Chaffey College
Academic Senate

Academic Senate Minutes

November 3, 2026

Elizabeth “Liz” Encarnación	President	2025-2027	Y
Stephen Shelton	Vice President	2026-2027	Y
0Laura Santamaria Brady	Secretary/Treasurer	2026-2027	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2026-2028	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2026-2028	
Nicole Farrand	Arts, Communication & Design B	2025-2027	N
Myra Andrade	Academic & Career Counseling	2026-2028	Y
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph “Joe” Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2026-2028	Y
Jonathan “Johnny” Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Hannah Carter	Chino Campus	2026-2028	Y
Manar Hijaz	Chino Campus	2025-2027	N
Sean Connelly	Fontana Campus	2026-2028	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Lisa Doget	Health & Wellness - Health Sciences	2026-2028	N
Vacant	Health & Wellness - Health Sciences	2025-2027	
Annette Henry	Health & Wellness - Kinesiology, Nutrition & Athletics	2026-2028	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2026-2028	Y
Christina Holdiness	Instructional Support	2025-2027	N
Melanie Bratcher	Public Service, Culture, & Society	2026-2028	Y
Rebecca Brewer	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2026-2028	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2026-2029	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Vacant	Adjunct Senator-At-Large	2026-2028	
Ekta Kandhway	Adjunct Senator-At-Large	2025-2027	Y
	Alternates & Liaisons		
Stephen Shelton	Arts, Communication & Design A	2026-2028	Y
Vacant	Arts, Communication & Design B	2025-2027	
Jackie Boboye	Academic & Career Counseling	2026-2028	N
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Vacant	Health & Wellness - Health Sciences	2025-2027	
Robert “Rob” Hadaway	Kinesiology, Nutrition, & Athletics	2026-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	N
Vacant	Public Service, Culture, & Society	2026-2028	
Maryline Chemama	Science, Technology, Engineering & Mathematics	2026-2028	N
Candace Leuthold	Science, Technology, Engineering & Mathematics	2025-2027	N
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Zeinah Abdelrhman	Chaffey College Student Government	2026-2027	Y
Sarah Libdeh	Chaffey College Student Government	2026-2027	Y

1. **Personal Expression (12:30 P.M.)**

2. **Call To Order (12:35 P.M.) 12:36 P.M.**

   2.1. Land Acknowledgement

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

Read by Ekta Kandhway, Adjunct Senator-at-large

   2.2. Attendee Identification (Chino and Fontana Senators: cameras must be on; turn off all virtual backgrounds.)

3. **Public Comment** (Reserved for Guests only and limited to two minutes.)

4. **Adoption Of Agenda**

   4.1. November 3, 2026

   4.2. **Motion for Approval** - Senator Overduin moved to adopt the agenda. Senator Kandhway seconded the motion. The motion was approved. 11.3.26, 21Y/0N/0A.

5. **Consent Agenda**

   5.1. October 27, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, October 27, 2026 Draft.")

   5.2. **Curriculum Committee Recommendation:** The Curriculum Committee requests the Academic Senate's endorsement of the course modifications detailed in the provided materials. (See the attachment titled "10-28-26 Curriculum Endorsements" for the complete list of proposed changes.)

   5.3. **Motion for Approval** - Senator Overduin moved to adopt the Consent Agenda. Senator Jenkins seconded the motion. The motion was approved. 11.3.26, 22Y/0N/0A.

6. **Guest(s)/Presentation(s) - None.**

7. **Report(s)**

   7.1. President

      7.1.1. At last week's Governance Council meeting, President Encarcion brought faculty concerns about Wi-Fi and switching to Gmail accounts to the executive team for review.

7.1.2. Feedback form for Governance Handbook will be up soon on the Chaffey Central website. Students will also have access to this feedback form.

7.1.3. The field trip feedback form is also still live for submissions.

7.1.4. Field Trip Handbook Workgroup met to discuss the feedback that was provided, and further training will be forthcoming. There will be a training for managers to review the handbook requirements on November 18th. Managers will be asked to lead trainings in their own individual area.

7.2. Vice President

7.2.1. Happy Week 12!

Registration for Spring 2027 has officially started! Please take a moment to encourage your students to register for their classes as early as possible. Sections are already beginning to fill, and we want to make sure our students have the best opportunity to get the classes they need.

Also, a quick reminder that today is Election Day! If you haven't already, please get out and vote. There are several important races and ballot measures that could have a significant impact on our communities and the work we do. It is important that we take the time to make our voices heard and participate in the process.

Thanks so much for all you do for our students and each other. I hope everyone has a wonderful week!

7.3. Secretary/Treasurer

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

7.6.1. Foodie/Culinary club is looking for a faculty club advisor.

7.7. Academic Senate Workgroups, Reporting Committees, and Liaisons

7.7.1. Kim George, on behalf of the DE committee, shared a fact sheet regarding the difference between accessibility training/changes and POCR alignment. There is also a new 2027 CVC-OER updated rubric coming out from the Chancellor's Office.

8. Unfinished Business

8.1. Discussion/Action Item: Local GE Pattern. Please refer to the Credit for Prior Learning Webpage regarding the current list of courses eligible for CPL and further CPL information. In addition, the attached presentation showcases other districts in the California Community College system with similar Local GE.

8.1.1. Senator Henry highlighted that all of our local neighboring community colleges have included the "area 7" requirement and made exceptions for high-unit majors. Senator Andrade recalled that 68% of programs have space for the requirement.

8.1.2. Senators asked for clarification on student survey data. It was noted that the feedback gathered was provided by the student government with a quick turnaround. Out of 40 senators present, only 10 responses were collected.

8.1.3. It was clarified that this discussion focuses on accepting the addition to the local GE pattern. Details for how to enact the addition (specific unit requirement, exceptions for high unit majors, etc.) would be evaluated in future discussions if the local GE pattern is accepted.

8.1.4. Senator Guaracha shared that constituents had concerns on whether the addition of this requirement might create a barrier for students in terms of completion of the State of California's educational goals for there to be a 70% reach of credentials for working-age individuals.

8.1.5. **Motion for Approval**- Senator Hines-Tinsley motioned to introduce the "Establishing a Lifelong Learning and Self-Development Area in Chaffey College's Local General Education Requirements" resolution for review. Senator Bratcher seconded. The motion was approved. 11.3.26, 21Y/1N/0A.

8.1.5.1. It was requested that the resolution and background information be sent out to faculty at large with two weeks to collect feedback from constituents.

8.1.5.2. Senator Lee suggested adding an additional point to the resolution regarding unit requirements.

8.1.5.3. Senator Whitney mentioned that the resolution was also shared with CCSG for feedback.

8.1.5.4. Senator Shelton recommended striking the fifth "whereas" regarding the Curriculum Committee's discussion of the Lifelong Learning/Self-Development area. Senators suggested adding the mention of double counting courses to one of the existing points.

8.1.5.5. Curriculum Chair Burk-Herrick encourages the Senate body not to focus on exempting any programs from changing the number of units, since those are determined by the state in the form of mandates. She recommended including a discussion about exemptions for high-unit majors instead.

8.2. Discussion/Possible Action Item: Local RSI Definition. Please refer to the draft document attached for the subcommittee's proposed Local RSI Definition.

8.2.1. Senator Leonor asked a clarifying question regarding "substantive interaction" and "other interactions" under point "B."

8.2.2. **Motion for Approval -** Senator Keller moved to approve the proposed Local RSI Definition. Senator Shelton seconded. The motion was approved 11.13.26 21Y/0N/0A

9. New Business

9.1. Action Item: Sabbatical Proposal subcommittee appointment of Academic Senate Representatives (2-3 representatives per sabbatical proposal subcommittee)

9.1.1. Patrick Aranda, Music, ACD (Requested: Fall 2027), Senators: Carter, Lee, Liu

9.1.2. Angela Burk-Herrick, Biology, STEM (Requested: Fall 2027), Senators: Brewer, Leonor, Overduin

9.1.3. Stacey DeLaune, ASL, ACD (Requested: Fall 2027), Senators: Andrade, Connelly, Whitney

9.1.4. Omar Dphrepaulezz, History, PSCS (Requested Spring 2028), Senators: Bratcher, Doget, Santamaria-Brady

9.1.5. Jordan Hung, VN, HS, (Requested Spring 2028), Senators: Hines-Tinsley, Holdiness, Osmanian

9.1.6. Tracy Kocher, CSCI, STEM, (Requested Spring 2028), Senators: Guaracha, Jenkins, Villeneuve

9.1.7. Brandelyn Neal, Mathematics, STEM, (Requested Spring 2028), Senators: Chamberlain, Farrand, Polidano

9.1.8. Cindy Walker, ESL, ACD, (Requested 2027-2028 Academic Year), Senators: Henry, Kandway, Keller

9.1.9. **Motion for Approval -** President Encarnacion moved to approve the listed representatives for sabbatical proposal subcommittees. Senator Chamberlain seconded. The motion was approved 11.13.26 20Y/1N/0A

9.2 Discussion: Academic Senate of California Community Colleges (ASCCC) Plenary Fall 2026 Resolutions with Academic Senate purview (see attachment)

10. Floor Items **10 minutes each* (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

10.1. President Encarnacion shared that next week, two members of the ASCCC executive board will be visiting in-person to facilitate a discussion regarding the equivalency process for minimum qualifications.

10.2. President Encarnacion will be absent on November 17th for the SPresident's Superintendent Search Committee Meeting.. The December 1st meeting has been canceled due to the Accessibility Capability Maturity model kickoff event.

11. Announcements

11.1. Academic Senate for California Community Colleges (ASCCC) Information

11.1.1. Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

12. Adjournment (1:50 P.M.)

The next Academic Senate meeting will continue on November 10, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

Course Modifications:

MUSIC 5		Approval:	Distance Education Approval
MUSIC 35		Approval:	Distance Education Approval
MUSIC 36		Approval:	Distance Education Approval
MUSIC 37		Approval:	Distance Education Approval
CHEM 8		Approval:	Distance Education Approval
CHEM 8L		Approval:	Distance Education Approval

KINESIOLOGY PACKAGE

Course Modifications:

KINACT 1A	Beginning Tennis	Approval:	Distance Education Approval
KINACT 1B	Intermediate Tennis	Approval:	Distance Education Approval
KINACT 1C	Advanced Tennis	Approval:	Distance Education Approval
KINACT 16A	Beginning Volleyball	Approval:	Distance Education Approval
KINACT 16B	Intermediate Volleyball	Approval:	Distance Education Approval
KINACT 16C	Advanced Volleyball	Approval:	Distance Education Approval
KINACT 17	Advanced Volleyball	Approval:	Distance Education Approval
KINACT 20A	Beginning Basketball	Approval:	Distance Education Approval
KINACT 20B	Intermediate Basketball	Approval:	Distance Education Approval
KINACT 20C	Advanced Basketball	Approval:	Distance Education Approval
KINACT 22A	Beginning Soccer	Approval:	Distance Education Approval
KINACT 22B	Intermediate Soccer	Approval:	Distance Education Approval
KINACT 25A	Beginning Spinning for Fitness	Approval:	Distance Education Approval
KINACT 26A	Beginning Pilates Matwork	Approval:	Distance Education

			Approval
KINACT 31A	Beginning Self-Defense and Personal Safety	Approval:	Distance Education Approval
KINACT 35A	Beginning Cardio Fitness for Life	Approval:	Distance Education Approval
KINACT 6A	Beginning Pickleball	Approval:	Distance Education Approval
KINACT 9A	Beginning Swimming	Approval:	Distance Education Approval
KINLEC 603	Personal Training Career Experience-Internship	Approval:	Distance Education Approval

New Courses:

KINACT 3B	Intermediate Baseball	Approval:	Distance Education Approval
KINACT 3C	Advanced Baseball	Approval:	Distance Education Approval
KINACT 5B	Intermediate Flag Football	Approval:	Distance Education Approval
KINACT 5C	Advanced Flag Football	Approval:	Distance Education Approval
KINACT 6B	Intermediate Pickleball	Approval:	Distance Education Approval
KINACT 6C	Advanced Pickleball	Approval:	Distance Education Approval
KINACT 9B	Intermediate Swimming	Approval:	Distance Education Approval
KINACT 9C	Advanced Swimming	Approval:	Distance Education Approval
KINACT 20B	Intermediate Basketball	Approval:	Distance Education Approval
KINACT 20C	Advanced Basketball	Approval:	Distance Education Approval
KINACT 22C	Advanced Soccer	Approval:	Distance Education Approval
KINACT 24B	Intermediate Cross Training	Approval:	Distance Education Approval
KINACT 24C	Advanced Cross Training	Approval:	Distance Education Approval
KINACT 25B	Intermediate Spinning for Fitness	Approval:	Distance Education Approval
KINACT 25C	Advanced Spinning for Fitness	Approval:	Distance Education Approval

KINACT 26B	Intermediate Pilates	Approval:	Distance Education Approval
KINACT 26C	Advanced Pilates Matwork	Approval:	Distance Education Approval
KINACT 28C	Advanced Yoga	Approval:	Distance Education Approval
KINACT 29D	Expert Body Conditioning	Approval:	Distance Education Approval
KINACT 31B	Intermediate Self-Defense and Personal Safety	Approval:	Distance Education Approval
KINACT 31C	Advanced Self-Defense and Personal Safety	Approval:	Distance Education Approval
KINACT 32C	Advanced Jiu-Jitsu	Approval:	Distance Education Approval
KINACT 35B	Intermediate Cardio Fitness for Life	Approval:	Distance Education Approval
KINACT 35C	Advanced Cardio Fitness for Life	Approval:	Distance Education Approval

Program Modification:

Kinesiology	AA-T	Approval:	Distance Education Approval Fully Online and Hybrid:

Sample of Local Community Colleges that include an “area 7” requirement in their General Education pattern.

Note: All pages include hyperlinks to online source



CITRUS COLLEGE

2026-2027 General Education Requirements: (Option 1)

- May be used for General Education Certification to earn a degree at Citrus College.
- A minimum of 24 semester/36 quarter units of general education in areas A-F are required to be completed with a minimum cumulative grade point average of 2.0 in the degree-applicable courses.
- Satisfactory completion of at least 12 semester/18 quarter units in residence required.

Area E: Personal Health and Wellness
Minimum of 3 semester or 4 quarter units.

E1. Dance

DANC 103- Intro. to Dance
DANC 130- Alignment and Correctives
DANC 158- Beginning Hip-Hop Dance Tech.
DANC 159- Beginning Tap
DANC 160- Jazz Dance Techniques
DANC 161- Beginning Modern Dance
DANC 162- Beginning Ballet
DANC 172- Composition in Group Forms
DANC 230- Alignment and Correctives Intermediate
DANC 258- Intermediate Hip-Hop Dance
DANC 259- Intermediate Tap I
DANC 260- Intermediate Jazz Dance I
DANC 261- Intermediate Modern Dance I
DANC 262- Intermediate Ballet I
DANC 263A- Dance for Musical Theatre-Beginning
DANC 263B- Dance for Musical Theatre-Intermediate
DANC 264- Beginning Popular Dance Tech
DANC 265A- Musical Staging: Rehearsal & Perform.-Beg
DANC 265B- Musical Staging: Rehearsal & Perform.-Inter
DANC 266- Pop Dance: Rehearsal and Performance-Beg
DANC 268- Intermediate 2 Hip-Hop Dance
DANC 269- Intermediate Tap II
DANC 270- Intermediate Jazz Dance II
DANC 271- Intermediate Modern Dance II
DANC 272- Intermediate Ballet II
DANC 279- Advanced Tap I
DANC 281- Advanced Jazz Dance I
DANC 284- Intermediate Popular Dance Tech
DANC 292- Advanced Ballet I
DANC 296- Pop Dance: Rehearsal & Performance-Interm.

E2. Fitness/Health Science

CLNU 100- Intro to Culinary Nutrition
KIN 100-Introduction to Kinesiology
KIN 118- Meditation and Mindfulness
KIN 166- American Food & Culture:
KIN 167- Women in Sport
KIN 168- Intro to Public Health
KIN 170- Fitness for Life
KIN 171/171H- Health & Wellness in Soc.
KIN 173- Intro to Nutrition
KIN 178- Race, Gender and Sports

E3. Kinesiology Activity

KIN 101- Badminton
KIN 103- Golf
KIN 104- Self-Defense and Personal Safety
KIN 105- Pickleball
KIN 108- Tennis
KIN 109- Flag Football
KIN 116- Yoga
KIN 117- Vinyasa, Aerial, and Acroyoga
KIN 119- Personal Training
KIN 120- Body Weight Suspension Training
KIN 122- Outdoor Fitness
KIN 130- Basketball
KIN 133-Soccer
KIN 134- Softball
KIN 135- Volleyball
KIN 141- Lifeguard Training
KIN 142- Swimming-Beginning
KIN 143- Swimming- Intermediate/Advanced
KIN 144-Water Safety Instructor
KIN 145- Strength Training, Balance and Agility
KIN 146- Water Exercise
KIN 147- Swimming for Cardio. Improvement
KIN 148- Adapted Aquatic Exercise
KIN 150- Adapted Physical Education
KIN 151- Body Conditioning
KIN 152- Weight Training
KIN 153- Walking/Jogging
KIN 159- Cardiovascular Training

E4. Counseling

COUN 105-Success Strategies for Student Parents
COUN 120-Managing Stress and Anxiety for Emotional Well-Being
COUN 123-Latina/o Empower. /Success in higher Education
COUN 125-Becoming a Master Student-Athlete
COUN 130- Understanding Addiction
COUN 140-Trauma-Informed Teaching in K-12 Education
COUN 145-Career/Life Planning
COUN 160-Strategies for College Success
COUN 161-Higher Education Transitional Skills for Student Veterans/Families
COUN 203- Build. Grit/Resiliency for Life Long Learning/Career
COUN 212- Valuing Cultural Diversity and Identity
COUN 214- Managing Relationships
COUN 220-Cross-CulturalPerspectives on Prejudice and Discrimination

Mt. San Antonio College

General Education

Requirements for the Associates Degree 2026-2027

General Associate Degree, Competency and Other Requirements

1. **UNIT REQUIREMENT:** Sixty (60) associate degree appropriate units with a letter grade of "C" or better in all courses is required for graduation.
2. At least 30 units are required which must include courses in each General Education areas, A through F. All courses must be completed with a letter grade of "C" or better or "P" (Pass). AND Complete at least one of the physical education activity courses with the following prefixes: DNCE, KINA, KINF, KINI, KINL, KINS, KINX with a grade of "C" or better or "P" (Pass). **OR** Complete the Cal-GETC pattern

Courses that fulfill general education requirements must fall into one of the content categories listed below:

1. Communication and Critical Thinking
2. Science and Math
3. Arts and Humanities
4. Social Sciences
5. Lifelong Understanding and Self-Development
6. Ethnic Studies

Area E: Lifelong Understanding and Self-Development

Course Prefix	Course Name	Units
Choose one course from the following:		3
AD 3	Addiction: Prevention, Intervention, and Recovery	
BIOL 5	Contemporary Health Issues	
BIOL 13	Human Reproduction, Development and Aging	
BIOL 15	Human Sexuality	
BIOL 15H	Human Sexuality - Honors	
CHLD 10	Human Growth and Lifespan Development [1]	
CHLD 10H	Human Growth and Lifespan Development - Honors [1]	
CHLD 11	Child and Adolescent Development [1]	
COMM 26	Interpersonal Communication [1]	
COMM 26H	Interpersonal Communication - Honors [1]	
COUN 2	College Success Strategies	
COUN 5	Career and Life Planning	
FCS 41	Life Management and Adulting	
KIN 34	Fitness for Living	
LEAD 55	Exploring Leadership	
NF 10	Nutrition for Health and Wellness	
NF 12	Sports Nutrition	
NF 25	Introduction to Nutrition Science [1]	
NF 25H	Introduction to Nutrition Science - Honors [1]	
NF 28	Cultural and Ethnic Foods [1]	
PSYC 14	Developmental Psychology [1]	
PSYC 14H	Developmental Psychology - Honors [1]	
PSYC 15	Introduction to Child Psychology [1]	
PSYC 25	The Psychology of Women [1]	
PSYC 26	Psychology of Sexuality	
PSYC 33	Psychology for Effective Living	
PUBH 24	Introduction to Public Health	
SOC 15	Sociology of Childhood and Adolescence [1]	
STDY 100	University-level Practices for Academic Success	

Riverside Community College

8. **General Education Requirements**
General Education is designed to introduce students to a breadth of study through which people comprehend the modern world. It reflects the conviction of Riverside Community College District that those who receive their degree must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines.

Students who have been awarded a bachelor's degree from an institutionally accredited institution in the United States will be exempt from the general education requirements should they pursue an Associate of Arts or Science degree at one of the district's colleges. This does not apply to ADTs.

Students pursuing an associate degree must complete either the RCCD GE, CSU GE, or IGETC general education pattern:

Plan A: The RCCD general education pattern which requires a minimum of 24 units. (See page 3 of this document)

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7. **Lifelong Learning and Self Development (Choose a minimum of 2 units from any of the following)**
ALR 3; **BIO** 35; **DAN** (any class with a D); **GUI** 47, 48; **HES** 1; **KIN** (any course with an A or V); **KIN** 4, 6, 12, 23, 27, 28, 29, 30, 33, 34, 35, 36, 38; **LIB** 1; **MUS** 48, 49, 59, 60, 61, 66; **PSYC** 10, 11

Note: Students are exempt from the self-development requirement when they complete the Anesthesia Technology program, Barbering Concepts program, Cosmetology program, Registered or Vocational Nursing program, Basic Peace Officer Training Academy, the Firefighter Academy, or EMS program. Five units will be awarded towards fulfillment of RCCD GE area 7: Lifelong Learning and Self Development upon presentation of an official Joint Services Transcript or Community College of the Air Force Transcript as evidence of completion of basic training. Military transcripts are evaluated based on the recommendations of the ACE Military Guide. Credit may be used to fulfill RCCD GE, area of emphasis, certificate or elective degree requirements.



Southwestern Community College

2026-2027

The Southwestern College Associate Degree General Education Requirements meets the minimum 21-unit Title 5 General Education requirement for an associate degree. The minimum requirement of 60 total units shall include general education courses, degree/program course requirements and elective courses for a student to earn an associate degree.

Additional graduation requirements include **Lifelong Learning and Wellness (p. 5),** and the courses are located at the bottom of this page. It is recommended that students completing the Associate Degree General Education Requirements work with an academic counselor.

Code	Title	Units
Students must complete the following areas and units to satisfy the Southwestern College Associate Degree Requirements. All general education coursework requires a minimum grade of 'C' (2.0) or better or a "P" if the course is taken on a "pass-no pass" basis.		
Area 1A: English Composition		3
Area 1B: Oral Communication and Critical Thinking		3
Area 2: Mathematical Concepts and Quantitative Reasoning		3
Area 3: Arts and Humanities		3
Area 4: Social and Behavioral Sciences		3
Area 5: Natural Sciences		3
Area 6: Ethnic Studies		3
Total Units		**21**

Additional Graduation Requirements

Lifelong Learning and Wellness

Effective Fall 2025, the Southwestern College Lifelong Learning and Wellness Graduation requirement is met by satisfactory completion (grade of "C" (2.0) or better or "Pass") of a transferable course (minimum of 3 semester units) or a combination of transferable courses that are less than 3 units provided that the student earns a total of at least three units.

Code	Title	Units
Lifelong Learning and Wellness		**3**
Select 3 units minimum. Courses may include **only** Exercise Science courses listed below.		
BUS/CIS 101	INTRODUCTION TO BUSINESS INFORMATION SYSTEMS	
BUS 121	PRINCIPLES OF MONEY MANAGEMENT	
CD 170	PRINCIPLES OF CHILD DEVELOPMENT # *	
ES/T 202	INTRODUCTION TO KINESIOLOGY	
HLTH 101	PRINCIPLES OF HEALTHFUL LIVING	
HLTH 108	STRESS & RESILIENCE IN MODERN SOCIETY	
HLTH 116	WOMEN'S HEALTH AND WELL-BEING	
HLTH 121	CULTURAL ASPECTS OF FOOD AND NUTRITION # * +	
HLTH 122	HEALTH AND SOCIAL JUSTICE # * +	
HLTH 201	THE SCIENCE OF NUTRITION +	
HLTH 202	NUTRITION FOR ATHLETES +	
HLTH 204	FUNDAMENTALS OF NUTRITION	
HLTH 212	INTRODUCTION TO PUBLIC HEALTH # *	
HLTH 220	MINDFULNESS OF AWE TRAINING +	
HLTH 280	HEALTH EDUCATION FOR TEACHERS +	
LS 123	COLLEGE LEARNING & SUCCESS ACROSS DISCIPLINES	
LIB 110	INTRODUCTION TO LIBRARY RESEARCH +	
PD 100	LIFELONG SUCCESS	
PD 114	TRANSITIONS IN HIGHER EDUCATION	
PSYC 106	HUMAN SEXUALITY # *	
PSYC 109	THE PSYCHOLOGY OF DEATH AND DYING # *	
PSYC 230	DEVELOPMENTAL PSYCHOLOGY # *	
Approved Dance and Exercise Science Courses		
Dance (DANC)		
DANC 121, 122, 123, 124		
Exercise Science/Activity (ES/A) +		
ES/A 100, 101, 102, 103, 104, 105, 106, 107, 110A, 110B, 110C, 110D, 112, 113, 114, 115A, 115B, 115C, 115D, 116, 117, 118, 119, 121, 122, 123, 125, 126		
ES/A 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141		
ES/A 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 162		
ES/A 163, 164, 166, 167, 168, 169, 170, 171, 172, 173, 176, 177, 178, 178A, 178B, 178C, 178D, 179, 182, 183, 184, 185, 186, 187, 188, 189		
ES/A 190, 191, 192, 193, 195, 196, 197, 198, 200, 201, 202, 203, 204, 205, 213, 214, 215, 216, 217, 218, 220, 221, 223, 224, 225		
ES/A 226A, 226B, 226C, 227, 228, 229, 230, 231, 232, 233, 235, 236, 238, 239, 240, 243, 249, 250, 251, 252, 253, 254, 255, 257, 258, 260, 261		
ES/A 262, 263, 264, 265, 266, 267, 268, 269, 270, 271A, 271B, 271C, 271D, 272, 273, 274, 275, 276, 277, 278, 279A, 279B, 279C, 279D, 280, 281, 282, 284A, 284B, 284C, 284D, 285, 286, 287, 288		
Exercise Science/Intercollegiate (ES/I) +		
ES/I 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119A, 122, 123, 124, 125, 126, 127, 128, 129		
ES/I 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145		
Exercise Science/Specialized (ES/S) +		
ES/S 101, 106, 108, 113, 121, 122		
Exercise Science/Theory (ES/T) +		
ES/T 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139		
ES/T 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 151, 200, 201, 202, 204, 205, 208, 210, 211, 212, 213, 214, 216, 218, 220, 221, 222, 250, 251		

San Bernardino Valley College (SBVC)
General Education and Graduation Requirements

2026-2027

To earn a local associate degree and graduate from SBVC, students must complete the general education (GE) requirements outlined below, fulfill all lower-division major coursework, earn a minimum of 60 degree-applicable units, and maintain a cumulative grade point average (GPA) of 2.0, in accordance with Title 5, Section 55062. See the summary below for additional details.

SBVC General Education Requirements

Area 5: Lifelong Learning & Self-Development	Course	N	IP	CG
One (1) course				

Note: A maximum of four semester units of Kinesiology activity courses can apply for graduation requirements
Programs of study at SBVC exempted from this requirement include the following: Nursing, Psychiatric Technology or Police 002 (Basic Law Enforcement Academy). KIN 231 First Aid & CPR does **not** satisfy this graduation requirement. **A DD-214 waives this requirement for former military personnel.**

One (1) course, 2-3 semester units

5A: Lifelong Learning & Self-Development

BUSAD 039 Strategies for Successful Employment
CDEV C1000 Child Growth & Development
CDEV C1000H Child Growth & Development Honors
CDEV 126 Child, Family, & the Community
DANCE 101A, B Begin-Intermed Modern Dance
DANCE 102A, B Interme-Advanced Modern Dance
DANCE 103A, B Beginning-Intermediate Ballet
DANCE 105A, B Beginning-Intermed Jazz Dance
DANCE 106A, B Intermediat-Advanced Jazz Dance
DANCE 107X2 Beginning Tap Dance
DANCE 114X4 Dance Rehearsal & Performance
DANCE 206X4 Dance Production
FN 162 Nutrition
GEOG 106 Geo Perspectives on the Environment
HEALTH 101 Personal Health and Wellness
HEALTH 103 Introduction to Holistic Health
HEALTH 104 Women's Health
KIN 236 Stress Management & Wellness
KINA (all courses)
KINF (all courses)
KINS (all courses)
KINX (all courses)
PSYC C1000 General Psychology
PSYC C1000H General Psychology- Honors
PSYC 102 Personal & Social Adjustment
PSYC 111 Developmental Psychology: Lifespan
PSYC 118 Human Sexual Behavior
READ 103 Reading and Literacy for Life Learning
SDEV 001 Orientation to College
SDEV 102 Pathways for College & Life Success
SDEV 103 Career Exploration & Life Planning
SDEV 103H Career Explor & Life Planning-Honors
SOCI 130 Family Sociology
SOCI 150 Aging and the Life Course

Resolution: Establishing a Lifelong Learning and Self-Development Area in Chaffey College's Local General Education Requirements

Whereas, the Academic Senate for California Community Colleges adopted Spring 2023 Resolution 15.02, *Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement*, encouraging local academic senates to include lifelong learning and self-development courses in local general education requirements for associate degrees; and

Whereas, the Academic Senate for California Community Colleges adopted Fall 2023 Resolution 17.04, *Addressing the Health and Well-being Crisis Among California's Community College Students*, encouraging local academic senates to initiate, reinstate, or maintain kinesiology, physical education, and health education courses in local general education requirements for associate degrees to support students' academic success, health, and well-being; and

Whereas, lifelong learning and self-development are important interdisciplinary approaches to education, providing students with educational opportunities that promote personal growth, self-knowledge, informed decision-making, health, well-being, dance, and skills that support success beyond the classroom; and

Whereas, other California community colleges, including Mt. San Antonio College, Riverside City College, San Bernardino Valley College, and Citrus College, have incorporated lifelong learning, self-development, or related personal wellness coursework into their local educational requirements, providing models for consideration in the development of local general education patterns; and

Whereas, the Chaffey College Curriculum Committee has previously discussed the potential addition of a Lifelong Learning/Self-Development area to the College's local general education requirements, including considerations related to unit requirements, course eligibility, and student degree pathways; and

Whereas, continued faculty collaboration and consultation can build upon these discussions to establish a dedicated general education area that recognizes the importance of lifelong learning and supports students' personal development, health, and well-being; and

Resolved, that the Chaffey College Academic Senate support the addition of a Lifelong Learning/Self-Development area to Chaffey College's local general education requirements for associate degrees; and

Resolved, that the Chaffey College Academic Senate support the development and implementation of this area through established faculty governance and curriculum processes, including the identification of appropriate student learning outcomes, course eligibility criteria, and unit requirements.

Academic Senate (Floor)-Specific Resolutions

******* Means this Resolution is on Consent Calendar and may be approved without voted because of non-contention. However, please still review the resolution as it can be pulled from the Consent Calendar and brought to the Debate Floor at any time before/at Plenary. Thank you!*

Resolution number and topic	Feedback/Voting Notes From Area
101.04 — Protecting modality-neutral articulation and transfer	
***101.05 — Create a paper on direct assessment competency-based education	
102.03 — Defining the accelerated applied baccalaureate degree in Title 5	
102.04 — Adding accelerated applied baccalaureate degrees to Title 5	
102.05 — Change requirements of baccalaureate degrees to accelerated baccalaureate requirements	
***104.01 — Updating guidance on faculty and academic senate participation in college and career access pathways (CCAP) partnerships	
105.01 — In-person assessments for classes	
***105.03 — Clarifying math expectations of transfer students	
***105.04 — Revisiting default placement rules for math	
***106.01 — Faculty governance and equitable review of AI technologies in CCC	
***106.02 — Gathering data on local academic senate leadership structures and compensation	
***108.01 — Establishing a community of practice for local academic senate presidents	
***108.02 — Recognizing November as AI Literacy Month	
***108.03 — Improve access to presentation materials at ASCCC events	
***108.04 — Commending the All-African Diaspora Education Summit and Pan-African professional learning	
110.01 — Planning and budgeting support for Transfer Centers	
***110.02 — Faculty consultation on the use of categorical funds and block grants with local flexibility.	

Academic Senate (Floor)-Specific Resolutions

********* *Means this Resolution is on Consent Calendar and may be approved without voted because of non-contention. However, please still review the resolution as it can be pulled from the Consent Calendar and brought to the Debate Floor at any time before/at Plenary. Thank you!*

Resolution number and topic	Feedback/Voting Notes From Area
***110.03 — Funding the promise of access	
***110.04 — CC reserve policies and faculty participation in budget development	
***111.02 — Climate action and environmental sustainability task force	
***112.01 — Adoption of updated “Faculty Hiring Processes and Procedures” paper	
113.01 — Removal of “Master” from the California Master Plan for Higher Education	
114.01 — Minimum qualifications for mirrored courses	
***114.02 — Reactivating the Library and Learning Resources Program Advisory Committee	
***114.03 — Common Course Numbering implementation timeline	
***114.04 — Keeping Common Course Numbering prefixes consistent	

CHAFFEY COLLEGE

Regular & Substantive Interaction (RSI)

Local Definition for Distance Education

Effective Term	Scope	Authority
Spring 2027	All fully online (asynchronous and synchronous) and hybrid courses	Academic Senate / District Administration

I. Purpose & Regulatory Basis

This document establishes Chaffey College's local definition of Regular and Substantive Interaction (RSI) for distance education courses. It is intended to align institutional practice with federal and California state requirements, support equitable and high-quality instruction, and provide clear, consistent expectations for faculty, evaluators, and administrators.

- **Federal regulations (34 C.F.R. §600.2)** define distance education as instruction delivered through technology that "support[s] regular and substantive interaction between the students and the instructor."
- **California's Title 5 regulations (§55204)** additionally require that any portion of a course conducted through distance education include regular and substantive interaction between instructor(s) and students, and among students if described in the Course Outline of Record (COR) or distance education (DE) addendum.

Why This Matters

RSI is the regulatory boundary between "distance education" (Title IV eligible) and "correspondence education" (not eligible). Failure to meet RSI requirements can jeopardize federal financial aid eligibility for students.

ACCJC accreditation reviewers evaluate RSI during institutional reviews. Consistent, documented evidence is essential.

Strong RSI practices are associated with better student outcomes, retention, and equity, particularly for online learners.

II. Substantive Interaction

A. Substantive Interaction: Methods and Examples

To satisfy the substantive interaction requirement, **instructors must use at least two of the following federally recognized methods**. Examples below are illustrative, not exhaustive. See Section III-B for cadence requirements.

1. Direct Instruction (Scheduled Synchronous Online Sessions Only)

- Live lectures, real-time demonstrations, or synchronous class sessions with active instructor facilitation via video conferencing or other approved educational technology

> ⚠ This method does not apply to fully asynchronous courses per the ACCJC Quality Continuum Rubric (Nov. 2024).

2. Assessing or Providing Feedback on Coursework

- Rubric comments, SpeedGrader annotations, or submission comments that explain performance and offer specific improvement suggestions
- Audio or video feedback on student assignments
- Feedback on drafts, outlines, or formative work with actionable guidance

> ⚠ **Feedback must be substantive.** Comments limited to “good job” or grade notation without explanation do not qualify.

3. Providing Information or Responding to Questions About Course Content

- Instructor-created written instruction, videos, screencasts, or audio recordings in response to student questions about content or course progress
- Instructor-created guides, examples, demos, or annotated models in response to student questions about content or course progress
- Instructor-created academic announcements that address common errors, connect course content to current events, or highlight key insights

Note: Course content built before the term (e.g., pre-recorded lectures, readings, publisher materials) is instruction but is not, by itself, substantive interaction.

4. Facilitating Group Discussion

- Posing discussion prompts designed to deepen analysis, then engaging with student responses through follow-up questions or synthesis

- Instructor participation in collaborative assignments or peer review with oversight and guidance
- Use of Canvas discussion tools or third-party learning tools (e.g., LTIs such as Harmonize, Perusall, Pronto, Padlet) with active instructor facilitation

> ⚠ **Posting a discussion prompt alone does not constitute facilitation.** The instructor must actively participate to guide learning.

B. Substantive vs. Other Interaction

Not all instructor contact constitutes "substantive" interaction. The following distinctions apply:

✓ Substantive Interaction (counts toward RSI)	✗ Other Interactions (do not count as Substantive)
Meaningful rubric feedback on an assignment	Grade posting without feedback comments
Announcing upcoming content and connecting it to course objectives	Automated "assignment due" reminders
Responding to a content question with academic guidance	Deadline or syllabus logistics announcements only
Facilitating discussion with follow-up prompts	Replies of "Good job!" or "Great work!" without elaboration
Instructor-created video or recorded content tied to course objectives and created in response to student work or discussions	Posting required readings/videos without instructor-initiated engagement
Proactive outreach with academic guidance to a struggling student	Facilitated discussions that do not directly address course content (e.g., personal or academic advising)
Live lectures, review sessions or real-time demonstrations in scheduled synchronous class sessions	An optional/unstructured discussion board with no facilitation

Who provides the interaction. Substantive interaction must come from the instructor of record, who meets the minimum qualifications for the discipline. Publisher courseware, auto-graded quizzes, adaptive learning tools, and AI-generated responses or feedback do not count toward RSI on their own, although they may support learning and academic engagement. Interaction provided by tutors, supplemental instruction leaders, or other support staff does not substitute for instructor interaction.

III. Regular Interaction

A. "Regular" Defined

Regular means **predictable, scheduled, and consistent throughout the entire term**, not front-loaded, back-loaded, or clustered around high-stakes assessments only. Regular interaction is:

- Built into the course schedule and communicated to students in the syllabus or orientation
- Distributed across the full term without extended gaps that leave students without instructor contact
- Commensurate with the pace and intensity of the term length (accelerated terms require more frequent interaction)

B. Cadence Requirements: Minimum Frequency by Term Length

The following table defines the minimum instructor-initiated RSI rhythm for asynchronous, synchronous online, and hybrid courses. Section IV explains how it applies to synchronous and hybrid courses. These are floors, not ceilings; more frequent interaction is encouraged and supports student success.

Term Length	Min. Instances of Substantive Interaction	Number of Substantive Methods
17.5-week or 14-week	**1× per week**	At least 2 different substantive interaction methods over the course of the term
8-week or 6-week	**2× per week**	At least 2 different substantive interaction methods over the course of the term

C. Monitoring Academic Engagement and Success

Federal regulations (34 C.F.R. §600.2) require the College to ensure that student academic engagement and success are monitored and that an instructor will "promptly and proactively" initiate substantive interaction when needed. At Chaffey College, the instructor of record carries out this monitoring. **Monitoring is an RSI requirement, not an optional best practice.**

Minimum Monitoring Expectations

- Check student participation and progress (assignment completion, discussion participation, academic activity in Canvas, assessment performance) on a regular basis throughout the term (at minimum weekly or per module, consistent with the cadence standard in Section III-B) and at least once prior to the withdrawal deadline.

- Initiate proactive, substantive outreach when students are not participating or showing signs of academic difficulty.

Effective Outreach

Outreach to inactive or struggling students must be substantive and action oriented. An effective outreach message includes:

- What the student missed or where they are falling behind
- How to re-engage with course materials and activities
- Where to find help (tutoring, counseling, instructor office hours)
- Any time-sensitive deadlines or consequences

> ⚠ A brief "just checking in" message without academic guidance does not satisfy the substantive outreach requirement.

IV. Application to Synchronous Online and Hybrid Courses

Sections II and III apply to all distance education courses. This section explains how they apply when some or all of a course meets in real time or in person.

A. Synchronous Online Courses

Synchronous online courses (fully online courses delivered through live, real-time video conferencing such as Zoom, held on a regular schedule) differ from fully asynchronous courses in that scheduled live class sessions themselves constitute Direct Instruction under Section II-A.1, provided the instructor actively facilitates the session.

- Regularly scheduled synchronous sessions satisfy the "predictable, scheduled, and consistent" standard in Section III-A for the class meetings they cover.
- The cadence minimums in Section III-B still apply to synchronous online courses: at least two different substantive interaction methods are required over the course of the term, and Direct Instruction (live sessions) may count as one of the two.
- Prerecorded lectures, without live instructor facilitation at the time of the session, do not qualify as Direct Instruction.

B. Hybrid Courses

A hybrid course replaces part of its scheduled in-person instruction with distance education. Title 5 (§55204) requires regular and substantive interaction in any portion of a course conducted through

distance education. In-person instruction is not distance education, so the online portion of every hybrid course must meet the requirements in this document on its own.

- In-person class meetings do not count toward the minimum frequency in Section III-B or as one of the two substantive interaction methods. In each week that includes online instruction, the online portion must include at least the minimum frequency in Section III-B.
- The online portion must show at least two different substantive interaction methods over the course of the term, drawn from Section II-A.2–4. Section II-A.1 also applies if the online portion includes synchronous online sessions.
- In-person meetings may introduce, preview, or follow up on online work. The course schedule should show students when each portion takes place.
- Monitoring under Section III-C applies to hybrid courses throughout the term, including engagement in the online portion.

V. Student-to-Student Interaction

California Title 5 (§55204) requires student-to-student interaction in distance education courses if specified in the COR or DE addendum. This is a state requirement, separate from the federal RSI framework. **Faculty are required to provide opportunities for student-to-student interaction per Chaffey College's DE addendum included in the COR.** Faculty are evaluated on whether they design and provide structured opportunities for student-to-student interaction, not on whether individual students choose to participate. Student-to-student interaction can, but is not required to, meet the definition of substantive interaction.

Examples of What Qualifies

- Peer review or critique with clear criteria and instructor oversight
- Collaborative group tasks or projects aligned to course competencies
- Discussion boards, chats, or Q&A with instructor facilitation (not optional or unmonitored boards)
- Social annotation or peer-response activities
- Other activities that provide the opportunity for students to interact with each other

> **Faculty Action Item**
>
> Consult your COR and DE addendum to confirm the specific type and frequency of student-to-student interaction required in your course.

VI. RSI Evidence for Accreditation

Federal regulations and accreditation standards require regular and substantive interaction (RSI) that is predictable and scheduled, along with monitoring of students' academic engagement and success (34 C.F.R. §600.2; ACCJC 2024 Accreditation Standard 2.6; ACCJC Policy on Distance Education and on Correspondence Education). ACCJC peer reviewers verify RSI by examining archived course sections in Canvas; the college is responsible for providing access to any evidence that lives elsewhere (Protocol for Distance Education Review, Nov. 2024). Programs and faculty should ensure that RSI is not only occurring, but that it is transparent, documented, and verifiable for purposes of accreditation review and institutional compliance.

Evidence Category	Examples in Canvas / Course Materials
Regular Interaction	Syllabus, orientation materials, or communication plan includes response time expectations, grading turnaround, and contact methods. A visible schedule of instructor-initiated interaction (e.g., weekly overviews, module intros/wrap-ups). A pattern of RSI distributed across the term.
Regular Interaction: Monitoring & Outreach	Messages to inactive or struggling students (e.g., emails, individual comments on submissions, Canvas Inbox).
Substantive Interaction: Direct Instruction	Syllabus showing that the section meets synchronously on a regular schedule, with live sessions posted in Canvas (e.g., calendar events or Zoom links). Applies only to synchronous online sessions (Section II-A.1; see also Section IV).
Substantive Interaction: Feedback on Coursework	Rubric comments, SpeedGrader annotations, or submission comments with substantive guidance. Audio or video feedback on student work. Feedback that explains grades and offers specific improvement suggestions (not just "good job").
Substantive Interaction: Responding to Course Content Questions	Instructor responses to course content questions via Canvas tools or Q&A discussion boards. Announcements that address common errors, connect content to current events, or highlight insights. Instructor-created video or recorded content tied to course objectives and created in response to student work or discussions.
Substantive Interaction: Facilitating Group Discussion	Instructor prompts designed to deepen analysis. Follow-up questions, synthesis posts, or guided critique in student discussions. Evidence of active instructor participation, not just grade recording.
Student-to-Student Interaction	Discussions with instructor facilitation (not optional or unmonitored boards). Peer review or critique assignments with criteria and instructor oversight. Collaborative group activities.

VII. Expectations per the 2026–29 Chaffey College Faculty Association Agreement, Section 19.8

- The faculty member publishes, by 8:00 a.m. on the first day of class, and maintains a course shell in the District learning management system for all assigned classes that includes an electronic copy of the syllabus, an up-to-date gradebook, and information about how office hours (if applicable) will be conducted and times of availability.
- The faculty member communicates, within the first week, with students who are absent or have not logged in on the first day of class and urges them to log in and participate.
- The faculty member provides regular and substantive interaction between the instructor and the student (e.g., discussion boards, chat, feedback on assignments, course announcements, email).
- The faculty member provides opportunities for student-to-student interaction (e.g., discussion boards, group projects, presentations).
- The faculty member maintains regular instructional engagement and monitoring throughout the course.

VIII. Reference Materials & Legal Basis

- 34 C.F.R. §600.2: Federal definition of distance education and regular and substantive interaction
- Cal. Code Regs. Tit. 5, §55204: California instructor contact requirements for distance education
- Cal. Code Regs. Tit. 5, §§55200 and 55206: Distance education definition, accessibility, and course approval
- 28 C.F.R. Part 35, Subpart H: ADA Title II web and mobile accessibility rule (WCAG 2.1 Level AA; compliance date April 26, 2027)
- 20 U.S.C. §1232g; 34 C.F.R. Part 99: Family Educational Rights and Privacy Act (FERPA)
- Chaffey College AP 4105: Distance Education administrative procedure
- CVC-OEI Course Design Rubric: California Virtual Campus online best practices (validated by Chaffey IR, 2022 & 2025)
- Academic Senate Minutes, February 17, 2026: RSI Workgroup charge
- ACCJC 2024 Accreditation Standards (Standards 2.1, 2.6, 2.9, and 3.2): Accreditation expectations for distance education quality
- ACCJC Quality Continuum Rubric (Nov. 2024)

- ACCJC Policy on Distance Education and on Correspondence Education (revised June 2021; edited June 2025)
- ACCJC Protocol for Distance Education Review (Nov. 2024)
- 2026–29 Chaffey College Faculty Association Agreement, Section 19.8

IX. Approval & Signatures

Signature & Date

Academic Senate President

Signature & Date

Associate Superintendent of Instruction and Institutional Effectiveness

Signature & Date

Superintendent / Designee

Alternate Senators Italicized		Present	Adoption of the 11.3.26 Agenda	Motion to approve the 11.3.26 Consent Agenda	Approval of the Local GE Pattern	Motion to review Resolution presented	Approval of the RSI Definition
Representation	**Name**						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Steve Shelton	Y	Y	Y		Y	Y
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y		Y	Y
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y		Y	Y
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y		Y	Y
ACD-A Alternate	*Steve Shelton*						
ACD-B	Vacant						
ACD-B	Nicole Farrand						
ACD-B Alternate	*Vacant*						
ACC	Myra Andrade	Y	Y	Y		Y	Y
ACC	Wendy Whitney	Y	Y	Y		Y	Y
ACC Alternate	*Jackie Boboye*						
ACC Alternate	*Fabiola Espitia*						
BTH/MIDT	Joseph Lee	Y	Y	Y		Y	-
BTH/MIDT	Jonathan Polidano						
BTH/MIDT Alternate	*Jay Scott*	*Y*	*Y*	*Y*		*Y*	*Y*
Chino Campus	Hannah Carter	Y		Y		Y	Y
Chino Campus	Manar Hijaz						
Chino Campus Alternate	*Vacant*						
Fontana Campus	Sean Connelly	Y	Y	Y		Y	Y
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y		N	Y
Fontana Campus Alternate	*Vacant*						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	*Vacant*						
HW - HS	Lisa Doget						
HW - HS	Vacant						
HW - HS Alternate	*Vacant*						
HW - KNA	Annette Henry	Y	Y	Y		Y	Y
HW - KNA	Candice Hines-Tinsley	Y	Y	Y		Y	Y
HW - KNA Alternate	*Robert "Rob" Hadaway*						
Instructional Support	Terezita Reyes Overduin	Y	Y	Y		Y	Y
Instructional Support	Christina Holdiness						
Instructional Support Alternate	*Rose Ann Osmanian*						
PCS	Melanie Bratcher	Y	Y	Y		Y	Y
PCS	Rebecca Brewer	Y	Y	Y		Y	Y
PCS Alternate	*Vacant*						
STEM	Justin Keller	Y	Y	Y		Y	Y
STEM	Louisa Villeneuve	Y	Y	Y		Y	Y
STEM Alternate	*Maryline Chemama*						
STEM Alternate	*Candace Leuthold*						
Senator-At-Large	Tamari Jenkins	Y	Y	Y		Y	Y
Senator-At-Large	Jin Liu	Y	Y	Y		Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y		Y	Y
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y		Y	Y
**Adjunct Alternate Senator*	*Vacant*						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Zeinah Abdelrhman	Y					
CC Student Government	Sarah Libdeh	Y					
Total Yes Votes		**26**	**21**	**22**	**0**	**21**	**21**
Total No Votes			**0**	**0**	**0**	**1**	**0**
Total Abstentions			**0**	**0**	**0**	**0**	**0**

- = Not available during meeting to vote

37 members total - up to 26 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie. RED indicates reported absence PURPLE indicates reported tardy/leave early

A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)

18 members are needed for QUORUM

26 Members present at this meeting

11.3.26 Academic Senate Meeting

SAB SUB COMM.
[redacted]
Y
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[redacted]
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