

### **\*XXX.01 S26 Affirming the Integral Role of Journalism Programs in the California Community Colleges**

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

Whereas, Student journalists are doing critical work in a climate marked by shrinking news landscapes<sup>1</sup>, scarce resources<sup>2</sup>, attacks on free speech and mounting censorship pressures<sup>3</sup>, supported by faculty who develop programs that are tied to industry;

Whereas, The Journalism Association of Community Colleges has noticed an uptick in the threat of journalism program deactivation and journalism class cancellations statewide<sup>4</sup>, and the Student Press Law Center reports an uptick in censorship<sup>5</sup>, a concern the Academic Senate for California Community Colleges highlighted in a 2001 resolution<sup>6</sup>;

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

Resolved, That the Academic Senate for California Community Colleges recognizes the role of our system's journalism programs and bring awareness to how student-run publications uphold the first amendment as an integral part of work-based learning, information sharing and democracy.

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

### **\*XXX.02 S26 Best Practices for Mental Health Counseling Faculty in the California Community Colleges**

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

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

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

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

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<sup>1</sup> Metzger, Z. (2025, October 20). *The State of Local News: The 2025 report*. Local News Initiative, Northwestern University. <https://localnewsinitiative.northwestern.edu/projects/state-of-local-news/2025/report/>

<sup>2</sup> Yu, Y. S. (2026, January 15). *Gavin Newsom plans no new state funding for local journalism*. CalMatters. <https://calmatters.org/politics/2026/01/gavin-newsom-google-journalism-funding-deal/>

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

<sup>4</sup> JACC Statewide Faculty Survey, February 2026

<sup>5</sup> Student Press Law Center. (2026). *To our future: 2026–2028 strategic plan*. <https://splc.org/wp-content/uploads/2026/03/SPLC-Strategic-Plan-2026-2028.pdf>

<sup>6</sup> [Resolution 13.03 S21 Censorship of College Newspapers](#)

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

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

**\*XXX.03 S26 Defending Brown, Black, Asian, Native Indigenous, Pacific Islander, and Immigrant Students and Faculty Against Immigration, Customs and Enforcement (ICE) Activity And Against Federal Retaliation For Speaking Out Against the United States’ Immigration and Customs Enforcement, the United States’ Department of Defense/War, and the United States’ Department of Homeland Security**

Whereas, The world is witnessing increased aggressive, violent activity against lawful United States (U.S.) residents and citizens by Immigration and Customs Enforcement, resulting in traumatic family separations, deportations, and tragic unnecessary deaths of immigrant detainees in U.S. immigrant detention centers, as well as fears of going to work and school for fear of being abducted, detained, and deported, as well as increased U.S. aggression against countries in the Middle East<sup>7</sup>;

Whereas, While there has been widespread condemnation of the unjust murders of Renee Good and Alex Pretti by Immigrations and Customs Enforcement (ICE) officers, there has not been, for many years, nearly the same level of awareness and condemnation of the similarly unjust abuse and deaths of Brown, Black, Asian, Native Indigenous, Pacific Islander, and other nonwhite individuals, including United States (U.S.) citizens and individuals with legal rights to reside in the U.S., amid continuing escalation of ICE activity, which includes attempts to detain workers and students and threats to target California public schools, including California community colleges (CCC) where a substantial number of students and staff are Brown, Black, Asian, Native Indigenous, and/or Pacific Islander, and many of those who learn and work in the CCC are among the 28% of all Californians (10.9 million in all) who are immigrants<sup>8</sup>;

Whereas, The federal government has targeted, threatened, and abducted university students and faculty for simply exercising their academic freedom in speaking out in criticism against actions by the United States (U.S.) Department of Defense/War, the U.S. Department of Homeland Security, U.S. Immigration and Customs Enforcement<sup>9 10</sup>; and

Whereas, We are in an urgent moment where the nation’s democracy and people’s safety must be defended against authoritarian actions in violation of the United States (U.S.) Constitution and the Bill of Rights, similar to how Japanese American citizens and legal residents’ rights were violated by the 1942 Executive Order 9066, resulting in California Community Colleges’ immigrant and nonwhite students and employees fearing possible

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<sup>7</sup> Wikipedia contributors. (2026, March 11). *List of deaths in ICE detention*. Wikipedia. [https://en.wikipedia.org/wiki/List\\_of\\_deaths\\_in\\_ICE\\_detention#2025](https://en.wikipedia.org/wiki/List_of_deaths_in_ICE_detention#2025)

<sup>8</sup> Cuellar Mejia, M., & Johnson, H. (2026, January). *Immigrants in California*. Public Policy Institute of California. <https://www.ppic.org/publication/immigrants-in-california/>

<sup>9</sup>Wikipedia contributors. (2026, March 12). *Mahmoud Khalil (activist)*. Wikipedia. [https://en.wikipedia.org/wiki/Mahmoud\\_Khalil\\_\(activist\)](https://en.wikipedia.org/wiki/Mahmoud_Khalil_(activist))

<sup>10</sup> Romero, L. (2026, January 23). *Judge warns administration against changing immigration status of students who sued over free speech*. ABC News / Good Morning America. <https://www.goodmorningamerica.com/news/story/judge-warns-administration-changing-immigration-status-students-sued-129490453>

Immigrations and Customs Enforcement confrontation, abduction, and deportation simply for trying to go to work and school<sup>11</sup>;

Resolved, That the Academic Senate of the California Community Colleges (ASCCC) condemn any and all attempts to attack the constitutional rights of and attempts to restrict academic freedom of CCC students, faculty, and employees who speak out against the United States (U.S.) Immigration and Customs Enforcement, the U.S. Department of Defense/War, and the U.S. Department of Homeland Security;

Resolved, That the Academic Senate of the California Community Colleges, anchor its mission and values in how the organization spends money, especially in its investment portfolio, and thus divest from companies that have contributed to the funding or operations of the United States (U.S.) Department of Defense/War, the U.S. Department of Homeland Security, U.S. Immigration and Customs Enforcement (ICE), and any U.S. politicians and political parties that support those operations, such as Lockheed Martin, Raytheon, Boeing, General Dynamics, Booz Allen Hamilton, Palantir, CACI International, and FedEx; and

Resolved, That the Academic Senate of the California Community Colleges urge local California community colleges' academic senates, in alignment with Fall 2025 Resolution 105.02 to consider passing resolutions recommending attendance flexibility aligned with clear and collaborative communication between instructors and students to maintain academic rigor along with flexibility<sup>12</sup> to help immigrant students and students of color facing acute safety concerns or displacement due to federal immigration enforcement actions, similar to how California community colleges made allowances during the COVID pandemic and how some high schools and colleges continued to advance and graduate Japanese American students who were unable to attend school when they were shipped to concentration camps established by the 1942 Executive Order 9066<sup>13</sup>

#### **XXX.04 S26 Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities**

Whereas, The Americans with Disabilities Act<sup>14</sup>, Section 504<sup>15</sup> and Section 508<sup>16</sup> of the Rehabilitation Act, and Title 5 of the California Code of Regulations<sup>17</sup> require that students with disabilities be provided equitable access to educational programs and instructional materials;

Whereas, In April 2024, the United States Department of Justice<sup>18</sup> issued a final rule under Title II of the Americans with Disabilities Act establishing technical accessibility requirements for digital content provided by public entities, including public colleges, requiring conformance with the Web Content Accessibility Guidelines (WCAG) 2.1 AA<sup>19</sup> or successor standards by April 2026;

Whereas, Contemporary instruction across California community colleges regularly requires students to access digital instructional materials such as learning management system content, documents, multimedia, web

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<sup>11</sup> These student and faculty fears were expressed by panelists speaking and by attendees in the chat at the FACCC Public Policy forum held via zoom and recorded on January 31, 2026

<sup>12</sup> [Resolution 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges](#)

<sup>13</sup> Denzho Encyclopedia. (n.d.). *Tanforan (detention facility)*. [https://encyclopedia.densho.org/Tanforan\\_\(detention\\_facility\)/](https://encyclopedia.densho.org/Tanforan_(detention_facility)/)

<sup>14</sup> U.S. Department of Justice, Civil Rights Division. (n.d.). *ADA.gov*. <https://www.ada.gov/>

<sup>15</sup> U.S. Department of Labor, Civil Rights Center. (n.d.). *Section 504, Rehabilitation Act of 1973*.

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

<sup>16</sup> Section508.gov. (n.d.). *IT accessibility laws and policies*. <https://www.section508.gov/manage/laws-and-policies/>

<sup>17</sup> California Code of Regulations Title 5 §§56000-56010

<sup>18</sup> Department of Justice. (2024, April 24). *Nondiscrimination on the basis of disability; Accessibility of web information and services of state and local government entities* (Final rule), **89** *Federal Register* 31320.

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

<sup>19</sup> World Wide Web Consortium (W3C). (2018, June 5). *Web Content Accessibility Guidelines (WCAG) 2.1*.

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

resources, and third-party tools, making accessibility a critical consideration across all instructional modalities<sup>20</sup>; and

Whereas, Universal Design for Learning (UDL) principles<sup>21</sup> support equitable access to learning by providing multiple means of representation, action and expression, and engagement, benefiting students with disabilities as well as the broader and increasingly diverse student population served by the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges affirm that all digital instructional materials that are required for student participation in a course be designed to meet applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines 2.1 AA or successor standards, regardless of modality designation, including face-to-face, hybrid, and distance education;

Resolved, That the Academic Senate for California Community Colleges reaffirm its commitment to Universal Design for Learning principles within the purview of the academic senate in matters of curriculum and pedagogy; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collaboratively with their administrations and campus interest holders to ensure faculty have access to training, tools, captioning services, accessibility resources, and institutional support necessary to create accessible instructional materials and incorporate Universal Design for Learning principles into course design and teaching practices.

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

### **XXX.05 S26 Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data**

Whereas, Faculty and colleges are increasingly using artificial intelligence tools, cloud platforms, third-party digital services, and AI-enabled features embedded within commonly used applications in instruction, assessment, research, and administrative work, including Microsoft Office, Google Apps, and Adobe products, often ahead of the development of clear institutional policies and guidance, as noted in recent higher education technology adoption reports<sup>22</sup>;

Whereas, Many widely available “free” technology services and generative artificial intelligence tools may collect, retain, or use user-provided content and behavioral data in ways that may not align with institutional privacy obligations or legal requirements such as the Family Educational Rights and Privacy Act<sup>23</sup> and applicable state privacy laws, as described in publicly available platform privacy disclosures and federal guidance on student data protection<sup>24</sup>;

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

Whereas, Colleges and districts can mitigate data privacy risks by providing secure enterprise technology solutions, clear guidance, and professional development that support responsible innovation while protecting students and institutional data;

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<sup>20</sup> California Community Colleges Chancellor’s Office. (n.d.). *Accessibility*. <https://www.cccco.edu/Accessibility>

<sup>21</sup> CAST. (n.d.). *UDL guidelines*. <https://udlguidelines.cast.org/>

<sup>22</sup> Robert, J. (2024, February 12). *2024 EDUCAUSE AI Landscape Study*. EDUCAUSE. <https://library.educause.edu/resources/2024/2/2024-educause-ai-landscape-study>

<sup>23</sup> Student Privacy Policy Office. (n.d.). *Guidance*. U.S. Department of Education. <http://studentprivacy.ed.gov/guidance>

<sup>24</sup> Canadian Centre for Cyber Security. (2025, December). *Generative artificial intelligence (AI): ITSAP.00.04 I*. <https://www.cyber.gc.ca/en/guidance/generative-artificial-intelligence-ai-itsap00041>

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

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

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

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

### **XXX.06 S26 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence**

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

Whereas, The rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education, including the circumvention of assessments, a rise in fraudulent enrollments, inconsistent institutional responses to suspected AI misuse, unresolved concerns regarding student data privacy on third-party proctoring and plagiarism-detection platforms, and the inadequacy of existing AI detection tools — challenges that disproportionately burden individual faculty and that no single college can effectively address in isolation;

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

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

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

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

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

### **XXX.07 S26 Mathematics Pedagogy in the California Community Colleges**

Whereas, The technological resources available to both mathematics educators and mathematics students have evolved substantially in even very recent times<sup>25</sup>;

Whereas, The current minimum qualifications<sup>26</sup> for California Community College Mathematics Educators do not sufficiently emphasize both thorough mathematical understanding and inclusive mathematics pedagogy, as evidenced by the lack of mathematics pedagogy training as a required component; and

Whereas, In the post-COVID19<sup>27</sup> and post-AB1705<sup>28</sup> landscape, math educators are tasked more than ever with being able to meet students where they are and work with them to have a successful experience in their mathematics courses;

Resolved, That the Academic Senate for California Community Colleges compose a position paper on the skills necessary of Mathematics educators to support and empower community college Mathematics students, that is presented to the field by end of Spring 2028;

Resolved, That the Academic Senate for California Community Colleges identify professional learning opportunities specifically geared towards Inclusion, Diversity, Equity, Anti-Racism, Accessibility-infused Mathematics pedagogy, to support students in Mathematics courses, especially in Calculus and beyond; and

Resolved, That the Academic Senate for California Community Colleges compile a repository of culturally relevant classroom practices for the Mathematics classroom.

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

### **XXX.08 S26 Estimating Student Savings and Standardizing OER/ZTC Savings Estimates**

Whereas, In response to Resolution 114.04 F25, "[Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption](#)"<sup>29</sup>, the Academic Senate for California Community Colleges has consulted with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources and to be considered by local academic senates at the Spring 2026 Plenary Session;

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

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<sup>25</sup> Balch, D. E., & Blanck, R. (2024, November). *The rise of AI in California Community Colleges*. Academic Senate for California Community Colleges (ASCCC). <https://www.asccc.org/content/rise-ai-california-community-colleges>; Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, offering unprecedented opportunities for innovation and improvement and teaching and learning methodologies. Nevertheless, integrating AI into education introduces challenges that must be managed to guarantee fair access and uphold academic integrity.

<sup>26</sup> California Community Colleges Chancellor's Office. (2024). *19th edition: Minimum qualifications for faculty and administrators in California Community Colleges* (pp. 37). <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/19theditionminimumqualifications18a11y.pdf>; mathematics minimum qualifications require either a rich preparations in Mathematics and applied fields, or a rich preparation in Mathematics education, but not both.

<sup>27</sup> Nagelhout, R. (2025, December 5). *Some school districts saw more learning loss during the pandemic. Researchers want to know why*. Harvard Graduate School of Education. <https://www.gse.harvard.edu/ideas/news/25/12/some-school-districts-saw-more-learning-loss-during-pandemic-researchers-want-know>; the impact of pandemic-era remote learning on high school student success metrics varies greatly from school district to school district

<sup>28</sup> California Community Colleges Chancellor's Office. (2025, March 14). *AB 1705 equitable placement, support and completion progress at your college: City College of San Francisco* [Memorandum]; high school graduates entering California Community Colleges have direct access to STEM Calculus I, regardless of their high school preparation

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

calculations and falls near the midpoint of both materials cost estimates and student-reported spending estimates<sup>30</sup> (Zaback, 2022);

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

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

Resolved, That the Academic Senate for California Community Colleges recommends a simple, transparent, systemwide method for estimating student cost savings from the establishment of zero textbook cost course sections using the formula: [student enrollments in qualifying sections] × \$100.00 = estimated student cost savings;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to consider adopting the \$100.00 per student enrollment estimate for the reporting of student savings from the establishment of zero textbook cost course sections as a standardized measure to reduce reporting burden and enable comparisons; and

Resolved, That the Academic Senate for California Community Colleges develop guidance that describes this methodology, provides data to support it, and notes the circumstances when using the \$100.00 per enrollment estimate for calculating the savings associated with zero textbook cost course sections is not warranted.

**CONTACT** | Shagun Kaur, De Anza College, Area B

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