



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2026 Spring Plenary Session Resolutions

For Discussion at Area Meetings
Friday, March 13, 2026

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, April 11, 2026, at the 2026 Spring 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

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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 **March 14, 2026 to March 27, 2026** are marked with #
- Amendments and urgent resolutions submitted **March 28, 2026 to April 10, 2026** are marked with ^

ASCCC 2026 SPRING PLENARY SESSION RESOLUTIONS TIMELINE

- **January 28, 2026** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **February 27, 2026** | Pre-Area Meeting Resolutions packet distributed to the field.
- **March 13, 2026** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **March 13, 2026** | *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.
- **March 14, 2026 to March 27, 2026** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **March 27, 2026** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **March 28, 2026 to April 10, 2026** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **March 31, 2026** | *Mandatory Contacts Meeting at 4:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between March 14, 2026 to March 27, 2026.
- **April 10, 2026** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.

- **April 10, 2026 | Friday of Plenary Session. Time TBD. Mandatory Contact Meeting.** This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between March 28, 2026 to April 10, 2026

In order to propose amendments or urgent resolutions **from March 28, 2026 to April 10, 2026**, 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 **March 27, 2026** and new information is presented between **March 28, 2026 to April 10, 2026** (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 Divide the Resolution or 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.

QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2026 Spring Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

CONSENT CALENDAR

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

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

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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

102. DEGREE AND CERTIFICATE REQUIREMENTS

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM DEVELOPMENT

105. STUDENT PREPARATION AND SUCCESS

106. GOVERNANCE STRUCTURES

107. ACCREDITATION

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

Whereas, The value of community college degrees and certificates is increasingly being assessed¹ through Return on Investment², and how that data is interpreted will shape program review, accreditation narratives, and institutional planning and decision-making across the California Community Colleges areas, which are aligned to the Academic Senate for California Community Colleges and title 5 defined Academic and Professional Matters, including the role of faculty in accreditation³;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) recently released a position paper titled, “*Leveraging Program-Level Data to Strengthen Student Outcomes: A Framework for ACCJC Institutions (2026)*,”⁴ outlining the rationale behind using “Return on Investment” (ROI) to measure the “relationship between educational investment and student earning outcomes” and added a ROI data element to the ACCJC College Accreditation Dashboard;

Whereas, The Accrediting Commission for Community and Junior Colleges position paper focuses on quantitative earnings data while also highlighting the possibility of creating a “comprehensive picture” through qualitative data sources such as, “employer advisory board feedback” and “graduate employment surveys⁵”; and

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

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local Academic Senate’s active, equity-minded involvement in college and district-level discussions, decisions, and adoption of Return on

¹ American Association of Community Colleges. (2025). *Resilient by design: The future of America’s community colleges*. https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient_by_Design_Report10925.pdf

² College Futures Foundation. (n.d.). *Golden Opportunities: Measuring return on investment in California higher education for low- and moderate-income learners*. Retrieved February 7, 2026, from <https://collegefutures.org/goldenopportunities/>

³ [ASCCC 10+1](#)

⁴ Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851

⁵ Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851

Investment metrics, including how to measure and interpret student learning/earnings outcomes and address local labor-market realities; and

Resolved, That the Academic Senate for California Community Colleges address the need for clear accreditation and institutional planning guidance and documentation that empower faculty to evaluate and give input on the use of Return on Investment through resources and other communication channels, ensuring the topic remains visible, coherent, and accessible.

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

108. PROFESSIONAL DEVELOPMENT

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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

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

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

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

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

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

2026–2029 ASCCC Strategic Directions and Goals

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

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

STRATEGY 2 | Promote Connection, Inclusion, and Collaborative Engagement

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

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

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

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

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

STRATEGY 5 | Promote Professional Learning That Builds Faculty Leadership

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

CONTACT | ASCCC Executive Committee

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

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

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

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

AND

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

OR

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

OR the equivalent

(NOTES: A Doctorate in Psychology AND license by the California Board of Psychology is equivalent. A registrant or associate under the supervision of an eligible licensed psychotherapist employed by the California Community College system, as recognized by the Board of Psychology or Board of Behavioral Sciences, is an alternative qualification for this discipline.); and

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

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

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

112.02 S26 Disciplines List - Mathematics

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

Master’s in mathematics or applied mathematics

OR

Bachelor’s in either of the above

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

OR the equivalent; and

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

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

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

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

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

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

Or

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

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

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

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

113. LEGISLATION AND ADVOCACY

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

Whereas, The Program and Course Approval Handbook and the Minimum Qualifications Handbook are identified in California Code of Regulations Title 5 (§55000.5⁶ and §53407⁷, respectively) as documents produced

⁶ [Title 5 §55000.5](#)

⁷ [Title 5 §53407](#)

by the California Community Colleges Chancellor's Office that provide operational guidance for implementing Title 5 regulations; and

Whereas, The Program and Course Approval Handbook (PCAH) and the Minimum Qualifications (MQ) Handbook have historically been delayed by waiting for accessible print versions⁸, yet the majority of California Community College practitioners likely access online versions of the PCAH and MQ Handbook;

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

CONTACT | Eric Wada, ASCCC Executive Committee

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⁸ For example, the 18th edition of the MQ Handbook took almost one year to be released.