

Academic Senate Minutes February 3, 2026

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	N
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	N
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	Y
Alternates & Liaisons			
Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Lisa Doget	Health & Wellness - Health Sciences	2025-2027	N
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	N
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Nolan Krueger	Chaffey College Student Government	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Shireen Awad, Administrator for Instructional Systems and Pathways Innovation

Ryan Hitch, Instructional Specialist

Carol Hutte, Librarian

Phatana Ith, Instructor, Communications Studies

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

Amy Nevarez, Dean, Fontana Campus

Dr. Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications

1. Personal Expression (12:30 P.M.)**2. Call To Order (12:35 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 Rose Ann Osmanian, Instructional Support

2.2. Attendee Identification (Chino and Fontana Senators, cameras must be on, and turn off all virtual backgrounds.)**3. Public Comment** (Reserved for Guests only and limited to two minutes.)**3.1. Carol Hutte delivered the following public comment**

- 3.1.1. Senate officers, senators, and guests: I'm Carol Hutte, the senior full-time faculty member in the library. Some of you may have received notifications recently from your librarian liaison that our department is currently engaging in an aggressive weeding project.
- Some background...along with the other full-time librarians, I was informed 3 days before the end of last fall term that our current Rancho print collection was too large to fit in the new LLC and that we were short by 300 shelves. This equates to just under 10,000 titles, approximately 14% of our current physical collection. Overflow titles are being stored in the old library building, but we have been told that they can only be housed there until March. Consequently, the librarians are now having to engage in a weeding project to reduce our print titles by that amount by February 27th, less than four weeks from now.
- I was also on the work group for the new LLC in 2021. I asked repeatedly whether there would be enough room for our collection to be housed in the new building at its level then, both during the time frame when the work group was active and via the manager in subsequent years. We were repeatedly assured that there would be no issues with housing the full collection. The librarians continued to work on weeding the collection further, reducing it by approximately 8,000 volumes in the past five years.
- I acknowledge that our current collection is in dire need of additional weeding: as an

example, approximately 45% of the titles have a publication date older than 1980. But being forced to deselect so many titles in such a short time frame means that the process will not be as deliberative nor as able to involve discipline-specific faculty in as much detail as previously done.

I would instead propose that the district find an alternative solution for housing the print collection for a longer period. Our department did our due diligence to prepare for this move: the district needs to show good faith and come up with a solution that does not put this huge burden on the librarians to frantically reduce the collection in such a short time frame.

Thank you for your time.

- 3.2. Andrew Long introduced Shireen Awad in her new position as Administrator for Instructional Systems and Pathways Innovation. Shireen will be working closely with Credit for Prior Learning, pathways, program learning outcomes, and student learning outcomes.
- 3.3. Senator Gomez shared a public comment sent in by faculty member Sergio Gomez in Sociology:
 - 3.3.1. I am in full support with those who want to name the Writing Center in the LLC for its proper name, Success Center. For social science statistics, accessing the Center as a Success Center rather than a Writing Center would be easier. I have full support of my faculty colleagues giving the place a proper name. Thank you.

4. Adoption Of Agenda

- 4.1. February 3, 2026
- 4.2. **Motion for Approval** - Senator Gomez moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 2.3.26, 24Y/0N/0A.

5. Consent Agenda

- 5.1. January 27, 2026 **Meeting Minutes**. See the attachment titled “Academic Senate Minutes January 27, 2026 Draft.”
- 5.2. Curriculum is asking that the Academic Senate endorse the course modifications that are presented in the packet. (See attachment titled "1-28-2026 Curriculum Endorsements.")
- 5.3. **Faculty representatives who have been requested to serve on these selection/hiring committees:**
 - 5.3.1. Plant Maintenance Mechanic
 - 5.3.1.1. Jeff Brouwer, Instructor, Mathematics
 - 5.3.2. Instructor, Photography
Brody Albert, Instructor, Art, (equivalency committee)
Jessica Moronez, Instructor, Sociology
 - 5.3.3. Instructor, Interior Design
Daniel Bentum, Instructor, Hotel & Food Service

Tara Johnson, Instructor, Fashion Merchandising
Mark Forde, Instructor, Hospitality Management
Kathy Galipeau, (expert) (equivalency committee)
Patty Allen, Instructor, (equivalency committee only)
Renee Meyer, Instructor, (equivalency committee only)
Nan Shea, Instructor, Biology

5.3.4. Instructor, Instructional Specialist

Manar Hijaz, Instructional Specialist, (committee chair & equivalency committee)
Christina Holdiness, Instructional Specialist, (equivalency committee)
Rose Ann Osmanian, Instructional Specialist (equivalency committee)
Tamari Jenkins, Instructor, Spanish

5.3.5. Instructor, Broadcast/Cinema

Jin Liu, Instructor, Chinese (committee chair & equivalency committee)
Daniel Jacobo, Instructor, Broadcasting (equivalency committee)
Erik Jacobson, Instructor, Cinema (equivalency committee)
Steve Shelton, Instructor, Communication Studies
Selena Pineda, Librarian

5.4. Faculty are not longer able to serve on the following selection/hiring committee:

5.4.1. Instructor, Photography

Jin Liu, Instructor, Chinese
Steve Shelton, Instructor, Communication Studies

5.5 Motion for Approval - Senator Polidano moved to adopt the Consent Agenda with a correction to the Land Acknowledgement. Senator Gomez seconded the motion. The motion was approved. 2.3.26, 25Y/0N/0A.

6. Guest(s)/Presentation(s)

7. Report(s)

7.1. President

7.1.1. Faculty Advocacy Series Hosted by ASCCC Executive Team Date Suggestion?

Monday, March 2: 9-10 am
Tuesday, March 3: 11 am - 12 pm or 3-4 pm
Monday, March 9: 2-3 pm

7.1.2. LLC 130 The Writing Center

I have been kept in the loop of faculty and classified professionals' concerns regarding LLC 130's naming as "the Writing Center" where it should formally be considered the "Success Center." Faculty from various disciplines and instructional specialists have expressed their concerns to Dean Long as well as CIO McClellan regarding the naming,

and had meetings with Troy Ament prior to the LLC's opening in January. While the administration has been receptive to hearing the concerns about the naming of the "Writing Center", there still remains a disconnect in terms of the student-centered approach, intentionality, and participatory process that was followed in order to create the name of the "Success Center". The transition to the "Writing Center" remains unclear to faculty in the area and that uses the space for more than writing support. I would like to request that the Academic Senate Representatives to add this to my list of items for the Academic Issues Group agenda for Friday, February 6.

7.1.3. Academic Issues Group - Friday, February 6

Course Waitlist Procedures

Mackenzie Scott Advisory Group - Concerns regarding program leads/program managers

Transitional period between now and Governance Handbook adoption - new and current committees

Immigration and law enforcement procedures for college campus - Are there any new or updated procedures faculty should be aware of?

TEST team hours, Chino and Fontana response teams, and additional faculty training

7.2. Vice President

7.2.1. See attachment titled "Election Timeline for Spring 2026 Elections." Call for nominations will go out next week on 2/10, with a secondary call on 2/17. Nomination period ends on 2/24.

7.2.2. If anyone has a question regarding the library review of materials that do not currently fit in the LLC, they are encouraged to reach out to librarians or request a presentation on the topic.

7.2.3. VP also shared notes on a webinar she attended on Agentic AI. The presentation included a discussion on whether an LMS like Canvas can block agentic AI, human-first teaching, and links to other upcoming webinars on the topic. [Webinar Notes on Agentic AI](#)

7.3. Secretary/Treasurer

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

7.6.1. CCSG met with State Senator Sasha Perez and U.S. Representative Pete Aguilar's team. They were able to ask questions and gather information on how they can do better on campus and use the legislators' resources.

7.7. Academic Senate Committees and Workgroups, see attachment titled Chaffey Community College District Active Governance Committees and the [Academic Senate 10+2 on the Academic Senate webpage](#) of the Chaffey College website.

7.7.1. Chino Advisory Team: Senator Holdiness posits that this group may fall under number 10 (Processes for institutional planning and budget development). Senator Carter explained some of CAT's focus and made a connection to no. 5 (Standards or Policies regarding Student Preparation and Success).

7.7.2. College Steering Committee: Senator Polidano and Curriculum Chair Burk-Herrick agreed that the scope of College Steering touches many different aspects of the 10+2 by prioritizing different issues. For instance, waitlist procedures would fall under Senate purview (no. 7: Faculty roles and involvement in accreditation processes, including self-study and annual reports). President Encarnacion mentioned that new membership in the committee does not currently include faculty. Senator Bratcher connected the committee's work to no. 4 (Educational Program Development). The senators also agreed that it may also align to no. 10 (Processes for institutional planning and budget development). Senator Farrand countered that the committee's scope seems to focus more on IT personnel and technology. She added that some of the points brought up may be better addressed by the Technology Committee. Senators decided to continue future discussions on this committee's alignment with the 10+2.

7.7.3. Commencement Committee: We currently have Senate liaisons who serve in this committee. The Senators agreed that this committee does not need to report to the Senate.

7.7.4. Disability Program Committee/ Disability Advisory Committee. The Senators aligned this committee to no. 5(Standards or Policies regarding Student Preparation and Success) and no. 8 (Policies for faculty professional development activities), and no. 10 (Processes for institutional planning and budget development). Senator Polidano asked whether there were aspects of this committee that aligned more with curriculum development. Senator Chamberlain argued that sometimes there needs to be clear communication about the goals of the curriculum and what/how things can be accommodated depending on the discipline.

7.7.5. Senator Osmanian asked whether a program that also has a committee would automatically fall under the 10+2.

8. Unfinished Business - None.

9. New Business

9.1. Board Policy and Administrative Procedure Revisions - Academic Senate review/possible recommended changes to the following Board Policies and Administrative Procedures. The policies and procedures under constituent review are posted on the [Items Under Consideration](#) section of the Policies and Procedures page of the Chaffey Website.

9.1.1. BP 3810 Claims Against the District

9.1.1.1. Senator Chamberlain will review

9.1.2. BP 5030 Fees

- 9.1.2.1. Senator Hines-Tinsley will review
- 9.1.3. BP 7150 Evaluation and Professional Growth & AP 7150 Evaluation
 - 9.1.3.1. Senator Keller will review
- 9.1.4. AP 7160 Professional Development
 - 9.1.4.1. Senator Jenkins will review
- 9.1.5. BP 7210 Academic Employees
 - 9.1.5.1. Senator Holdiness will review
- 9.1.6. BP 7230 Classified Employees
 - 9.1.6.1. Senator Holdiness will review
- 9.1.7. BP & AP 7240 Confidential Employees
 - 9.1.7.1. Senator Hijaz will review BP and Senator Carter will review AP
- 9.1.8. BP 7250 Educational Administrators
 - 9.1.8.1. Senator Kandhway will review
- 9.1.9. BP 7260 Classified Administrators
 - 9.1.9.1. Senator Osmanian will review
- 9.1.10. BP & AP 7270 Student Workers
 - 9.1.10.1. Senator Osmanian will review BP and Senator Whitney will review AP
- 9.1.11. BP 7295 Letters of Recommendation
- 9.2. Discussion Item/Possible Action Item: Senator Farrand will lead a discussion on Regular and Substantive Interaction (RSI) updates and exploring a local district definition.**
 - 9.2.1. There are two components of RSI: Substantive Interaction and Regular Interaction. Senator Chamberlain asked how accreditation reviewers can see and assess substantive interaction, specifically as it concerns “assessing or providing feedback on coursework.” Accreditation evaluators can see items at the instructor level. This is only for archived courses (three years past).
 - 9.2.2. Senator Khandaway asked whether using Pronto would count as RSI. Ryan Hitch said that Pronto use can be counted depending how the assignment is structured. Other institutions, like Cerritos College, are also working on including similar tools in RSI assessment. Senator Farrand highlighted that it is the institutions’ responsibility to provide additional access to those other forms of communication for assessment.
 - 9.2.3. Senator Osmanian added that a local definition may expand how the Success Center, Counseling, or Library are used.
 - 9.2.4. Student-to-student interaction is not an ACCJC requirement but it is a recommendation. Senator Shelton clarified that student-to-student interaction can be added to our local definition even if it’s not a Title V requirement. Student-to-student interaction does appear in the CVC OEI Course Design Rubric.

- 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.)
- 11. Announcements**
 - 11.1. Chaffey College**
 - 11.1.1. Faculty Advocacy Series: Welcome to the AI-Pocalypse, A Faculty Support Group hosted by Liz Encarnacion on Friday, February 6, at 12 pm. Register through My Learning Hub.
 - 11.2. Academic Senate for California Community Colleges (ASCCC) Information**
 - 11.3.** 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 is scheduled for Tuesday, February 10, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

1. Non-Cycle Updates:

Course Deactivations:

Course Name	Course Title	Approval Status
COOPED-497ABCD	Cooperative Education: General Work Experience	Approval:

Program Modifications:

Program Name	Program Type	Approval Status
Correctional Science	Certificate of Achievement	Approval:

GEOLOGY PACKAGE

New Programs:

Program Name	Program Type	Approval Status
Earth Science	AS	Approval:
Geological Sciences	AS	Approval:

Program Deactivations:

Program Name	Program Type	Approval Status
Physical Science	AS	Approval:

GERONTOLOGY PACKAGE

New Courses w/ DE:

Course Name	Course Title	Approval Status	Distance Education
GERO-24	Intergenerational Relationships and Aging	Approval:	Distance Education Approval Fully Online and Hybrid:
GERO-97AB	Gerontology Career Experience Internship	Approval:	Distance Education Approval Fully Online and Hybrid:

Program Modifications:

Program Name	Program Type	Approval Status
Gerontology	Certificate of Achievement	Approval:

Election Timeline for Spring 2026 Elections

Must be complete by April 9

Key:

Vice President Facilitated Elections

Area Senator Elections

Faculty Lecturer of the Year (FLOTY) Elections (Facilitated by VP)

Week Of	What needs to be completed during this week
Jan. 20	<input type="checkbox"/> Inform Senate Representatives of Election timeline for: <input type="checkbox"/> Area Elections <input type="checkbox"/> Adjunct Senator at Large (26-28) <input type="checkbox"/> Adjunct Alternate Senator at Large (26-27) <input type="checkbox"/> Senator at Large (26-29) <input type="checkbox"/> President-Elect (26-29) <input type="checkbox"/> FLOTY (26-27)
Jan. 27	
Feb. 3	<input type="checkbox"/> Review Election Information with Academic Senate
Feb. 10	<input type="checkbox"/> Call for nominations for Area Elections <input type="checkbox"/> Call for nominations for FLOTY
Feb. 17	<input type="checkbox"/> Run Election cycles - second call for Area nominations if necessary <input type="checkbox"/> Call for nominations for Adjunct Senator at Large (24-26) <input type="checkbox"/> Call for nominations for Senator at Large (25-28) <input type="checkbox"/> Call for nominations for Senator at Large (22-25) <input type="checkbox"/> Call for nominations for President-Elect (26-29) <input type="checkbox"/> Continue nominations for FLOTY
Feb. 24	<input type="checkbox"/> Review Election information with Senators / Ask for updates <input type="checkbox"/> Nomination period ends / Hold Area Elections <input type="checkbox"/> Nomination period ends / Hold Adjunct Senator at Large (25-26) Elections <input type="checkbox"/> Nomination period ends / Hold Adjunct Senator at Large (25-27) Elections <input type="checkbox"/> Nomination period ends / Hold Senator at Large (25-29) Elections <input type="checkbox"/> Nomination period ends / Hold President-Elect (26-29) Elections <input type="checkbox"/> Nomination period ends / Hold FLOTY Elections
March 3	<input type="checkbox"/> End of Area Elections

	<input type="checkbox"/> End of Adjunct Senator at Large Elections <input type="checkbox"/> End of Senator at Large Elections <input type="checkbox"/> End of President-Elect Elections <input type="checkbox"/> End of FLOTY Elections
March 10	<input type="checkbox"/> Email senators asking for updates regarding area elections
March 17	Spring Break
March 24	<input type="checkbox"/> Ratify Area election results. <input type="checkbox"/> New/returning members are eligible to run for Secretary-Treasurer and/or Vice President <input type="checkbox"/> Ratify Adjunct Senator at Large (25-26) <input type="checkbox"/> Ratify Adjunct Senator at Large (25-27) <input type="checkbox"/> Ratify Senator at Large (25-29) <input type="checkbox"/> Ratify President-Elect (26-29) <input type="checkbox"/> Ratify FLOTY election <input type="checkbox"/> Call for nominations (and statements) for Secretary-Treasurer and Vice President from current and future senate representatives
March 31	
April 7	<input type="checkbox"/> Ratify Secretary-Treasurer and Vice President
April 23	<input type="checkbox"/> Report to Governing Board

Chaffey Community College District Active Governance Committees in the (draft) Governance Handbook

Question for the Academic Senate: Which Committees, Programs, and/or Advisory Groups demonstrate that their purview falls under the [“10+2” of academic and professional matters within the scope of the Academic Senate](#) in such a way that *compels* them to be *charged* with reporting to the Academic Senate on a regular basis?

Committees, Programs, and Advisory Groups

- Accreditation Oversight Committee
 - 10+2 Alignment? Yes (7)
- Calendar Committee
 - 10+2 Alignment? Yes (5;10)
- Career Education Advisory Committee (CEAC)
 - 10+2 Alignment? Yes (4;10)
- Chaffey Connects
 - 10+2 Alignment? Unclear/Not at this time
- Chino Advisory Team
 - 10+2 Alignment? Yes (5;10)
- Classified Success Network ~~Advisory~~ Committee
 - Aligns to Classified Senate
- Commencement Committee
 - 10+2 Alignment? No further than the Academic Senate President regularly serving on the committee.
- Disability Program Committee/Disability Advisory Committee
 - 10+2 Alignment? Yes (5;8;10)
- Colleague Steering Committee
 - Purpose: The purpose of CSC is to:
 - Recommend best practices and more for colleague use,
 - Facilitate continuous process improvement strategies for colleague-related data integrity, communications, programs, processes and protocols,
 - Review and prioritize institution-wide colleague project priority requests,
 - Facilitate the sharing of updates and other information between and among operational units,
 - Identify mechanisms to assess the effectiveness of colleague use across the institution.
 - Scope: The CSC is a forum for IT personnel to share updates and information related to Ellucian matters. In turn, each group member is responsible for sharing that information with the employees in the area(s) they represent, as well as bringing forth Ellucian-related matters from their respective area(s).
 - Membership: The Colleague Steering Committee will have a membership of: Student(s), Faculty, Classified Staff, Dean(s)/Manager(s)

Additional Information:

Governance Councils

- Academic Senate
 - Curriculum Committee
- Chaffey College Student Government (CCSG)
- Classified Senate
- Executive Team

Institutional Council

- College Planning Council

Steering Committees

- Budget Advisory Committee
 - Resource Allocation Committee
- Enrollment and Success Management Committee
- Presidents Equity Council
- Professional Development Committee
- Program and Service Review Committee
- Outcomes and Assessment Committee

Chaffey College
Academic Senate
January 29, 2026

RSI

Updates and Exploring a Local Definition

Objectives



Provide Updates

- ACCJC Protocol for Distance Education Review
- ACCJC Quality Continuum Rubric for Distance Education



Discuss the Need for a Local RSI Definition

- Why is a local definition beneficial?
- Distorts with a local definition
- Is there a need to establish best practices?
- Next steps

ACCJC

Protocol For Distance Education Review *

*As of Spring 2025

Access

- To verify RSI, reviewers should have access to the LMS to observe where this interaction occurs, such as discussion boards, other postings, and communications regarding learning content, feedback on assignments, etc.
 - typically instructor level
 - institution's responsibility to provide any additional access to relevant documentation

Process

- Reviewers will use the resources provided by ACCJC to evaluate the extent of regular and substantive interaction between instructors and students and determine whether 85% of the courses reviewed demonstrate such interaction. The resources include:
 - Quality Continuum Rubric for Distance Education
 - Addendum to the Protocol for Distance Education Review
 - DE Assessment Tool for Peer Reviewers.

Substantive Interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:

Providing direct instruction
(synchronous courses
only)

Assessing or providing
feedback on coursework

Providing information or
responding to questions
about the content of a
course or competency

Facilitating a group
discussion regarding the
content of a course or
competency

Other instructional activities
approved by the institution's
accrediting agency. N/A
(ACCJC hasn't approved any
additional activities for
substantive interaction)

ACCJC
[Quality Continuum Rubric
for Distance Education](#)

Regular interaction between a student and an instructor(s) is demonstrated by the two following criteria:

Providing the opportunity for substantive interactions with the student on a predictable, regular basis, commensurate with the length of time and amount of content in the course or competency.

Monitoring the student's academic engagement and success, and ensuring that an instructor promptly and proactively engages in substantive interaction with the student when needed, based on such monitoring or upon the student's request.

ACCJC

[Quality Continuum Rubric for Distance Education](#)

A local RS Definition and shared best practices help:

- Protect students and faculty by making expectations clear, consistent, and evidence-based
- Translate federal, Title 5, and ACCJC requirements into practical, discipline-appropriate options
- Demonstrate how to document RS in the LMS
- Reduce confusion and inconsistent evaluation
- Strengthen course quality and student support
- Ensure the College can demonstrate compliance during accreditation reviews

Benefits of
a Local
Definition

Districts with Local RSI Definitions

Many CCCs have adopted local definitions of Regular Substantive Interaction (RSI) in order to meet accreditation requirements and distinguish online courses from correspondence education. Many districts integrate their local RSI definitions into their policies, training, and faculty syllabi to establish campus norms.

[Long Beach
Community
College](#)

[Cerritos College](#)

[College of San Mateo](#)

[M t. San Antonio
College](#)

What Chaffey Already Has

- Chaffey's AP 4105 Distance Education already contains a local RSI definition and expectations:
 - Defines RSI as a Title 5 requirement, emphasizes instructor-initiated contact, and explicitly lists expectations, including announcements, student involvement in discussions, meaningful feedback, and monitoring progress.
 - Also expects student-to-student interaction to be designed into the course (discussion boards, collaboration, peer review, etc.).*
 - States that interaction frequency in DE should be at least as frequent as the face-to-face counterpart and that contact should be distributed across each week and the term.
 - Includes an operational expectation around instructor absence (e.g., notifying students/manager; substitute if offline time exceeds a threshold).
- DE addendum in the Course Outline of Record that defines "regular and effective contact" as including "Start of the Course," "Instructor-initiated," and "Student-to-Student" contact, while noting there are many ways to demonstrate it.
- RSI Checklist

Student-to-student interaction is not a standalone federal requirement for Regular and Substantive Interaction (RSI). Federal RSI focuses on regular, substantive interaction between the instructor(s) and students. In California Title 5, student-to-student interaction is required only when it is described in the Course Outline of Record (COR) or the Distance Education addendum (or if a college adopts a local policy requiring it).

It is required in the [CVC OEI Course Design Rubric](#)

Academic Senate: academic/professional minimum definition + peer evaluation approach

DE Committee: training, examples, faculty support, and updates

Union + HR/administration: ensures the rubric is used appropriately in evaluation

Accreditation Oversight Committee: ensures wording matches ACCJC expectations and documentation needs

Governance Map

A strong local definition typically does three things:

1
Translates the federal/ACCJC language into plain expectations faculty can follow (especially the "predictable/scheduled" and "monitoring + proactive outreach" parts).

3
Protects academic freedom by defining outcomes/evidence rather than mandating one exact teaching style— consistent with Chaffey's AP language that there are many ways to demonstrate contact.

2
Sets minimum evidence markers that reviewers can reliably see in the LMS

<i>Alternate Senators Italicized</i>		Present	Adoption of the 2.3.26 Agenda	Motion to approve the 2.3.26 Consent Agenda			
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	Y	Y	Y			
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y			
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y			
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y			
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>	Y	Y	Y			
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y			
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	Y	Y	Y			
ACC	Wendy Whitney	Y	Y	Y			
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y			
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	-	-	-			
BTH/MIDT	Joseph Lee	-	-	-			
BTH/MIDT	Jonathan Polidano	Y	Y	Y			
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>	-	-	-			
Chino Campus	Hannah Carter	Y	Y	Y			
Chino Campus	Manar Hijaz	Y	Y	Y			
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	-	-			
Fontana Campus	Anthony "Tony" Guaracha	Y	-	Y			
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Jayne Clark-Frize	-	-	-			
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>	Y	Y	Y			
HW - KNA	Rob Hadaway	Y	Y	Y			
HW - KNA	Candice Hines-Tinsley	Y	Y	Y			
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>	-	-	-			
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y			
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y	Y	Y			
PCS	Melanie Bratcher	Y	Y	Y			
PCS	Patricia Gomez	Y	Y	Y			
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y			
STEM	Louisa Villeneuve	Y	Y	Y			
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	-	-	-			
Senator-At-Large	Sarah Chamberlain	Y	Y	Y			
Senator-At-Large	Jin Liu	Y	Y	Y			
Adjunct Senator-at-Large	Carolyn Ward	-	-	-			
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y			
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	30	24	25	0	0	0
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	0	0	0
Total Abstentions							
- = Not available during meeting to vote							
37 members total - up to 27 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.							
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							
38 Present at this meeting = 30 members, 8 visitors							
2.3.26 Academic Senate Meeting							