ICAS Meeting Minutes – Monday December 8, 2025

Roll Call

(ASCCC) LaTonya Parker-Parnell, President; Robert Stewart, Vice President; Erik Reese, Treasurer; Eric Wada, Secretary, Stephanie Curry, North Representative; Miguel Rother, Program Manager

(ASCSU) Tracy Dawn Hamilton, Secretary; Dana Nakano, Member-at-Large; Nola Butler-Byrd, Member-at-Large; Tracey McGuire, Program Manager

(UCAS) Ahmet Palazoglu, Chair; Susannah Scott, Vice Chair; Catherine Sugar, UCEP Chair; Dave Volz, BOARS Chair; Bradley Queen, UCOPE Chair; Monica Lin, Executive Director; Brenda Abrams, Principal Policy Analyst; Kenneth Feer, Principal Policy Analyst

I. Consent Calendar

Action: Approval of September 22, 2025 meeting minutes. (Stewart, Curry)

Action: Approval of October 30, 2025 meeting minutes. (Palazoglu, Stewart)

Action: Approval of December 8, 2025 meeting agenda with the addition of a discussion item for Cal-GETC Standards Subcommittee. (Curry, Stewart)

II. Announcements

a. Parker-Parnell, ICAS Chair, and Academic Senate for California Community Colleges (ASCCC) President

- The ASCCC held their Fall Plenary on November 6-8 in La Jolla. A wide range of academic and policy matters central to the CCC system were discussed at the event. Key discussions focused on revising articulation practices, including the use of Common Course Numbering templates, general education certification, and general education review processes. Delegates formally recognized the Direct assessment Competency-Based Education general education competencies for associate degrees and expressed support for incorporating environmental science and sustainability into Title 5 general education language. The plenary emphasized the importance of expanding artificial intelligence literacy among faculty and throughout the curriculum. The body reaffirmed the primacy of counseling faculty in authoring, reviewing, and approving student equity plans, a position supported by the release of an updated paper detailing the role of counseling faculty within the system. Additional actions including establishing credit for prior learning liaisons between colleges and the ASCCC, expressing opposition to the "Compact for Academic Excellence in Higher Education," and supporting in-state tuition eligibility for undocumented scholars who graduated from high schools outside California, including support for SB 98 (Pérez). Delegates further emphasized the need for faculty consultation in the early stages of technology procurement and endorsed continued support for the Pan-African Virtual College.
- The ASCCC continues work on the ASCCC 2023-2026 Strategic Directions. Adopted in Spring 2023, these strategic directions continue to guide ASCCC's work through 2026, with a focus on

faculty empowerment and student success: Embracing Organizational Change, Engaging in Partnerships and Advocacy to amplify faculty voice and improve student outcomes, Innovating to Empower Faculty and Uplift Underrepresented Voices, Advancing Faculty Engagement in Data Literacy (ASCCC+1). These priorities reflect ASCCC's commitment to responsive governance, equity, and data-informed decision-making.

- Common Course Numbering: CCN is a student-focused initiative mandated by AB 1111 to create a unified course numbering system across California's community colleges. The goal is to streamline transfers, reduce excess credit accumulation, and promote equity by improving course consistency and credit mobility. This collaborative effort empowers students to make informed decisions and stay on track toward their academic goals. In June 2025, the CCN Faculty Workgroups (CCNFWs) reconvened to advance alignment on 44 courses across 18 disciplines. These workgroups were tasked with finalizing CCN course templates that reflect the needs of both students and faculty across California's public higher education systems. Several groups continued efforts begun during Phase II, with faculty providing consistent leadership throughout. The Faculty Workgroups re-convened October 2025. Each workgroup was designed to include up to 12 faculty from California Community Colleges, with intersegmental representatives from the CSU, UC, and independent institutions. ASCCC communications supported systemwide nomination and appointment processes while raising awareness of ongoing survey and engagement efforts.

- California Community Colleges Chancellor Office (CCCCO) [Baccalaureate Degree Program](link): The California Community Colleges Baccalaureate Degree Program (BDP) was created to make it easier and more affordable for community college students to get their baccalaureate degree and be eligible for a broader array of employment opportunities. The CCC Board Chair has approved two additional community college baccalaureate degree programs. East Los Angeles College received approval for its second program in Paralegal Studies, and Long Beach City College received approval for its first program in Library and Information Science. These additions bring the total number of approved baccalaureate programs to 53 across 43 colleges.

- Credit for prior learning (CPL) is a catalyst to equity, access, and credit mobility for California community college students particularly veterans, apprentices and working adults by accelerating progress towards degrees and certificates. CPL is a means to equitable baccalaureate degree attainment and includes the strategic action to establish a systemwide infrastructure that supports colleges in their efforts to assess and award CPL. The Governor's Roadmap for California Community Colleges sees the value of CPL in supporting workforce preparedness in high demand-career pipelines. The California Master Plan for Career Education highlights how CPL honors the knowledge and skills of experienced workers. As more colleges expand their efforts to assess and award credit for prior learning on their campus, the need to provide consistent statewide policies and clear regulatory guidance is timely.

- Postsecondary Education Partnership: ED and DOL are establishing the Postsecondary Education Partnership to better coordinate postsecondary education and workforce development programs. DOL will take on a greater role in administering most postsecondary education grant programs authorized under the Higher Education Act. The backdrop for this agreement is our nation's annual labor shortage of over 700,000 skilled jobs and the Trump Administration's commitment to transforming the federal government's approach to workforce development. These grants will help students from all walks of life obtain the credentials and career training they need to prosper and contribute to the American economy, and provide institutions of higher education with resources to support innovative strategies for learning and workforce advancement. With proper oversight by ED, DOL will manage grant funds, provide technical assistance, and integrate ED's postsecondary education programs into the suite of programs DOL already administers.

b. Ahmet Palazoglu, Chair, UC Academic Senate

- UC Budget Updates: At the Board of Regents meeting on November 19, Executive Vice President and CFO Nathan Brostrom shared the 2026-27 budget proposal and a proposal for the renewal of the Tuition Stability Plan (TSP). The UC budget is asking for the full restoration of all deferred funds promised in the compact with the Governor and also additional one-time capital funds on the order of $1.4 billion. TSP maintains the 5% cap on annual cohort increases and pegs the increase to CA CPI plus 1%. This plan created a predictable financial plan for students and their families during their attendance at UC and set aside a substantial amount of funds for financial aid. Additional 1% will be made available to campuses to primarily address deferred maintenance and seismic retrofit needs. The Regents approved the budget plan along with the renewal of TSP.
- UCAD Plus Announcement: At the same Board of Regents meeting, a presentation was made on the [Task Force on the UC Adaptation to Disruption Plus](#). This is a Senate-Administration Task Force to deal with short-term disruptions and long-term resiliency of the system in responding to disruptions. The task force is organized around five workgroups: (1) Research activities and infrastructure: Addressing both broad and targeted budget cuts and grant interruptions with a direct impact on UC's research mission, as well as follow-on impacts on research infrastructure due to changes in IDC (Indirect Cost) rates. (2) Academic personnel evaluations: Assessing how changes in the research funding landscape will impact UC faculty's ability to conduct their research and to progress in their careers. (3) Academic program planning, evaluation, and alignment: Assessing financial limitations and seeking ways to ensure program sustainability while maintaining academic quality at both the undergraduate and graduate levels. (4) Instructional opportunities and course offerings across modalities: Preserving course availability and instructional continuity amid both short-term disruptions and longer-term resource pressures. (5) The future of graduate education: Assessing the current structure, delivery, and support systems for graduate education across UC. The recommendations originating from these workgroups along with budget impact analyses will be reviewed by systemwide stakeholders and a final report is expected by January 2027.
- AI Initiatives: One of President JB Milliken's priorities is to ensure UC leadership in defining the role of AI for education, industry, healthcare and other segments, statewide and nationally. The [Academic Senate AI Workgroup](#) is to issue their report this month. This issue will be a continued focus of the UC Academic Senate in the coming year.

III. **Common Course Numbering (CCN) Updates** (Guest - Cheryl Ashenbach, ASCCC CCN Director)

Aschenbach provided a PowerPoint giving a background and update on the ASCCC CCN Initiative. 18 CCN Faculty Workgroups (CCNFWs) convened during four sessions in June to develop CCN templates for 44 Phase III courses. Aschenbach revisited the request made at the 8/15/2026 ICAS meeting to permit review of CCN templates in lieu of course outlines of record for commonly numbered courses submitted by individual colleges to determine UCTCA eligibility and Cal-GETC approval. ICAS discussed benefits and concerns related to approving the request and did not come to consensus.

IV. **Policy Briefing UCOP** (Guest - Shawn Brick, Associate Vice-Provost, Student Financial Support at UCOP)

Brick provided an update regarding the graduate plus loan program. Several concerns and questions have arisen from the field since the passing of the One Big Beautiful Bill by the US legislature in July, which eliminated the Graduate PLUS loan program and directly affects students in professional degree programs. There is now a list of 11 programs that do qualify for the expanded eligibility of direct loan programs. Those programs are: pharmacy, dentistry, veterinary medicine, chiropractic, law, medicine, optometry, osteopathic medicine, podiatry, theology, and clinical psychology. Students that are not in one of these programs will be capped at $20,500, and rely on the private student loan market to fill the gaps. The body discussed several concerns related to student impact.

Wada provided a brief overview on the work of the Cal-GETC Standards Subcommittee. Some of the areas that the subcommittee are interested in looking at this year include subject area 1 (English, critical thinking and composition, oral communication), area 2 (math and quantitative reasoning), and area 6 (ethnic

studies). Wada reminded the group of the need for faculty appointments for each of these areas to join meetings during the Spring semester. Another interest that the group would like to continue discussions on is Cal-GETC partial certification.

V. ICAS Legislative Day

Parker-Parnell proposed the date of April 1, 2026 as ICAS Legislative Day. The group discussed strategies to keep in mind prior the meeting day including utilizing each segments governmental relations teams to identify and prioritize legislators to meet with, developing talking points in advance of the meeting, and considering the format in which the meetings are held.

Motion to approve April 1, 2026 as ICAS Legislative Day. (Reese, Palazoglu)

VI. ICAS Spring 2026 Meeting Dates

The group discussed several meeting dates for the Spring 2026 semester.

- Friday, January 30, 2026 – 10 a.m. – 3 p.m.
- Friday, February 20, 2026 – 10 a.m. – 3 p.m.
- Monday, March 30, 2026 – 10 a.m. – 3 p.m.
- Monday, April 13, 2026 – 10 a.m. – 3 p.m.
- Friday, May 15, 2026 – 10 a.m. – 3 p.m.

Motion to approve the dates discussed. (Curry, Butler-Byrd)

Meeting adjourned at: 2:15 PM.

Minutes prepared by: Miguel Rother