)] requirements”, and since "campus can elect to publish campus specific CSU GE lists on assist.org," transfer students not following the Cal-GETC may not know which CCC courses will articulate to the CSU GE subject areas;

Whereas, Having a separate California State University General Education (CSU GE) course approval process will improve transparency about which California community college (CCC) courses meet the revised CSU GE requirements; and

Whereas, Publishing campus-specific general education (GE) lists and articulation agreements for the California State University GE (CSU GE) requirements will support students by indicating which GE requirements have been fulfilled by students who want to transfer to a CSU and elect not to complete the California General Education Transfer Curriculum, i.e., science, technology, engineering, and mathematics majors, among others;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore the possibility with the California State University Office of the Chancellor (CSUCO) of maintaining or re-developing a review process to determine which CCC courses are approved to meet the revised CSU General Education requirement criteria; and

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor to continue publishing campus-specific general education lists and articulation agreements between the California Community Colleges for the California State University General Education pattern on websites such as ASSIST.org.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

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

106. GOVERNANCE STRUCTURES

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

***108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program”**

Whereas, Policies for professional development activities are established as an academic and professional matter in title 5 §53200¹⁹, indicating the role and involvement of faculty in the development of policies related to professional learning and development;

Whereas, In April 1993, the Academic Senate for California Community Colleges adopted Resolution 08.01 S93²⁰, which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”²¹, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”²², due to regulatory changes, which included the elimination of references to “Average Daily Attendance (ADA)”, and an additional appendix with examples of certification documents issued annually by the CCCCCO; and

Whereas, In November 2024, the California Community Colleges’ Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the “Flexible Calendar” (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)²³, which will take effect on September 18, 2025;

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community College Chancellor’s Office to update the 2007 revised paper, “Guidelines for the Implementation of the Flexible Calendar Program” to reflect recent regulatory changes and reinforce the role of faculty in recommending policy related to professional development and learning activities by Spring 2027.

CONTACT | Tracy Herzog, Mt. San Jacinto College, ASCCC Faculty Leadership Development Committee

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”²⁴, which recognized the evolving impact of

¹⁹ [Title 5 §53200](#)

²⁰ [Resolution 08.01 S93 Flex Calendar](#)

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

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

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

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

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

technological advancements, legislative mandates, and shifting student behaviors on how counseling faculty provides student support;

Whereas, Counseling faculty and allies have contributed their lived experiences and expertise in the drafting of, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges – A 2025 Update”; and

Whereas, The Academic Senate for California Community College’s paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges²⁵”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”²⁶, and disseminate the paper to local academic senates upon its adoption; and

Resolved, That the Academic Senate for California Community Colleges promote the updated paper through professional learning opportunities to support counseling faculty in navigating their position within the 10+1.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***111.02 F25 Establish Credit for Prior Learning Liaisons**

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning, and aligns with the core academic and professional matters outlined in the title 5 §53200²⁷ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit²⁸ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate credit for prior learning across the institution through other successful liaison roles; and

Whereas, Purview of faculty in academic and professional matters requires colleges to recognize faculty with the necessary time to effectively oversee the credit for prior learning work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing credit for prior learning requires substantial and ongoing work and coordination by faculty; and

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

CONTACT | Carrie Roberson, Credit for Prior Learning Pathways to Credit Faculty Director

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

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

²⁶ ["The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update"](#) draft being considered for adoption by the delegates.

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

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

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

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

Whereas, The Burden-Free Instructional Materials Task Force emphasized that a "burden-free student experience" means the alleviation of all unnecessary burdens, including financial burdens, and noted that sustainable, no-cost course materials options, such as Open Educational Resources, should be prioritized over practices auto-billing program such as "inclusive access", which impose automatic fees on students and limit their agency when choosing how to obtain course materials (California Community Colleges Chancellor's Office, 2024, p. 6);

Whereas, Auto-billing programs create new burdens for students by imposing automatic charges for course resources, often without offering meaningful options for opting out, and disproportionately affecting students who rely on financial aid or require print formats, thereby contradicting the intent of title 5 §54221³⁰ Burden-Free Access to Instructional Materials to remove cost burdens for students (California Community Colleges Chancellor's Office, 2024, p. 8); and

Whereas, The California Community Colleges system's vision for equitable access and success aligns with the goals of title 5 §54221, which seeks to prioritize the elimination of instructional material costs for students, and the burden-free approach outlined by the Burden-Free Instructional Materials Task Force underscores the importance of fostering student choice and agency without introducing new financial or administrative barriers;

Resolved, That the Academic Senate for California Community Colleges affirm that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to instructional materials at no cost, thereby prioritizing the removal of cost burdens over access burdens;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their respective colleges to work with their respective colleges to avoid adopting auto-billing programs such as "inclusive access" that impose automatic charges on students, and instead support practices that align with the goals of title 5 §54221, including expanding the use of Open Educational Resources and other no-cost instructional materials; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to continue implementing the recommendations of the Burden-Free Instructional Materials Task Force including discouraging practices that limit student choice or create new financial burdens, and providing guidance on fostering sustainable, no-cost instructional materials solutions.

CONTACT | Julie Bruno, Open Educational Resources Initiative

²⁹ California Community Colleges Chancellor's Office. (2024, April 15). Advancing equity in access, support and success through burden-free instructional materials [PDF]. California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

³⁰ [Title 5 §54221](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

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

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”³¹ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes³² went into effect for colleges to incorporate inclusion, diversity, equity, anti-racism, and accessibility into the faculty evaluation process; and

Whereas, The Academic Senate for California Community Colleges’ paper, “Sound Principles for Faculty Evaluation” lays a strong foundation that could further include the 2023 title 5 regulations, more promising practices for working with local bargaining units, ways to acknowledge and address bias, and more explicit support for anti-racism in our evaluation processes;

Resolved, That the Academic Senate for California Community Colleges update the paper, “Sound Principles for Faculty Evaluation,” to incorporate Inclusion, Diversity, Equity, Anti-racism, and Accessibility into the faculty evaluation process and present it to the field by no later than Fall 2027.

CONTACT | Heather Eubanks, Sierra College, ASCCC Equity and Diversity Action Committee

113. LEGISLATION AND ADVOCACY

114. CONSULTATION WITH THE CHANCELLOR’S OFFICE

***114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes**

Whereas, The Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office, in partnership with appropriate entities and constituencies collaborate to provide system-wide access to generative artificial intelligence tools, resources, and professional development opportunities and confirms that the governance, content curation, and educational frameworks of such resources are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty³³;

Whereas, The Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters and that the California Community Colleges Chancellor’s Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions³⁴;

Whereas, The collaboration with Google announced on September 10, 2025³⁵, the Nectir AI pilot initiated in 2024³⁶, and the NVIDIA collaboration announced in 2024³⁷ are agreements that were entered into without prior discussion, bypassing Consultation Council and the Academic Senate for California Community Colleges which are both part of the existing consultative processes established to ensure constituency review and support; and

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

³² [Title 5 §53602](#)

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

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

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

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

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

Exhibit 5 - Area_Meeting_Resolutions_2025-10-10

Whereas, Expediency in decision-making does not negate the need for appropriate consultation when making decisions on behalf of the California Community Colleges as the AI Council members have not been selected according to the Procedures and Standing Orders of the Board of Governors³⁸ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council³⁹;

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

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

CONTACT | ASCCC Executive Committee

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

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

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

Exhibit 6 - Call fo 20% Reassigned Time Proctoring Position

Position: 20 % reassigned time position for Special Projects Coordinator: Artificial Intelligence and Proctoring

Background:

The District and Faculty Senate have agreed upon a second reassigned time position to research effective and equitable proctoring options and tools to support faculty and students at Palomar College.

How to apply:

Interested faculty must submit a **letter of interest** by reply to the Faculty Senate President (bpearson@palomar.edu) and the Faculty Senate(senateoffice@palomar.edu) **by 5 PM Wednesday, October 8th, 2025**, that includes the following:

- Explain your interest in the role
- Explain your qualifications for the role (refer to the role description below)
- Also consider the following statement, which comes from the Faculty Senate Antiracism Statement that was adopted on 10/26/20: “Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”

Position description and duties are listed below. Please reach out if you have any questions.

Beth Pearson

Faculty Senate President

Qualifications

Current Palomar College faculty member interested in researching effective and equitable proctoring options and tools to support faculty and students.

Exhibit 6 - Call fo 20% Reassigned Time Proctoring Position

Preferred qualifications and experience

Experience with overseeing or using proctoring services; an aptitude for project management and/or a supervisory position; a capacity for developing and implementing new programs; and strong communication and leadership skills.

Term and Compensation

One Year Term jointly appointed by Faculty Senate and the District: Fall 2025 through Spring 2026.

Hours: the Proctoring Faculty Lead will receive 20% reassigned time for AY 25-26.

Any summer hours would be paid at the individual's non-instructional hourly rate.

Responsibilities

The responsibilities may include but are not limited to the following:

- Research proctoring services across the region including other community colleges, CSUs, and UCs to include the following information:
 - Proctoring options and tools.
 - Policies and procedures associated with proctoring.
 - Availability of proctoring services at each campus including days, times, modalities, and populations served.
 - The organizational structure and budget associated (including amounts and funding sources/streams) with proctoring services.
 - Create a comparison report documenting the above information.
- Consult with faculty, departments, tutoring services, and distance education regarding needs and concerns in regard to proctoring services.
- Evaluate technology tools and proctoring procedures for feasibility, cost, equity, and alignment with instructional goals. Consult with ATRC System Administrators regarding any technology tools to ensure viability, security, and accessibility within Canvas and our current processes, procedures, and systems.

Exhibit 6 - Call fo 20% Reassigned Time Proctoring Position

- Work closely with the Dean of Social and Behavioral Sciences (SBS), Dean of Instruction, and the VP of Instructional services.

Required Collaboration and Stakeholders

The faculty member will work in consultation with multiple stakeholders, including but not limited to:

- Academic Standards and Practices Committee
- Tutoring Services and Tutoring Committee
- Professional Development Committee
- Distance Education Committee
- Palomar's Proctoring Services
- ATRC

Deliverables

Submit monthly time-and-effort reports on the last day of the month.

Attend regular committee and Faculty Senate meetings in alignment with the project.

Monthly meetings with the Dean of SBS, Dean of Instruction, and/or Vice President of Instruction.

A written report to the Vice President of Instruction and the Faculty Senate that:

- Explains the background and challenges associated with proctoring.
- Summarizes the regional research and stakeholder feedback, including the Comparison Report, as outlined above.
- Provides recommendations for best practices, proctoring tools, services, policies and procedures, and structure.

Exhibit 7 - EPCC Structure Approved Spring 2024_Erin Feld (1)

GOVERNANCE STRUCTURE GROUP REQUEST

Date: April 30, 2024

Name of Group:	Equitable Placement and Completion Committee	
Request submitted by:		
Group Type: Committee	Action Requested: Change If Change, identify type of change: Change the Director, Occupational & Noncredit Programs member on the committee to: Director of Continuing Education to reflect that position's title change and add "or designee" to that position's committee membership.	
Reporting Relationship: Faculty Senate and the Equity, Education, and Student Success Council (EESSC)		
Purpose: • Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact. • Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses. • Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. • Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. • Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. • Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.		
Products: • Increase awareness of and involvement in students' instructional and non-curricular needs in relation to Equitable Placement and Completion. • Provide recommendations to EESSC regarding the Student Equity Plan's ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students. • Implement solutions related to Equitable Placement and Completion implementation and operational issues. • Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.		
Meeting Schedule: Second Thursday of the month from 2:30 – 4 pm		

Exhibit 7 - EPCC Structure Approved Spring 2024_Erin Feld (1)

Chair(s): Faculty member elected by the committee

Members:

- Four faculty members from Literature & Languages with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Senior Director of Enrollment Services, or designee
- Senior Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs
- Director of Continuing Education, or designee