

Academic Senate Minutes

May 5, 2026

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	N
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	N
Henry Leonor	Arts, Communication & Design A	2025-2027	N
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	N
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	Y
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	Y
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	N
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	N
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	N
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Ekta 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	Y
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	N
Nolan Krueger	Chaffey College Student Government	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Ramon Abrego, Dean, Instructional Support

Adriana Arce, Director, Distance Education & Professional Development

Jason Chevalier, Dean, ACD

Hope Ell, Executive Assistant, Instruction

Kim George, Instructor, English, ACD

Andrew Long, Dean, Instruction

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

- 1. Personal Expression (12:30 P.M.)**
- 2. Call To Order (12:35 P.M.) 12:41 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.

-Elizabeth Encarnacion, President, Academic Senate

- 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.)
 - 3.1 Senator-At-Large, Tamari Jenkins, read a public comment on behalf of Counselor, Jacki Boboye, who is currently on sabbatical. She read the following:
 - 3.1.1 Dear Colleagues, I hope you are doing well. As part of my sabbatical project, I am conducting brief faculty interviews to gain insight into your experiences and perspectives about international students at Chaffey College. I would greatly appreciate your participation in a short 15–20-minute interview at your convenience. Your input will be valuable in informing this project. If you are willing to participate, please feel free to reply to this contact me directly to schedule a time. My email is jackie.boboye@chaffey.edu. Thank you in advance for your time and consideration.
 - 3.1.2 Associate Superintendent, Instruction and Institutional Effectiveness, Michael McClellan, introduced Ramon Abrego, as our new Dean of Instructional Support. In this role, he will oversee the Success Centers and Supplemental Instruction across all three campuses. Additionally, he will support Work Experience and lead the significant 'huge lift' of our Virtual Experience initiative. Though the launch is about a year away, Ramon will be instrumental in its development.

The Academic Senate welcomed Ramon as the new Dean of Instructional Support. In this role, he will oversee the Success Centers and Supplemental Instruction across all three campuses. His portfolio also includes supporting Work Experience and managing the development of the college's upcoming Virtual Experience initiative, which is anticipated to launch in approximately one year.

Professional Background: Ramon shared his professional trajectory, highlighting extensive experience within the community college system:

- City Colleges of Chicago: Began as a part-time tutor and advanced to District Administrator, overseeing academic advising, tutoring, early alert systems, and First-Year Experience (FYE) professional development.
- LA Trade-Tech: Served for five years with a focus on tutoring, academic and workforce development, adult education, and K-12 dual enrollment partnerships.
- Copper Mountain College: Most recently served at the state's smallest community college, providing him with a unique perspective on small-scale institutional operations.

Closing Remarks: Ramon expressed his enthusiasm for joining Chaffey College, noting its high reputation within the system. He acknowledged the upcoming learning curve regarding institutional culture and thanked the group in advance for their support and collaboration during his transition.

4. Adoption Of Agenda

4.1. May 5, 2026

4.2. **Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 5.5.26, 18Y/0N/0A.

5. Consent Agenda

5.1. April 28, 2026 **Meeting Minutes**. (See attachment titled "Academic Senate Minutes, April 28, 2026 Draft.")

5.2. **Faculty representatives who have been requested to serve on these campus committees:**

5.2.1 **Educational Program Assistant, Institutional Effectiveness**


Ryan Hitch, Instructional Specialist, Distance Education

5.3. **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 "4-29-26 Curriculum Endorsements" for the complete list of proposed changes.)

5.4. **Motion for Approval** - Senator Doget moved to adopt the amended Consent Agenda with the revision to replace the. Senator Polidano seconded the motion. The motion was approved. 5.5.26, 18Y/0N/0A.

6. **Guest(s)/Presentation(s)** - Hope Ell, Executive Assistant for the Office of Instruction, will be presenting on the Chaffey College's 109th Commencement Ceremony updates for the May 21, 2026, Commencement Ceremony held at the Toyota Arena at 4:00 pm. Faculty should arrive at the Toyota Arena and check in no later than 3:30 pm.
 - 6.1. Faculty have the option to:
 - 6.1.1 **Process in** with the graduates and sit front-and-center on the arena floor, or
 - 6.1.2 **Observe the ceremony** from a designated area on the arena floor (i.e., not participate in the procession).

**** Please note that there will be no faculty seating available in the stands.****

 - 6.2. Faculty participating in the procession must wear regalia.
 - 6.3. Faculty not participating in the procession are encouraged to wear business attire.
 - 6.4. **Full-time faculty** – Because Commencement falls on a service day, attendance at the annual graduation exercises is part of your contractual obligation (CBA, 18.2.3(d)). You have no other obligations (IS assignments, final exams, exam week office hours) that day. No partial absences will be credited. Please refer to the  [MOU](#) dated October 8, 2025, for additional information.
 - 6.5. **Part-time faculty** – There is no requirement for you to attend and/or participate in the Commencement ceremonies, but you are welcome to join the festivities, either as part of the procession or as a non-processing attendee (see above).

7. **Report(s)**

7.1. **President**

- 7.1.1. The CCSJ is seeking one Senator to volunteer for the fall semester to review and score proposals for the Black and Brown Minds & Matterings Conference
- 7.1.2. Educational Program Viability Review for French and Arabic Languages
 - 7.1.2.1. The College conducted an Educational Program Viability Review (EVPR) process for the Arabic and French Language Programs during the Spring 26 semester that recently concluded. The committee, following AP 4021 was initiated by the Dean overseeing the programs and had a membership of the Dean, Curriculum Chair, Academic Senate President, Curriculum Committee designee, Academic Senate Representative, Articulation Officer, Transfer Center/Career Center Administrator, and Chief Instructional Officer. The EVPR Committee met three times in April to evaluate enrollment data, student survey results, regional availability, and curriculum alignment. The completed EVPR Reports will be attached to the Academic Senate minutes as part of my President's Report today. **For Arabic, the committee unanimously recommended Program Revitalization.** The plan centers on continuing Arabic 1 and 2, deactivating Arabic 3 and 4 (which is a reversible step that can be revisited if demand returns through the curriculum process), and pursuing CAL-GETC Humanities approval through curriculum revision. Administrative support has been identified to fund

Part-Time faculty work on curriculum development, with a target of Fall 2027 for hopeful CAL-GETC approval.

For French, the committee voted 8-1 to recommend Program Discontinuance, effective Spring 2027. This recommendation reflects structural and regional realities, not the quality of instruction or the value of the discipline. French courses will continue through Summer and Fall 2026 to support students planning to enroll as well as faculty preparing courses and anticipating courses. The attached EVPR Report details the full rationale, including availability of French through regional colleges and California Virtual Campus. The college is committed to supporting both students and faculty through this transition with clear communication and ample lead time.

Per AP 4021 impacted students, faculty, and any other constituents shall have fourteen (14) days to prepare, if desired, a response to the report that will accompany the EPVR Committee's report to the Chief Instructional Officer. Feedback can be submitted to Dean Jason Chevalier at jason.chevalier@chaffey.edu.

After the feedback period, a full report will be sent to the Chief Instructional Officer for final review and action. The EPVR Committee's report and records of the evidence and comments pertaining to that report shall be maintained publicly and electronically, giving access to the College community and constituents.

7.2. Vice President

I was very fortunate to be able to attend both Fall and Spring plenary this past year. I learned a lot, and I highly recommend the conference to any Senator. Before we close out the year, I wanted to share some of my takeaways and highlights with you all.

Here is a link to my notes for [Fall 25](#) and [Spring 26](#) Plenaries. I attended sessions on AI, Environmental Equity, Burden Free Instructional Materials, and Faculty leadership in Data to name a few. But I'd like to highlight two very meaningful sessions for you all.

The first is a session called [Empowering Faculty from Historically Excluded Groups: Mentoring and Leadership Pathways](#) (links to slides). This session had some great examples of ways we can cultivate a more inclusive Senate body. Especially as we look forward to revising our ByLaws and Constitution next year, I'd like to propose that we consider one suggestion from this session, which was to allow PT faculty to run for Senator Area seats. Currently, our Senator Area seats are only open to FT faculty. The only opportunity for PT faculty to join Senate is through the At Large seats. Allowing PT faculty to run for Senate Area seats may bring more representation from areas that have trouble filling their seats. It may also help to fill the vacant Alternate seats, which could bring some relief or more opportunity to step away when needed for primary Senators.

The second session I'd like to highlight is [How to Advocate Without Burnout: Advocacy Tools for New Faculty Leader](#) (links to slides). At this point in the semester, I think we are all feeling some degree of burnout or the feeling of being stretched too thin! I highly recommend these slides to everyone; they have some great ideas and resources for caring for our well-being as we advocate in our Senate roles. I'll share some ideas and one quote from this session.

Ideas (slide 10): Agendize care (adding check-ins to Senate agendas); Gather in Community (more opportunities for low-stakes relationship building); Mentoring for new Senators.

Quote (slide 5): “The system relies on exploiting faculty dedication to compensate for resource deficits and workload mismatch”

Lastly, I want to extend a heartfelt thank you for the opportunity to attend Plenary this year, and a hope for more opportunities for more of us to attend in the coming years!

7.3. Secretary/Treasurer - N/A

7.4. Curriculum Chair

7.4.1. Thank you to the Curriculum Committee

7.4.2. 132 Programs 254 Course Proposals, very hardworking committee

7.4.3. BTH and MIT - 2 vacancies still open! It’s a great way to learn

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

7.7. Academic Senate Committees and Workgroups [Chaffey Community College District Active Governance Committees in the \(draft\) Governance Handbook](#), and the [Academic Senate 10+2 on the Academic Senate webpage](#) of the Chaffey College website.)

8. Unfinished Business

8.1 Action Item: AP 2510, See attachment entitled, “Administrative Procedure Review: AP 2510.”

8.2 Motion for Approval - Vice President Overduin moved to adopt the amended AP 2510. Senator Polidano seconded the motion. The motion was approved. 5.5.26, 20Y/0N/0A.

8.2 Discussion Item: RSI Workgroup Update

8.3 Discussion Item/Possible Action Item: [AI and Academic Integrity Best Practices](#)

**The meeting was adjourned at the scheduled time of 1:50 PM. All agenda items that were not discussed will be prioritized as unfinished business in a future meeting. **

9. New Business

9.1 Discussion Item: President Encarnacion will go over the major elements of the completed Governance Handbook. Townhalls and formal public sunshining will occur in the beginning of Fall 2026.

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**

11.2 **Academic Senate for California Community Colleges (ASCCC) Information**

11.2.1 Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at asc.cc.org

- 11.3 California Community Colleges- The Collective Equity Impact Institute 2026, September 22,25, 2026, Anaheim, CA. We are pleased to invite you to Save the Date for the 2026 Collective Equity Impact (CEI) Institute. This year’s institute will highlight Vision 2030 and feature strands focused on transfer alignment, climate action, workforce development, generative artificial intelligence, and diversity, equity, inclusion, and accessibility (DEIA). Each strand will include sessions designed to strengthen collaboration and support the exchange of strategies that prioritize student needs, student success, and equity across the California Community Colleges system.

Please join us in Anaheim, CA, for this three-day institute, taking place September 22–25, 2026.

Who Should Attend? All individuals working within the California Community Colleges ecosystem are encouraged to attend.

Registration Opens in Early April. We encourage you to share this opportunity with colleagues. An early-bird registration rate of \$175 will be available in April and May, with registration increasing to \$250 starting June 1.

Additional details, including registration information and the tentative agenda, will be shared soon. We look forward to learning, collaborating, and shaping the future together.

- 11.4 **Please share this widely with faculty! It is a 5-10 minute survey to gather information on faculty professional development needs—closing on May 26, 2026!**

As part of our ongoing efforts to strengthen teaching and learning across the California Community Colleges, the Chancellor’s Office is launching a **faculty survey** to better understand current needs, priorities, and experiences related to professional development. This survey was developed in collaboration with representatives from the ASCCC, CVC@ONE, CIOs, AI Faculty Fellows, regional consortia, OERI, and experts in accessibility, information literacy, and instructional design to ensure it reflects a broad range of faculty perspectives and systemwide priorities.

It is designed to ensure that future professional learning opportunities are responsive,

relevant, and grounded in the day-to-day realities of faculty work. As outlined in the systemwide [Faculty Professional Development Plan](#), supporting faculty with equitable access to high-quality, timely professional learning is essential to advancing student success, innovation, and inclusive teaching practices across our colleges.

Your input will help us:

- Identify high-impact professional development topics and formats
- Better align offerings with emerging areas such as accessibility, online teaching, and AI
- Ensure resources are accessible and meaningful across disciplines and college contexts
- Inform Fall 2026 professional development planning and beyond

This survey is one way we're working to better understand what's working well, where there are gaps, and how we can better support you and your colleagues. Our goal is to implement a more coordinated and data-informed approach to professional learning that reflects the diversity of our colleges and students.

Please expect the survey to take an estimated 5-10 minutes to complete. It will close on **Friday, May 26, 2026.**

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

The Academic Senate meetings have concluded for the Academic Year. Please join us at our next meeting in August 18, 2026

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

4.29.26 Curriculum Endorsement

1. Non-Cycle Updates:

Program Modifications:

Biology 2.0 for Transfer	AS-T
Environmental Science 2.0 for Transfer	AS-T
Cal-GETC	California General Education Transfer Curriculum

Program Deactivation:

Biological Sciences	AS
IGETC	
CSU GE	

Course Modifications w/ DE:

ASTR-27	Life in the Universe
ASTR-27L	Life in the Universe Laboratory
Math 610	Calculus for Business

New Courses w/ DE:

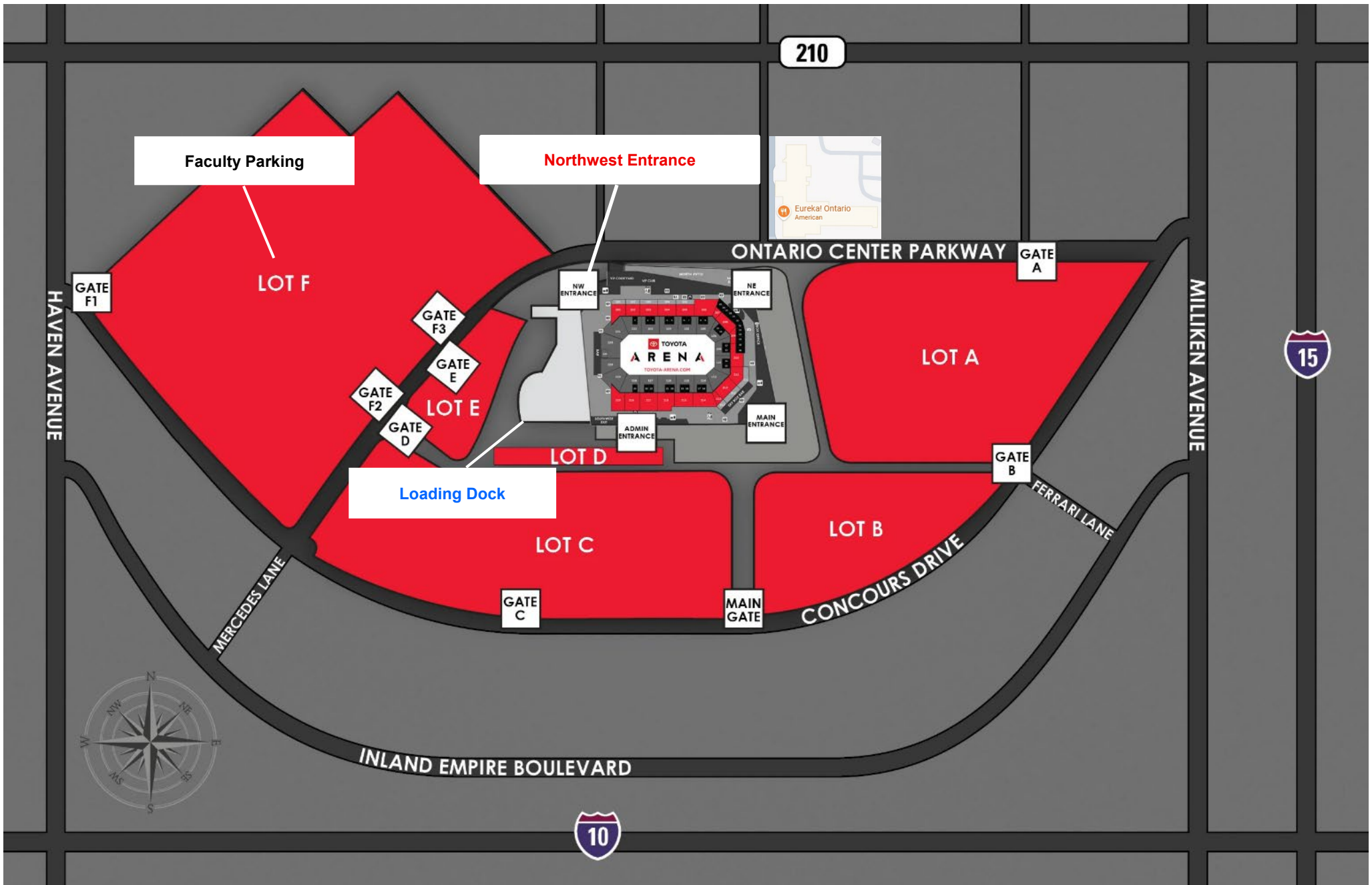
ASTR-C1001	Introduction to Astronomy
ASTR-C1001L	Introduction to Astronomy
STAT-C1000E	Introduction to Statistics (with Embedded Support)
Math C2221E	Calculus I: Late Transcendentals (with Embedded Support)

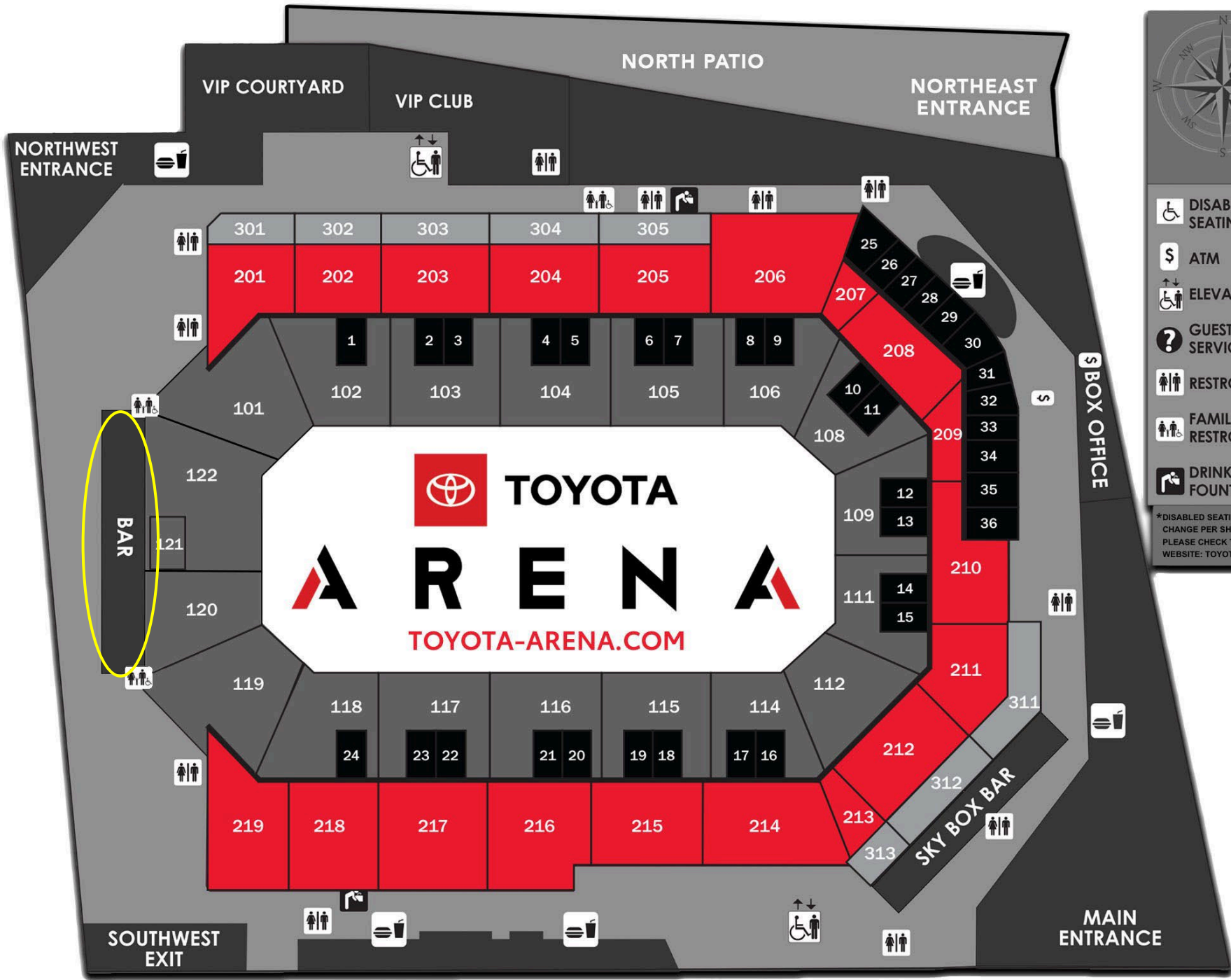
Course Deactivation:

ASTRON-26	Stars and Galaxies
ASTRON-35	Planets and the Solar System with Laboratory

Course Reactivation:

STAT 610	Support for Introduction to Statistics
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- DISABLED SEATING**
- ATM**
- ELEVATOR**
- GUEST SERVICES**
- RESTROOMS**
- FAMILY RESTROOM**
- DRINKING FOUNTAIN**

*DISABLED SEATING SUBJECT TO CHANGE PER SHOW SET UP. PLEASE CHECK THE OFFICIAL WEBSITE: TOYOTA-ARENA.COM

Educational Program Viability Review Committee Report: Arabic Program

Spring 2026

Executive Summary

An Educational Program Viability Review (EPVR) Committee was convened to conduct a comprehensive review of the Arabic program at Chaffey Community College District. The review was initiated by the Dean of Arts, Communication and Design (ACD) overseeing the Arabic Program in response to structural concerns including the absence of full-time faculty leadership, the lack of degree or certificate pathways, incomplete course sequences, and limited capacity to support program oversight, curriculum development, and student advising.

The EPVR Committee met three times over the course of April 2026 to evaluate the program using quantitative enrollment, success, and retention data, quantitative and qualitative student survey results, local and regional comparisons, research into CAL-GETC alignment considerations, and CVC Exchange (CVC.edu) availability. In addition, committee discussions included analysis on the college culture and impact each EVPR Recommendation would have on the Chaffey College community at large through the non-monetary costs associated with them (faculty workload, student impact, etc.).

Membership

Chairs:

- Jason Chevalier, Dean of Arts, Communication, and Design
- Liz Encarnacion, President of Academic Senate

Committee Members:

- Michael McClellan, Chief Instructional Officer
- Angela Burk-Herrick, Curriculum Chair
- Julie Law, Articulation Officer
- Garrett Kenehan, Curriculum Committee Representative
- Nicole Farrand, Academic Senate Senator
- Karen Preciado, Director, Transfer and Career Centers

EVPR Period Schedule

Meeting	Date & Time	Location	Key Focus
1	Friday, April 3, 2026 9:00a – 10:00a	SSA 208	Initial data review; structural concerns; CAL-GETC impact; identification of data gaps, tasks for committee members, and next steps See Appendix A for Summary Notes from this meeting.
2	Friday, April 17, 2026 11:30a – 12:30p	CAA 301	Student survey results; scheduling and modality data; CAL-GETC alignment; emerging understanding of program outcomes See Appendix B for Summary Notes from this meeting.
3	Monday, April 27, 2026 12:30p – 1:30p	CAA 301	Final deliberations; formal votes; next steps See Appendix C for Summary Notes from this meeting.

Relevant Evidence Reviewed and Key Findings

Enrollment and Program Data

- Approximately 207 annual enrollments (2024-25)
- 3 sections offered in Spring 2026
- Arabic 1 and 2 are active; Arabic 3 (last offered Fall 2023) and Arabic 4 (last offered Spring 2021) have not been successfully sustained.
- Arabic functions as course offerings rather than a fully developed educational program.
- No degrees or certificates awarded.
- Does not have full-time faculty leadership to support program-level outcomes.
- The program is delivered primarily online. Hybrid sections have been offered inconsistently and are frequently canceled.
- Most sections are offered as Zero Textbook Cost (ZTC), which supports student access.
- Informal student survey results indicate that students enroll primarily for personal interest, communication skills, and cultural enrichment rather than degree completion or transfer.
 - While the student survey data was unofficial given the short turnaround

time, the sample size was high (43 respondents) given the context. While workforce data could not be obtained as the committee sought out, students did not speak to the language directly connected to this as a need for their career field in this manner.

Regional Availability

- The 2024 removal of the Language Other Than English (LOTE) requirement from CAL-GETC eliminated a key enrollment driver, as language coursework is no longer required for UC transfer.
- Arabic has limited availability through the CVC/OEI Exchange and regional colleges.
 - Riverside City College offers a full Arabic sequence (with 4 sections Spring 2026).
 - Mt. SAC and San Bernardino Valley College offer 2 sections each.
 - The limited external access suggests that discontinuation would meaningfully reduce student access to Arabic coursework in the region.
- Language enrollments appear to be declining more broadly across the California Community College system.

Committee Recommendation: Program Revitalization

Motion approved unanimously.

Rationale

The Arabic Program meets a regional need, particularly within the Inland Empire and even statewide as CVC Exchange course search provided limited availability of course offerings. This led to the EPVR Committee's discussion on the potential strength that targeted revitalization may provide the Arabic Program, especially if regional data suggests that student access is limited.

The committee was encouraged once obtaining the information regarding the CAL-GETC Humanities requirements, which would necessitate an additional unit incorporating a cultural component to the Level 2 Arabic course as well as additional content to the Level 1 course. The CAL-GETC approval is a crucial aspect within the revitalization plan that will help to support program viability and sustainability long term. It is not the only viability factor, but it will help the EVPR Committee establish where and how the next steps must be followed.

The Committee discussed revitalization strategies that work in tandem with the CAL-GETC approval, as well as externally from that process. The committee recommends exploration of alternative teaching modalities such as synchronous online teaching as ways to increase enrollment. In addition, the committee recommend deactivating Arabic 3 and 4 as they are not currently viable and have not been actively sustained. Deactivation is reversible and allows for future reactivation through the curriculum process and can be initiated by the Curriculum Chair,

Academic Senate, Faculty, or Program Dean if demand increases.

Impact on Faculty, Students, and Chaffey College Community

- Continuation of Arabic 1 and 2
- Deactivation of Arabic 3 and 4 (reversible through Curriculum process; courses may be reactivated if demand returns)
- Revision of Arabic 2 to incorporate a cultural competency component (one additional unit) to pursue CAL-GETC Humanities approval at Level 2
- Exploration of synchronous instructional delivery as an optional modality
- Development of targeted marketing and enrollment outreach strategies, particularly within the Inland Empire region
- Administrative support identified to fund part-time faculty work on curriculum development and CAL-GETC alignment.
- Proposed curriculum revision timeline:
 - Revision drafting- Summer 2026
 - Curriculum Committee submission- Fall 2026
 - CAL-GETC approval target- Fall 2027

Next Steps

- This report will be shared with faculty and students in affected disciplines, who will be provided with a 14-day period for written feedback prior to the end of the Spring 2026 term.
- Following the feedback period, the report will be submitted to the Chief Instructional Officer and the Executive Team for final review, with a decision within 30 business days.
- The Chief Instructional Officer shall distribute the decision and action plan to constituents and community members, including the Curriculum Committee, Academic Senate, Catalog and Scheduling Office, Counseling, and Financial Aid.

Appendix A: Summary Notes



EPVR Committee Meeting # 1 – Arabic & French Program

Friday, April 3, 2026

9:00a – 10:00a

SSA 208

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion, Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Preciado

§ The committee is charged with conducting a comprehensive Educational Program Viability Review (EPVR) of Arabic and French that evaluates program viability using both quantitative and qualitative evidence, assesses alignment with the institutional mission, student needs, and strategic priorities, and develops a formal recommendation for submission through shared governance to the Academic Senate and the Chief Instructional Officer. The EPVR process is distinct from Program Service Review (PSR) in that it provides a broader institutional evaluation, incorporating considerations of program structure, sustainability, and long-term viability.

§ Liz Encarnacion and Jason Chevalier will serve as co-chairs for this EPVR Committee.

§ Arabic and French were brought forward for EPVR based on structural considerations, including the absence of full-time faculty leadership, the lack of degree or certificate pathways, limited or incomplete course sequences, and a restricted capacity to support program oversight, curriculum development, and student advising.

§ After reviewing the data from the EPVR (Arabic and French) and the French Arabic Program Viability Review.pptx the committee found that:

- Arabic and French are currently operating as course offerings rather than fully developed educational programs, as they do not include degree or certificate pathways, nor do they have full-time faculty leadership to support program-level outcomes.
- Both programs offer a limited number of sections per term, and course sequencing is not consistently available. Arabic includes courses 1–4; however, courses 3 and 4 have not been successfully offered for several years. French is

limited to courses 1 and 2 only.

- Annual enrollment data indicates that while student participation is modest, it is not insignificant (approximately 207 enrollments in Arabic and 159 in French annually), though no degrees or certificates are awarded due to the absence of formal program pathways.

§ The Committee discussed the impact of recent changes to CAL-GETC requirements and determined that the removal of the Language Other Than English (LOTE) requirement has reduced a key driver of enrollment in language courses. As language is no longer required for transfer in the same manner, demand for these programs may continue to decline without additional structural support.

§ The Committee found that:

- Programs with full-time faculty leadership (ASL, Spanish, Chinese) demonstrate stronger enrollment stability, program development, and student outcomes. In contrast, Arabic and French lack the structural components necessary to maintain program quality, including curriculum oversight, student advising, and program review.
- Regional comparison suggests that similar patterns exist at neighboring institutions, where high-demand language programs are sustained, while others are offered in limited or inconsistent formats. In some cases, programs exist in catalogs but are minimally scheduled or inactive.

§ The Committee discussed the value of Arabic and French within the college curriculum and noted that:

- These courses provide opportunities for cultural enrichment, global awareness, and introductory language exposure. However, concerns were raised regarding the lack of clear academic or career pathways, inconsistent course availability, and alignment with the college's emphasis on guided pathways, transfer, and workforce preparation.
- The Committee acknowledged that while student interest exists, the absence of program infrastructure limits the ability to provide consistent and equitable student experience.

§ The Committee discussed modality and scheduling and found that Arabic and French are currently offered primarily in online formats. While online delivery may support access and enrollment, it has not resulted in sustainable course sequences, particularly at advanced levels. Alternative modalities, such as hybrid or synchronous online delivery, may warrant further exploration.

§ The Committee reviewed the broader institutional considerations and determined that if Arabic and French are to continue, there must be a clear institutional decision regarding investment in these disciplines. This may include developing degree or certificate pathways, revising curriculum to align with transfer requirements, and considering faculty support. However, resource constraints and prioritization processes limit the feasibility of immediate expansion.

§ The Committee identified the following areas requiring additional data and analysis:

- Course-level data on sections scheduled versus canceled, including multi-year trends
- Enrollment efficiency by course and modality
- Student motivations for enrolling in Arabic and French (current and recent students)
- Availability of equivalent courses through CVC/OEI and regional colleges
- Comparative analysis of modality effectiveness across language programs
- Workforce and employability data

§ The Committee reviewed the reviewed the EPVR framework and acknowledged the following potential outcomes:

1. Continuation of current offerings
2. Program revitalization through targeted investment and development
3. Program suspension with defined criteria for reinstatement
4. Program discontinuance

§ The Committee agreed that further data collection and analysis are necessary prior to making a formal recommendation. The EPVR process will continue with additional consultation and review.

§ Currently there are some schools that have the Level 2 CAL-GETC approved. RCC has both French and Arabic, 5 units. With an outline for approval from the Office of Assist, it may be possible to revamp the curriculum and streamline it to allow students to get CAL-GETC for the Humanities at Level 2 instead of Level 3. Proposed timeline for this would be to revise curriculum over the summer, submit to the Curriculum Committee, and submit for approval for FALL 2027.

§ Next Steps:

- Institutional Research to provide requested data:
 - Number of sections scheduled vs canceled for each course
 - Student Survey on motivation and reasoning for choosing Arabic or French
- Faculty to gather informal student feedback where feasible
- Explore options for students on the CBC OEI on the Exchange (Liz)
- Exploration of curriculum alignment with CAL-GETC requirements (Julie)
- Review of alternative delivery models and regional offerings
 - Charmaine Phipps presentation on ESL Synchronous Online Options for Faculty Senate.

§ The EPVR Committee will convene for a second meeting on April 17, 11:30a – 12:30p in CAA 301.

Appendix B: Summary Notes



EPVR Committee Meeting # 2 – Arabic & French Program

Friday, April 17, 2026

11:30a – 12:30a

CAA 301

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion, Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Preciado

§ The EPVR Committee met to review additional data collected since Meeting #1, including student survey results, course scheduling and cancellation data, modality trends, CAL-GETC alignment updates, and external availability of Arabic and French courses.

§ After reviewing the student survey results and supporting materials, the committee found that:

- A total of 45 responses were collected across four course sections, representing a strong response rate relative to enrollment.
- While the survey was not conducted through Institutional Research due to time constraints, it provided meaningful insight into student motivations. Responses indicated that students are primarily enrolling in Arabic and French for personal interest, communication skills, and cultural enrichment rather than degree completion or transfer pathways.
- Students also expressed a need for more interactive instruction, including opportunities for real-time engagement and increased instructional support in online environments

§ After reviewing course scheduling and modality data, the committee found that:

- Arabic and French courses have remained primarily online since the pandemic, with limited hybrid offerings. Hybrid sections have frequently been canceled.
- Most sections are offered as Zero Textbook Cost (ZTC), which supports student access.
- Enrollment levels remain modest but sufficient to sustain some sections, though not consistently at higher levels.

§ Achieving CAL-GETC approval may be a critical factor in improving program viability. Current courses are four units and focus primarily on language acquisition. To meet CAL-GETC humanities requirements, an additional unit incorporating a cultural component would be required. Additional content will be added to Level 1 & 2 curriculum, however the recommendation is to add the additional unit to Level 2 and not both.

§ Student feedback suggests that asynchronous instruction alone may not be sufficient for language learning. The success of synchronous online delivery in ESL was discussed as a potential model for languages. However, languages have not been formally approved to adopt this modality, and implementation would require institutional consideration. The need for more interactive and supported learning environments was identified as a key factor in student success.

§ The Arabic and French programs currently operate without full-time faculty leadership or sufficient structural support. This limits the college's ability to sustain curriculum development, program review, student advising, and recruitment. While many of the identified challenges could be addressed with full-time faculty leadership, current fiscal and prioritization constraints make this solution unlikely in the near term. This raises broader questions about the institution's responsibility for maintaining programs without adequate infrastructure.

§ Maintaining Arabic and French requires consideration of opportunity costs, including what programs or courses may not be offered due to limited resources. Given current enrollment constraints and overcapacity conditions, adding or expanding programs is not feasible without potentially impacting other disciplines. The committee acknowledged that while demand exists, it is not clearly tied to degree or transfer outcomes, making it difficult to justify continued investment without structural changes.

- Committee members emphasized that while there are concerns regarding unintended consequences of revitalization, there is no definitive evidence that revitalization would negatively impact other programs.

§ Some Committee Members expressed that the programs are not failing entirely but are constrained by structural limitations; focused attention with minimal investment could potentially improve outcomes.

§ The Committee discussed potential strategies for continuation or revitalization and noted that there may be opportunities for targeted intervention, including:

- Development of CAL-GETC aligned curriculum at the introductory level

- Focused marketing efforts, particularly through dual enrollment pathways
- Exploration of temporary FT faculty support; potentially identifying someone who is qualified to teach both French and Arabic
- Implementation of consistent scheduling patterns
- Trial of synchronous or hybrid delivery models

§ The Committee raised concerns regarding unintended consequences of revitalization. Investment in Arabic or French may redistribute existing student enrollment rather than generate new demand, potentially impacting other language or humanities programs. The committee emphasized the importance of considering broader institutional impacts when evaluating program continuation or revitalization.

§ The Committee discussed the importance of evaluating Arabic and French separately as there are meaningful differences between the two programs that warrant independent consideration. French appears to have broader availability through regional institutions and the CVC/OEI exchange, while Arabic has fewer alternative access points. Additionally, local high schools offer French more frequently than Arabic, suggesting that Arabic may serve a more distinct need within the region. These differences may support differentiated outcomes for each program.

§ If either program is continued, a structured support plan will be necessary, including curriculum development aligned with learning outcomes (SLOs/ACEs), faculty training and support, compensation for curriculum development work, and utilization of existing Open Educational Resources (OER). Without such support, current challenges are likely to persist.

§ The Committee discussed potential program outcomes and identified emerging options:

- Program discontinuance
- Targeted revitalization, particularly for Arabic, including deactivation of Arabic 3 and 4 and focus on strengthening Arabic 1 and 2 with CAL-GETC alignment
- Separate evaluation outcomes for French and Arabic, including potential discontinuance or deactivation of French while continuing to explore options for Arabic

§ At this stage, no formal recommendation was finalized; however, there was growing consensus around the need to evaluate the programs independently. The Committee agreed that additional discussion is needed prior to making a final recommendation and

will continue deliberations at the next meeting.

§ Next Steps:

- Continue discussion of potential program pathways
- Further evaluate separation of French and Arabic in recommendations
- Clarify feasibility of CAL-GETC-aligned curriculum revisions
- Identify potential support structures if programs are continued

§ The EPVR Committee will convene for a second meeting on April 27, 12:30p – 1:30p in CAA 301.

Appendix C: Summary Notes



EPVR Committee Meeting # 3 – Arabic & French Program

Monday, April 27, 2026

12:30p – 1:30p

CAA 301

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion (call-in), Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Preciado

§ The EPVR Committee met to review and finalize recommendations for Arabic and French following prior discussions, data review, student survey results, and regional analysis. The committee also reviewed updated CVC Exchange data and approved prior meeting notes with revisions.

§ The committee reviewed updated data from the CVC Exchange and regional offerings and found that:

- There are significantly more course offerings for French across institutions compared to Arabic.
- French courses are widely available through multiple colleges for both summer and fall terms, while Arabic offerings are more limited. This suggests that students seeking French have broader access through external institutions, whereas access to Arabic courses may be more limited regionally.
- It was noted that the Exchange data represents a partial snapshot, as not all institutions have published their full schedules. This limitation should be considered when interpreting regional availability.
- The committee further noted that, based on discussion with peer institutions, language enrollments appear to be declining more broadly across the system and are not as robust as in prior years.

§ The committee agreed to formally separate the evaluation of Arabic and French. The two disciplines demonstrate different patterns of demand, availability, and potential institutional impact. As a result, the committee determined that each program should be evaluated independently and may warrant different outcomes.

ARABIC

§ Arabic demonstrates relatively stronger enrollment locally compared to French and appears to meet a regional need, particularly within the Inland Empire. External availability of Arabic courses is limited through the CVC Exchange, suggesting that discontinuation may reduce student access.

§ The committee discussed the potential to strengthen Arabic through targeted revitalization. This includes focusing on lower-level courses and aligning curriculum with CAL-GETC requirements to increase relevance and enrollment.

§ Arabic courses 3 and 4 should be deactivated, as they have not been sustained and are not currently viable. Deactivation is understood to be reversible and allows for potential future reactivation if demand increases.

§ Arabic courses 1 and 2 should be retained and enhanced through curriculum revision. Specifically, the committee recommends adding an additional unit to incorporate cultural competencies, which are currently missing, to pursue CAL-GETC humanities approval.

§ Through discussion of program development and support, the committee found that there is potential to increase enrollment through targeted regional marketing and outreach. Additionally, administrative support may be available to fund part time faculty work to support curriculum development and alignment with CAL-GETC requirements.

§ A motion was made and unanimously approved for Program Revitalization of Arabic, which includes:

- a. Continuation of Arabic 1 & 2
- b. Deactivation of Arabic 3 & 4
- c. Revision of Arabic 2 to pursue CAL-GETC approval through the addition of a cultural component
- d. Exploration of synchronous instructional delivery as an optional modality
- e. Development of marketing and enrollment strategies

FRENCH

§ After reviewing enrollment data, regional availability, and student access, the committee found that:

- French is widely available through regional colleges, high schools, and the CVC Exchange. Students have multiple accessible pathways to complete French coursework outside of the institution.
- Expansion of French through dual enrollment is unlikely, as many high schools already offer French and may view college offerings as competition.
- The committee acknowledged that while French provides cultural and educational value, the availability of external options reduces the necessity of maintaining the program locally.
- The committee discussed institutional considerations and determined that continuing French would require allocation of limited resources without a clear justification based on demand, access, or program outcomes.

§ The committee discussed potential options including suspension and revitalization but determined that Program Discontinuance is the most appropriate course of action given current data and resource constraints.

§ A motion was made and approved for Program Discontinuance of French:

- 8 votes in favor of discontinuance
- 1 vote opposed discontinuance

§ The committee discussed implementation timelines and found that:

- French courses will continue to be offered through summer and fall terms to support currently enrolled students.
- Program discontinuance is anticipated to take effect in Spring 2027.
- Students will be supported through communication, counseling, and referral to alternative options, including the CVC Exchange, to complete their educational plans.

§ Next Steps:

- The co-chairs will draft a comprehensive report summarizing findings and recommendations for both Arabic and French.
- The report will be reviewed by committee members prior to distribution.
- The report will be shared with faculty and students in the affected disciplines, who will be provided with a 14-day period for written feedback prior to the end of the term.
- Following the feedback period, the report will be submitted to the Chief

Instructional Officer and the Executive Team for final review.

Educational Program Viability Review Committee Report: French Program

Spring 2026

Executive Summary

An Educational Program Viability Review (EPVR) Committee was convened to conduct a comprehensive review of the French program at Chaffey Community College District. The review was initiated by the Dean of Arts, Communication and Design (ACD) overseeing the French Program in response to structural concerns including the absence of full-time faculty leadership, the lack of degree or certificate pathways, incomplete course sequences, and limited capacity to support program oversight, curriculum development, and student advising.

The EPVR Committee met three times over the course of April 2026 to evaluate the program using quantitative enrollment, success, and retention data, quantitative and qualitative student survey results, local and regional comparisons, research into CAL-GETC alignment considerations, and CVC Exchange (CVC.edu) availability. In addition, committee discussions included analysis on the college culture and impact each EPVR Recommendation would have on the Chaffey College community at large through the non-monetary costs associated with them (faculty workload, student impact, etc.).

Membership

Chairs:

- Jason Chevalier, Dean of Arts, Communication, and Design
- Liz Encarnacion, President of Academic Senate

Committee Members:

- Michael McClellan, Chief Instructional Officer
- Angela Burk-Herrick, Curriculum Chair
- Julie Law, Articulation Officer
- Garrett Kenehan, Curriculum Committee Representative
- Nicole Farrand, Academic Senate Senator
- Karen Preciado, Director, Transfer and Career Centers

EPVR Period Schedule

Meeting	Date & Time	Location	Key Focus
1	Friday, April 3, 2026 9:00a – 10:00a	SSA 208	Initial data review; structural concerns; CAL-GETC impact; identification of data gaps, tasks for committee members, and next steps See Appendix A for Summary Notes from this meeting.
2	Friday, April 17, 2026 11:30a – 12:30p	CAA 301	Student survey results; scheduling and modality data; CAL-GETC alignment; emerging understanding of program outcomes See Appendix B for Summary Notes from this meeting.
3	Monday, April 27, 2026 12:30p – 1:30p	CAA 301	Final deliberations; formal votes; next steps See Appendix C for Summary Notes from this meeting.

Relevant Evidence Reviewed and Key Findings

Enrollment and Program Data

- Approximately 159 annual enrollments (2024-25)
- 2 sections offered in Spring 2026
- Program is limited to French 1 and 2 only, with no advanced coursework available.
- No degrees or certificates awarded.
- Does not have full-time faculty leadership to support program-level outcomes.
- The program is delivered primarily online. Hybrid sections have been offered inconsistently and are frequently canceled.
 - The Committee considered and reviewed data on ESL which recently piloted synchronous online courses as a way to increase enrollment efficiency.
- Most sections are offered as Zero Textbook Cost (ZTC), which supports student access.
- Informal student survey results indicate that students enroll primarily for personal interest, communication skills, and cultural enrichment rather than degree completion or transfer.
 - While the student survey data was unofficial given the short turnaround time,

the sample size was high (43 respondents) given the context. While workforce data could not be obtained as the committee sought out, students did not speak to the language directly connected to this as a need for their career field in this manner.

Regional Availability

- French is widely available through regional colleges, high schools, and the CVC/OEI Exchange.
- Mt. SAC offers a complete sequence (with 8 sections Spring 2026); multiple other regional institutions offer French 1 and 2.
- Many local high schools offer French, limiting dual enrollment opportunities and suggesting that students have accessible alternatives.
- The 2024 removal of the Language Other Than English (LOTE) requirement from CAL-GETC eliminated a key enrollment driver, as language coursework is no longer required for UC transfer.
- Language enrollments appear to be declining more broadly across the California Community College system.

Committee Recommendation: Program Discontinuance

Motion approved: 8 votes in favor of discontinuance; 1 vote opposed.

Rationale

After the review of all available data the EPVR Committee found that French is widely available through regional colleges, high schools, and the CVC Exchange where students have more robust access to completing a French program that can lead to a defined objective that cannot be offered at Chaffey Community College District.

Expansion of French through dual enrollment is unlikely given the high school offerings of French which may view college offerings as competition, and expanding the French program would require faculty leadership to steward the work, but also require the District to allocate limited resources without clear justification based on the data's demonstration of demand, access, or program outcomes.

While French provides students with cultural and educational value that cannot be underscored, the availability of local options allows us to regionally support students in equitable ways outside of our District.

Impact on Faculty, Students, and Chaffey College Community

- French courses will continue to be offered through Summer and Fall 2026 to support currently enrolled students as well as Faculty anticipating course offerings.
- Program discontinuance is anticipated to take effect in Spring 2027.
- Students will be supported through advising, counseling, and referral to alternative

pathways including the CVC/OEI Exchange and regional colleges.

- Student communication will be proactive and include clear guidance on completing educational plans through alternative institutions.
- Faculty communication will be through the Dean of Arts, Communication, and Design.

Next Steps

- This report will be shared with faculty and students in affected disciplines, who will be provided with a 14-day period for written feedback prior to the end of the Spring 2026 term.
- Following the feedback period, the report will be submitted to the Chief Instructional Officer and the Executive Team for final review, with a decision within 30 business days.
- The Chief Instructional Officer shall distribute the decision and action plan to constituents and community members, including the Curriculum Committee, Academic Senate, Catalog and Scheduling Office, Counseling, and Financial Aid.

Appendix A: Summary Notes



EPVR Committee Meeting # 1 – Arabic & French Program

Friday, April 3, 2026

9:00a – 10:00a

SSA 208

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion, Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Praciado

§ The committee is charged with conducting a comprehensive Educational Program Viability Review (EPVR) of Arabic and French that evaluates program viability using both quantitative and qualitative evidence, assesses alignment with the institutional mission, student needs, and strategic priorities, and develops a formal recommendation for submission through shared governance to the Academic Senate and the Chief Instructional Officer. The EPVR process is distinct from Program Service Review (PSR) in that it provides a broader institutional evaluation, incorporating considerations of program structure, sustainability, and long-term viability.

§ Liz Encarnacion and Jason Chevalier will serve as co-chairs for this EPVR Committee.

§ Arabic and French were brought forward for EPVR based on structural considerations, including the absence of full-time faculty leadership, the lack of degree or certificate pathways, limited or incomplete course sequences, and a restricted capacity to support program oversight, curriculum development, and student advising.

§ After reviewing the data from the [EPVR \(Arabic and French\)](#) and the [French Arabic Program Viability Review.pptx](#) the committee found that:

- Arabic and French are currently operating as course offerings rather than fully developed educational programs, as they do not include degree or certificate pathways, nor do they have full-time faculty leadership to support program-level outcomes.
- Both programs offer a limited number of sections per term, and course sequencing is not consistently available. Arabic includes courses 1–4; however, courses 3 and 4 have not been successfully offered for several years. French is limited to courses 1 and 2 only.

- Annual enrollment data indicates that while student participation is modest, it is not insignificant (approximately 207 enrollments in Arabic and 159 in French annually), though no degrees or certificates are awarded due to the absence of formal program pathways.

§ The Committee discussed the impact of recent changes to CAL-GETC requirements and determined that the removal of the Language Other Than English (LOTE) requirement has reduced a key driver of enrollment in language courses. As language is no longer required for transfer in the same manner, demand for these programs may continue to decline without additional structural support.

§ The Committee found that:

- Programs with full-time faculty leadership (ASL, Spanish, Chinese) demonstrate stronger enrollment stability, program development, and student outcomes. In contrast, Arabic and French lack the structural components necessary to maintain program quality, including curriculum oversight, student advising, and program review.
- Regional comparison suggests that similar patterns exist at neighboring institutions, where high-demand language programs are sustained, while others are offered in limited or inconsistent formats. In some cases, programs exist in catalogs but are minimally scheduled or inactive.

§ The Committee discussed the value of Arabic and French within the college curriculum and noted that:

- These courses provide opportunities for cultural enrichment, global awareness, and introductory language exposure. However, concerns were raised regarding the lack of clear academic or career pathways, inconsistent course availability, and alignment with the college's emphasis on guided pathways, transfer, and workforce preparation.
- The Committee acknowledged that while student interest exists, the absence of program infrastructure limits the ability to provide a consistent and equitable student experience.

§ The Committee discussed modality and scheduling and found that Arabic and French are currently offered primarily in online formats. While online delivery may support access and enrollment, it has not resulted in sustainable course sequences, particularly at advanced levels. Alternative modalities, such as hybrid or synchronous online delivery, may warrant further exploration.

§ The Committee reviewed the broader institutional considerations and determined that if Arabic and French are to continue, there must be a clear institutional decision regarding investment in these disciplines. This may include developing degree or certificate pathways, revising curriculum to align with transfer requirements, and considering faculty support. However, resource constraints and prioritization processes limit the feasibility of immediate expansion.

§ The Committee identified the following areas requiring additional data and analysis:

- Course-level data on sections scheduled versus canceled, including multi-year trends
- Enrollment efficiency by course and modality
- Student motivations for enrolling in Arabic and French (current and recent students)
- Availability of equivalent courses through CVC/OEI and regional colleges
- Comparative analysis of modality effectiveness across language programs
- Workforce and employability data

§ The Committee reviewed the reviewed the EPVR framework and acknowledged the following potential outcomes:

1. Continuation of current offerings
2. Program revitalization through targeted investment and development
3. Program suspension with defined criteria for reinstatement
4. Program discontinuance

§ The Committee agreed that further data collection and analysis are necessary prior to making a formal recommendation. The EPVR process will continue with additional consultation and review.

§ Currently there are some schools that have the Level 2 CAL-GETC approved. RCC has both French and Arabic, 5 units. With an outline for approval from the Office of Assist, it may be possible to revamp the curriculum and streamline it to allow students to get CAL-GETC for the Humanities at Level 2 instead of Level 3. Proposed timeline for this would be to revise curriculum over the summer, submit to the Curriculum Committee, and submit for approval for FALL 2027.

§ Next Steps:

- Institutional Research to provide requested data:
 - Number of sections scheduled vs canceled for each course
 - Student Survey on motivation and reasoning for choosing Arabic or French
- Faculty to gather informal student feedback where feasible
- Explore options for students on the CBC OEI on the Exchange (Liz)
- Exploration of curriculum alignment with CAL-GETC requirements (Julie)
- Review of alternative delivery models and regional offerings
 - Charmaine Phipps presentation on [ESL Synchronous Online Options for Faculty Senate](#).

§ The EPVR Committee will convene for a second meeting on April 17, 11:30a – 12:30p in CAA 301.

Appendix B: Summary Notes



EPVR Committee Meeting # 2 – Arabic & French Program

Friday, April 17, 2026

11:30a – 12:30a

CAA 301

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion, Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Preciado

§ The EPVR Committee met to review additional data collected since Meeting #1, including student survey results, course scheduling and cancellation data, modality trends, CAL-GETC alignment updates, and external availability of Arabic and French courses.

§ After reviewing the student survey results and supporting materials, the committee found that:

- A total of 45 responses were collected across four course sections, representing a strong response rate relative to enrollment.
- While the survey was not conducted through Institutional Research due to time constraints, it provided meaningful insight into student motivations. Responses indicated that students are primarily enrolling in Arabic and French for personal interest, communication skills, and cultural enrichment rather than degree completion or transfer pathways.
- Students also expressed a need for more interactive instruction, including opportunities for real-time engagement and increased instructional support in online environments

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- Arabic and French courses have remained primarily online since the pandemic, with limited hybrid offerings. Hybrid sections have frequently been canceled.
- Most sections are offered as Zero Textbook Cost (ZTC), which supports student access.
- Enrollment levels remain modest but sufficient to sustain some sections, though not consistently at higher levels.

§ Achieving CAL-GETC approval may be a critical factor in improving program viability. Current courses are four units and focus primarily on language acquisition. To meet CAL-GETC humanities requirements, an additional unit incorporating a cultural component would be required. Additional content will be added to Level 1 & 2 curriculum, however the recommendation is to add the additional unit to Level 2 and not both.

§ Student feedback suggests that asynchronous instruction alone may not be sufficient for language learning. The success of synchronous online delivery in ESL was discussed as a potential model for languages. However, languages have not been formally approved to adopt this modality, and implementation would require institutional consideration. The need for more interactive and supported learning environments was identified as a key factor in student success.

§ The Arabic and French programs currently operate without full-time faculty leadership or sufficient structural support. This limits the college's ability to sustain curriculum development, program review, student advising, and recruitment. While many of the identified challenges could be addressed with full-time faculty leadership, current fiscal and prioritization constraints make this solution unlikely in the near term. This raises broader questions about the institution's responsibility for maintaining programs without adequate infrastructure.

§ Maintaining Arabic and French requires consideration of opportunity costs, including what programs or courses may not be offered due to limited resources. Given current enrollment constraints and overcapacity conditions, adding or expanding programs is not feasible without potentially impacting other disciplines. The committee acknowledged that while demand exists, it is not clearly tied to degree or transfer outcomes, making it difficult to justify continued investment without structural changes.

- Committee members emphasized that while there are concerns regarding unintended consequences of revitalization, there is no definitive evidence that revitalization would negatively impact other programs.

§ Some Committee Members expressed that the programs are not failing entirely but are constrained by structural limitations; focused attention with minimal investment could potentially improve outcomes.

§ The Committee discussed potential strategies for continuation or revitalization and noted that there may be opportunities for targeted intervention, including:

- Development of CAL-GETC aligned curriculum at the introductory level
- Focused marketing efforts, particularly through dual enrollment pathways
- Exploration of temporary FT faculty support; potentially identifying someone who is qualified to teach both French and Arabic
- Implementation of consistent scheduling patterns
- Trial of synchronous or hybrid delivery models

§ The Committee raised concerns regarding unintended consequences of revitalization. Investment in Arabic or French may redistribute existing student enrollment rather than generate new demand, potentially impacting other language or humanities programs. The committee emphasized the importance of considering broader institutional impacts when evaluating program continuation or revitalization.

§ The Committee discussed the importance of evaluating Arabic and French separately as there are meaningful differences between the two programs that warrant independent consideration. French appears to have broader availability through regional institutions and the CVC/OEI exchange, while Arabic has fewer alternative access points. Additionally, local high schools offer French more frequently than Arabic, suggesting that Arabic may serve a more distinct need within the region. These differences may support differentiated outcomes for each program.

§ If either program is continued, a structured support plan will be necessary, including curriculum development aligned with learning outcomes (SLOs/ACEs), faculty training and support, compensation for curriculum development work, and utilization of existing Open Educational Resources (OER). Without such support, current challenges are likely to persist.

§ The Committee discussed potential program outcomes and identified emerging options:

- Program discontinuance
- Targeted revitalization, particularly for Arabic, including deactivation of Arabic 3 and 4 and focus on strengthening Arabic 1 and 2 with CAL-GETC alignment
- Separate evaluation outcomes for French and Arabic, including potential discontinuance or deactivation of French while continuing to explore options for Arabic

§ At this stage, no formal recommendation was finalized; however, there was growing

consensus around the need to evaluate the programs independently. The Committee agreed that additional discussion is needed prior to making a final recommendation and will continue deliberations at the next meeting.

§ Next Steps:

- Continue discussion of potential program pathways
- Further evaluate separation of French and Arabic in recommendations
- Clarify feasibility of CAL-GETC-aligned curriculum revisions
- Identify potential support structures if programs are continued

§ The EPVR Committee will convene for a second meeting on April 27, 12:30p – 1:30p in CAA 301.

Appendix C: Summary Notes



EPVR Committee Meeting # 3 – Arabic & French Program

Monday, April 27, 2026

12:30p – 1:30p

CAA 301

Present: Angela Burk-Herrick, Jason Chevalier, Liz Encarnacion (call-in), Nicole Farrand, Garrett Kenehan, Julie Law, Michael McClellan, and Karen Preciado

§ The EPVR Committee met to review and finalize recommendations for Arabic and French following prior discussions, data review, student survey results, and regional analysis. The committee also reviewed updated CVC Exchange data and approved prior meeting notes with revisions.

§ The committee reviewed updated data from the CVC Exchange and regional offerings and found that:

- There are significantly more course offerings for French across institutions compared to Arabic.
- French courses are widely available through multiple colleges for both summer and fall terms, while Arabic offerings are more limited. This suggests that students seeking French have broader access through external institutions, whereas access to Arabic courses may be more limited regionally.
- It was noted that the Exchange data represents a partial snapshot, as not all institutions have published their full schedules. This limitation should be considered when interpreting regional availability.
- The committee further noted that, based on discussion with peer institutions, language enrollments appear to be declining more broadly across the system and are not as robust as in prior years.

§ The committee agreed to formally separate the evaluation of Arabic and French. The two disciplines demonstrate different patterns of demand, availability, and potential institutional impact. As a result, the committee determined that each program should be evaluated independently and may warrant different outcomes.

ARABIC

§ Arabic demonstrates relatively stronger enrollment locally compared to French and appears to meet a regional need, particularly within the Inland Empire. External availability of Arabic courses is limited through the CVC Exchange, suggesting that discontinuation may reduce student access.

§ The committee discussed the potential to strengthen Arabic through targeted revitalization. This includes focusing on lower-level courses and aligning curriculum with CAL-GETC requirements to increase relevance and enrollment.

§ Arabic courses 3 and 4 should be deactivated, as they have not been sustained and are not currently viable. Deactivation is understood to be reversible and allows for potential future reactivation if demand increases.

§ Arabic courses 1 and 2 should be retained and enhanced through curriculum revision. Specifically, the committee recommends adding an additional unit to incorporate cultural competencies, which are currently missing, in order to pursue CAL-GETC humanities approval.

§ The committee discussed instructional delivery and agreed that Arabic courses 1 and 2 should be retained and enhanced through curriculum revision. Specifically, the committee recommends adding an additional unit to incorporate cultural competencies, which are currently missing, in order to pursue CAL-GETC humanities approval.

§ Through discussion of program development and support, the committee found that there is potential to increase enrollment through targeted regional marketing and outreach. Additionally, administrative support may be available to fund part time faculty work to support curriculum development and alignment with CAL-GETC requirements.

§ A motion was made and unanimously approved for Program Revitalization of Arabic, which includes:

- a. Continuation of Arabic 1 & 2
- b. Deactivation of Arabic 3 & 4
- c. Revision of Arabic 2 to pursue CAL-GETC approval through the addition of a cultural component
- d. Exploration of synchronous instructional delivery as an optional modality
- e. Development of marketing and enrollment strategies

FRENCH

§ After reviewing enrollment data, regional availability, and student access, the committee found that:

- French is widely available through regional colleges, high schools, and the CVC Exchange. Students have multiple accessible pathways to complete French coursework outside of the institution.
- Expansion of French through dual enrollment is unlikely, as many high schools already offer French and may view college offerings as competition.
- The committee acknowledged that while French provides cultural and educational value, the availability of external options reduces the necessity of maintaining the program locally.
- The committee discussed institutional considerations and determined that continuing French would require allocation of limited resources without a clear justification based on demand, access, or program outcomes.

§ The committee discussed potential options including suspension and revitalization but determined that Program Discontinuance is the most appropriate course of action given current data and resource constraints.

§ A motion was made and approved for Program Discontinuance of French:

- 8 votes in favor of discontinuance
- 1 vote opposed discontinuance

§ The committee discussed implementation timelines and found that:

- French courses will continue to be offered through summer and fall terms to support currently enrolled students.
- Program discontinuance is anticipated to take effect in Spring 2027.
- Students will be supported through communication, counseling, and referral to alternative options, including the CVC Exchange, to complete their educational plans.

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- The co-chairs will draft a comprehensive report summarizing findings and

recommendations for both Arabic and French.

- The report will be reviewed by committee members prior to distribution.
- The report will be shared with faculty and students in the affected disciplines, who will be provided a 14-day period for written feedback prior to the end of the term.
- Following the feedback period, the report will be submitted to the Chief Instructional Officer and the Executive Team for final review.



Review Purpose	<input type="checkbox"/> Adoption	<input type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	<p>Chapter 2 review</p> <p>Chapter 2 policies and procedures are under review as part of the regular evaluation process to determine if revisions are necessary. CCLC issued legal updates to revise the ACCJC Accreditation standard reference.</p>		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

AP 2510 Participation in Shared Governance

OVERVIEW

~~The Chaffey Community College~~ District's governance structure involves faculty, ~~staff~~ classified professionals, administration, students, and the community in ~~the its~~ its planning and operation ~~of the District~~.

The governance structure and practices embrace ~~the District's~~ Chaffey Community College's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity. This is accomplished by open communication and mutual respect. The Governing Board is the final authority for the governance process and at the Chaffey Community College District. ~~The Governing Board~~ delegates that authority to the Superintendent/President who in turn solicits and receives input through the shared participatory governance decision-making process.

ORGANIZATION

The Governance Council, made up of the Executive Team, Academic and Classified Senate Presidents and Student Government President (or Designee), is the principle participatory governance body of the District.

President's Cabinet, as the principle participatory governance body of the District, College Planning Council is the District's Institutional Council, which as the principle participatory governance body of the District, provides the structure for recommending strategic plans, objectives, policies and administrative procedures, and oversees committees working towards meeting the college-wide objectives. President's Cabinet College Planning Council reviews actions, recommendations, and requests of planning groups, committees, and task forces advisory groups to. ~~President's Cabinet amends and~~ guides the planning processes and recommends policies and procedures to

respond to the changing needs of the Chaffey Community College District student population and the internal and external environments to the Superintendent/President.

~~The Superintendent/President oversees the President's Cabinet. Administrative, faculty, and classified staff leaders participate on President's Cabinet.~~

Faculty Participation In Shared Governance

~~The Chaffey College Faculty Academic Senate has a long and productive tradition of shared governance. This tradition corresponds to current law and rights and responsibilities conferred by the legislature. Shared governance will continue to have a positive impact on student learning and the successful operation of the college. The spirit of shared governance should permeate all functioning units of the institution. The purpose of each area is not only its explicit function but, implicitly, the best interests of the institution and the community we serve.~~

~~The purpose of shared governance is to create a working partnership with common overall goals and objectives for the organization, yet recognize different areas of authority and responsibility, different areas of expertise and perspective, and the different needs and wants of each of the partners. Several factors are critical for an effective partnership:~~

- ~~• Each partner must recognize its strengths and weaknesses as well as those of the other partners.~~
- ~~• Each partner must know when to lead and when to follow.~~
- ~~• Each partner must work to strengthen the fragile bonds of the partnership.~~
- ~~• Each partner must be willing to engage in candid discussion to resolve differences.~~
- ~~• Each partner must know what it is expected to contribute to the partnership and must hold itself accountable for the overall wellbeing of the institution, ensuring that the organization continues to be one of the vital organizations of our community.~~

~~Members of truly vital organizations need to:~~

- ~~• Possess the strength of character, integrity, human understanding, knowledge, selflessness, and will to continuously strive to overcome natural tendencies toward internal convenience at community expense.~~
- ~~• Develop and effectively utilize processes to identify and anticipate the changing needs of their constituencies.~~
- ~~• Learn and unlearn at a rate sufficient to transform resources into patterns and arrangements required to effectively and efficiently satisfy the changing needs of their constituencies.~~



- Measure performance and respond quickly in those areas where adjustment and change are required.
- Disclose the results of their performances, successes, and failures in a candid and relevant form for the community's perusal.
- Make the fine distinction between responsible and irresponsible behavior.

Critical in reaching consensus on organizational issues is the maintenance of a streamlined committee structure. Such a structure should include clear lines of accountability, appropriate representation from relevant constituencies, open access to information by all, sufficient time and support services to complete the necessary tasks, a spirit of partnership, and specific procedures to effect the policies so that energy spent in committee is directed to specific ends. Another critical component of effective consensus building is the decentralization of authority to the most appropriate local level.

Shared governance is not a right that can be passively acquired. It must be actively and vigilantly pursued. All those who wish a voice in shared governance are encouraged to seek professional development relevant to enhancing their expertise as makers of policy. Faculty who would be a part of consensus decision-making for the organization must be willing to gather the necessary information, to develop the required communication skills, and to share in the responsibility for excellence in the college.

The Role of the **Faculty Academic Senate**

AB 1725 assigns a major role to the **Faculty Academic Senate** in the development of policies and procedures dealing with academic and professional matters. The legislature has given the faculty primary responsibility in academic and professional matters and has bestowed statutory recognition on the community college faculty that it may function in a fashion similar to that of the faculties of public four-year colleges and universities.

These are areas given to the Senate as its primary responsibility, known as the "10+2":

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards of policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.'



- a. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the [Faculty Academic](#) Senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Processes for institutional planning and budget development.
 8. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
 9. Policies for faculty professional development activities.
 10. Processes for program review.
 11. Other academic and professional matters as mutually agreed upon between the Governing Board and the [Faculty Academic](#) Senate.
 12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and [Faculty Academic](#) Senate.

Policy for Consulting Collegially on Academic and Professional Matters

The Chaffey [Community](#) College Governing Board operates according to the provisions of Title 5, Sections 53200–53204, in “consulting collegially” with the [Faculty Academic](#) Senate for Chaffey College [when adopting policies and procedures on academic and professional matters. In adopting policies and procedures described herein the Governing Board or its designees shall consult collegially with representative\(s\) of the Academic Senate.](#) ~~“Consult collegially” means that the District Governing Board will develop such policies through one on academic and professional matters through either or both of the following methods:~~

While in the process of consulting [collegially, the Faculty Academic](#) Senate, through the Senate president, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate. After consultation with the administration of the ~~District college~~, the [Faculty Academic](#) Senate may present its views and recommendations directly to the Governing Board.

[When responding to recommendations by the Academic Senate on academic and professional matters, the Governing Board shall use the following methods:](#)
~~As the District Governing Board develops policies on academic and professional matters, the Governing Board or its designees will enter “collegial consultation” with the Academic Senate through explicit request on said issues for the Academic Senate to prepare its response. “Consult collegially” means that the District Governing Board will~~



~~develops such policies through one on academic and professional matters through either or both of the following methods: according to its own discretion:~~

1. ~~Relying Primarily Upon: the advice and judgment of the Faculty Senate; or~~
 - a. ~~In instances where the Governing Board elects to rely primarily upon the advice and judgment of the Academic Senate, the recommendations of the Senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.~~
 - b. ~~If a recommendation is not accepted, the Governing Board and/or its designee, upon request of the Academic Senate, shall promptly communicate, within 45 calendar days, its reasons in writing to the return the recommendation to the Academic Senate. with the feedback in writing for further consideration or deny the recommendation with documented reasoning as to the denial within 10 business days.~~
2. ~~Mutual Agreement: In consideration of academic and professional matters identified above, representatives of the Governing Board and of the Faculty Academic Senate shall exert their best efforts to reach a mutual agreement. Such agreements shall be recommended to the Governing Board or its designee(s).~~
 - a. ~~In instances where the Governing Board elects to provide for mutual agreement with the Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship.~~
 - b. ~~In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Governing Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In such cases, the Board or its designee shall communicate the reasons for said actions, with documented reasoning in writing within 10 business days following the last documented meeting scheduled with the Academic Senate to reach mutual agreement on said issue.~~

~~In all instances, the Superintendent/President (or Designee) will notify the Academic Senate about the status of the recommendation.~~

Academic and Professional Matters on which the Where the Governing Board Has Elected to of Trustees will Rely Primarily Upon the Advice and Judgment of the Academic Senate Include the Following:

- Curriculum, including prerequisites and placing courses within disciplines.
- Degree and certificate requirements.



- Grading policies.
- Standards or policies regarding student preparation and success.
- Policies for faculty professional development activities.
- District governance structures, as related to faculty roles.
- Processes for program review.
- Educational program development.
- Processes for institutional planning and budget development.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Development and updates regarding equivalency processes for new faculty members.

Academic and Professional Matters Where the Governing Board Has Elected to Reach Mutual Agreement with the Academic Senate Include the Following:

- ~~Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.~~
- Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate.

Academic and Professional Matters Where the Governing Board Elects Either to Rely Primarily On or to Reach Mutual Agreement with the Academic Senate Include the Following:

- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

If in the consultation process agreement has not been reached, existing policy shall remain in effect. As provided for in Title 5 regulations, Section 53203(d)(2), “the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.”

In order for the faculty to carry out its responsibilities in all areas of curriculum, the curriculum chair and Academic Senate president shall continue to be a faculty members. To responsibly carry out their duties related to the professional matters identified above and to respond in a timely fashion to issues regarding shared

~~government, will each the Academic Senate president and Curriculum Chair will each receive one additional month's pay, in addition to the currently recognized reassigned time. The additional month's time will be applied as needed outside the normal ten-month contract.~~

Chaffey College Faculty Association (CCFA)

The Chaffey Community College District Administration hereby acknowledges the Chaffey College Faculty Association, herein known as the Faculty Association, as the exclusive representative for all academic employees ~~contained in the May 8, 1980, voluntary recognition document.~~ Academic employees represented by the Faculty Association are instructors, counselors, librarians, health service nurses, and instructional specialists. ~~(move up to first paragraph)~~ The rights and responsibilities of the Faculty Association derive from the Educational Employment Relations Act (EERA) of 1976.

The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment such as health and welfare benefits, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, and procedures for processing grievances.

In addition, the Faculty Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the Chaffey Community College District under the law.

The Chaffey Community College District reserves the right to consult with any employees or employee organization on any matter outside the scope of representation.

Joint Faculty Academic Senate/CCFA Responsibilities

It is the joint responsibility of the Faculty Academic Senate and CCFA to ensure that the college faculty has meaningful input into the decision-making processes of the college. It is further the joint responsibility of the two organizations to ensure that the positions advanced by either organization are representative of the views of the collective faculty.

It is the joint responsibility of the Faculty Academic Senate and CCFA to work cooperatively to further the perspectives and professional environment of the faculty so as to ensure a sound institution of higher education. The Faculty Academic Senate and CCFA have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

To meet these joint responsibilities, the Chaffey College Faculty Academic Senate and Faculty Association hereby agree to the following:



- Primary responsibility for the development and presentation of positions on issues of concern to the faculty will be assigned to the Senate or the Association prior to the drafting of any such position. In the case of faculty evaluation procedures, *“Faculty’s exclusive representative shall consult with the Academic Senate prior to engaging in collective bargaining regarding those procedures” (Education Code 87660–87683)*. Assignment of responsibility shall be the task of the officers of the organizations after consultation with their respective councils.
- If discordant positions occur that are not clearly covered in AB 1725 and/or the Education Code, both organizations shall abide by the majority view of the faculty.
- Each organization may publicly support the positions taken by the other organization to the degree that such support is within the lawful activities of the organization. Each organization shall support the legitimate role of the other organization.
- The officers of each organization shall encourage faculty members to attend the meetings of both organizations. Each organization shall make the agenda and minutes available to the president or chairperson of the other organization.
- The presidents of both organizations shall meet regularly to discuss current issues and strategies for mutually beneficial resolution.

Classified Participation In Shared Governance

Mission

~~The Chaffey Community College District Classified Senate is a permanent organization originally sanctioned by the Governing Board in 1982 with the established purpose of providing a body of representation for the District’s classified staff in the shared governance process. Within this capacity, it is the mission of the Senate to work in cooperation with faculty and administrators to provide students with the support needed to achieve an excellent educational experience by promoting excellence in all aspects of support services provided to the college community.~~

Purpose

~~In affirmation of Chaffey Community College District’s commitment to shared governance as a fundamental policy of the college “to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions . . . and to ensure that these opinions are given every reasonable consideration” (AB 1725); and~~



~~In recognition of the expertise, commitment, and essential role of the classified staff in the effective functioning of the college;~~

~~The Classified Senate is charged with the responsibility to work as an independent body within the college that provides an organized voice for interpreting and expressing the viewpoint of the classified staff in the analysis of policies, procedures, and practices as they relate to non-bargaining issues.~~

Role

~~Act as the body authorized by the collective bargaining unit with the delegated responsibility to coordinate classified staff committee appointments following mutually agreed upon guidelines specifically to ensure adequate classified representation and participation in the structured ad-hoc, governance, and standing committees as a channel to voice the classified perspective as policies, procedures, and practices are developed, revised, or implemented.~~

~~Promote and facilitate an exchange of ideas and understanding between the classified staff and the other campus constituencies (administration, faculty, and students) that will contribute to maintaining a foundation of mutual interaction, support, and cooperation upon which the successful advancement of the college mission is dependent.~~

Philosophy

~~With collaboration between and among the key constituencies within the college, the formation and improvement of the college committees and councils requires that we operate under the following governing principles toward a shared set of goals:~~

- ~~A. **“A Foundation of Trust”** entails a number of factors including truth-telling, candid communications, genuine listening, accountability, and consistency. In a climate of trust, we can depend on one another to work toward the mission and goals of the college. We also have the right to expect the best from one another and to hold one another to the highest standards of ethical professionalism.~~
- ~~B. **“Joint Effort”** requires a sense of ownership and acceptance of responsibility to participate in matters affecting the direction of the college. Ideally, this principle facilitates as much participation as is reasonable and appropriate, given the scope and significance of the matter at hand, and is based on the key assumptions that:
 - ~~1. Contribution from all constituencies is essential to the democratic process in the governance of the college, with recognition of differences in levels of authority, responsibility, expertise, and perspective.~~
 - ~~2. Issues and proposals can be initiated at any level of the college.~~~~



~~C. “Transparency” is demonstrated with effective communication of the content and rationale of the decision making process. If shared governance is valued in the college, then an informed and engaged community of discourse is necessary. Decision making must entail genuine opportunities both to persuade and to be persuaded. When effective communication conveys decisions that have been reached and identifies the reasons for which these decisions have been made, both the decisions themselves and the processes involved should be open to assessment, review, and judgment.~~

~~In addition, the Superintendent/President, the President of the Classified Senate, and the President of the California School Employees Association, Chapter 431, affirm that the aims or goals of this collaborative process of shared governance must be:~~

- ~~• To advance the mission, vision, and strategic goals of the college~~
- ~~• To promote a healthy sense of community~~
- ~~• To recognize the domains of authority and responsibility of various entities and individuals~~
- ~~• To strive for continuous improvement and a culture of active participation~~

Bargaining Unit

~~Members of the Chaffey College classified staff other than confidential and supervisory personnel are members of the California School Employees Association (CSEA), Chapter 431. For information about this organization, please contact the Human Resources office or CSEA directly. Clarification of the functions of Classified Senate as it relates to CSEA has been established in the following statement:~~

Delineation of Duties Statement

Classified Senate Participation in Shared Governance

Scope and Authority

The Chaffey Community College District Administration recognizes the Classified Senate as the representative body through which classified staff participate in shared governance on matters outside the scope of collective bargaining. Classified staff participation includes providing input on District and college policies, administrative procedures, and institutional practices that affect college operations and student success, consistent with applicable law and accreditation standards.

~~The role of the Classified Senate is to participate effectively in the formation of college policy and procedures. The Chaffey College Classified Senate expresses the view of~~



~~classified (bargaining unit, confidential, and classified management) in the shared governance process, excluding all areas of collective bargaining.~~

Role of the Classified Senate

The Classified Senate serves as an organized voice for classified staff in the shared governance process by:

1. Representing classified perspectives in the review, development, and evaluation of District and college policies, administrative procedures, and operational practices that are not bargaining matters.
2. Providing a communication channel between classified staff and other constituencies (administration, faculty, and students) to support collaborative decision-making.
3. Coordinating committee representation by facilitating classified staff appointments to governance, standing, and ad hoc committees in accordance with mutually agreed guidelines to ensure adequate classified participation.
4. Supporting professional development and innovation related to classified participation in institutional planning and improvement, excluding matters that require collective bargaining.

~~Specifically, the Classified Senate has the responsibility to:~~

- ~~A. Provide the classified staff a voice and participation in the initiation, development, and evaluation of District policy and procedures.~~
- ~~B. Provide the administration and Governing Board with a means of ascertaining the convictions and suggestions of the classified staff on academic and professional matters.~~
- ~~C. Appoint classified staff to participate in college-wide standing and ad-hoc committees.~~
- ~~D. Accept leadership responsibility for policy recommendations in innovation and professional growth, excluding all areas that would require collective bargaining.~~
- ~~E. Provide consensus participation by the classified staff in the college budget and policy processes.~~
- ~~F. Encourage the exchange of ideas and understanding between classified staff, faculty, administrators, and students.~~
- ~~G. Promote the recognition of classified staff as a valued part of the college work force.~~

Committee Appointments and Participation

To ensure meaningful participation of classified staff in shared governance:

- The Classified Senate shall coordinate the appointment of classified representatives to college-wide committees and councils that include classified participation.
- Appointments should reflect, when practicable, appropriate representation across functional areas and campuses and be communicated in a timely manner to the Superintendent/President or designee and the relevant committee chair.
- Classified representatives are responsible for reporting back to classified staff and/or the Classified Senate as appropriate to maintain communication and continuity.

Relationship to the Bargaining Unit (CSEA, Chapter 431)

The California School Employees Association (CSEA), Chapter 431 is the exclusive representative for classified employees within its bargaining unit regarding wages, hours, and other terms and conditions of employment within the scope of representation. The Classified Senate and CSEA have distinct and complementary roles:

- **Classified Senate:** participates in shared governance and consultative processes on policy and procedure matters outside collective bargaining.
- **CSEA:** represents bargaining unit employees on matters within the scope of representation, including negotiating and enforcing the collective bargaining agreement and representing employees in grievance processes.

When a topic includes both governance and bargaining implications, the District will engage the appropriate body/bodies to ensure proper consultation, while maintaining the legal distinction between shared governance and collective bargaining.

Joint Responsibilities and Liaison Committee

The Classified Senate and CSEA share responsibility for supporting meaningful classified input into college decision-making, while avoiding divisive or duplicative processes. A Senate/Association Liaison Committee shall be composed of four (4) members: the President of the Classified Senate plus one (1) additional Senate representative selected by the President; and the President of CSEA Chapter 431 plus one (1) additional Association representative selected by the President. Upon written request from either President, the Liaison Committee shall convene to mediate unresolved conflict related to shared governance participation and coordination.



- [Appoint classified staff to participate in college-wide standing and ad-hoc committees.](#)
- [Accept leadership responsibility for policy recommendations in innovation and professional growth, excluding all areas that would require collective bargaining.](#)
- [Provide consensus participation by the classified staff in the college budget and policy processes.](#)
- [Encourage the exchange of ideas and understanding between classified staff, faculty, administrators, and students.](#)
- [Promote the recognition of classified staff as a valued part of the college work force.](#)

California School Employees Organization, Chapter 431

The California School Employees Association, Chaffey College Chapter 431, hereafter referred to as the Association, shall be recognized as the "exclusive" representative for the classified employees within its bargaining unit. The Association expresses the viewpoint of the classified bargaining unit to the college administration and Governing Board in all matters including, but not limited to, collective bargaining.

The rights and responsibilities of the Association derive from: the Educational Employment Relations Act (Government Code Sections 3540 et seq.), the interpretations of this Act by the Public Employment Relations Board, the Collective Bargaining Agreement, past practices, and other applicable laws. The Association's scope of representation shall include, but not be limited to, all matters dealing with the collective bargaining process, wages, hours of employment, workload, and terms and conditions of employment.

In addition, the Association has "exclusive" authority to:

- Consult with the administration on the implementation of the current employment contract, collective bargaining, and Board policies as they fall within the scope of representation.
- Represent individual classified bargaining unit members in any or all stages of the grievance procedure.
- Serve as an advocate for classified bargaining unit members in grievance procedures.
- Arrange for appropriate legal assistance for classified bargaining unit members in matters related to their contractual position at Chaffey College. Such matters may include, but are not limited to: layoff, reductions in contract, dismissal, lawsuits, job actions, etc.

- Provide the community, press, and the Governing Board with information relevant to the working conditions of the college classified bargaining unit and information concerning current relations between the District and the classified bargaining unit.
- File appropriate legal actions including Unfair Labor Practice Charges on behalf of the classified bargaining unit.
- Provide the classified bargaining unit with perspectives and analysis on the District's budget and funding pattern as well as comparative salary and benefit information.
- Support appropriate social, cultural, and institutional activities as directed by the membership of the Association.
- Support appropriate professional growth activities for the classified bargaining unit that increase educational leadership opportunities.

Joint Responsibilities

It is the joint responsibility of the Classified Senate and the Association to ensure that the employees in the classified service have meaningful input into the decision-making processes of the college.

It is the joint responsibility of the Classified Senate and the Association to work cooperatively to further the perspectives and professional environment of the employees in the classified service so as to ensure a sound institution of higher education. The Classified Senate and the Association have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

~~Joint Liaison Committee~~

~~The Senate/Association Liaison Committee shall be composed of four (4) members. Said composition shall be the President of the Senate plus one (1) additional representative of his/her choice from the Classified Senate and the President of the Association plus one (1) additional representative of his/her choice from the Association. Upon a single written request from either the President of the Senate or the President of the Association, the Liaison Committee shall convene for the purposes of mediating unresolved conflict.~~

[Also see BP and AP 2410 Board Policies and Administrative Procedures](#)

References: Education Code Sections [70901.2](#) and 70902 [subdivision](#) (b)(7);
Title 5 Sections 53200 et seq., 51023.5, and 51023.7;



~~WASC/ACCJC~~ Accreditation Standards 4.2 and 4.3-IV.A.2 and IV.A.5

Approved: 4/17/12
(Replaces former Statements of Philosophy 9.2 and 9.3)

END OF DRAFT TEXT

Review information, process notes and legal citations section begins on the next page.

Review information

General information: *The Office of Institutional Research, Policy & Grants (“OIRPG”) is the Superintendent/President’s designee with oversight of the review process. Review information is provided for draft review purposes only and will be removed when the AP is approved.*

Each chapter is under the purview of a primary administrative office. The senior administrator’s review of the AP is required. (Note: Ch. 3 APs are assigned individually by subject area.) Other administrators and managers whose work should inform AP recommendations provide advisory input. If the AP is designated 10+2, then Academic Senate review is required. If substantive modifications are made to language that is legally required or advised, then CCLC recommends review by District legal counsel. Per AP 2410, non-substantive edits may be made without further institutional review.

Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input type="checkbox"/> 7-Human Resources
AP designation(s)	<input checked="" type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input checked="" type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Office of Instruction and Institutional Effectiveness
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 2510-AP Legal Citations OIRPG 492.pdf

Process notes

Standard AP review sequence per AP 2410: *Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1st reading and information; sunshine with participatory governance groups for input; 2nd reading and approval).*

Note: Policies that pertain to the Board’s work and how it operates are developed and approved by the Board; related procedures are developed and recommended by the Superintendent/President and approved by the Board. These BP/APs go to Cabinet for information only.

Date	Review Step
8/25/25	Initial review OIRPG Reviewed by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC, refs and cite to BP/AP 2410, Academic Senate and CCSG titles Background Notes:

Process notes	
	<p>1/16/18 Reviewed by Dr. Shannon – HOLD 3/18/24 Misty is working on this with a group - - emailed the BP and AP 5/1/24 Add update 44 when it comes back from Misty / Hope Talked to Hope about status after Misty left --> Start over - Ch 2 cyclical review</p> <p>8/21/25 Request from Michael McClellan to expedite review of BP/AP 2510.</p>
TBD	<p>Admin review Superintendent/President</p> <p>Note: Dr. Shannon (Sr. Admin.) has assigned the review and coordination of constituents' input to Michael McClellan (Assoc. Sup. Instruction and Institutional Effectiveness) for the purpose of recommending revisions to Dr. Shannon and the Governing Board. Michael is the administrative lead for the development of a District Governance Handbook.</p>
TBD	Faculty 10+2 – review required
TBD	Cabinet

Legal citations links
EDC 70901.2 and 70902(b)(7) Title 5 51023.5 , 51023.7 , 53200 et seq. Accreditation 4.2 and 4.3

CCLC NOTE: *It is legally required that districts have this procedure. Districts should insert their current procedures for participation in local decision-making (participatory governance) for the academic senate, associated students, and staff. Accreditation standards require regular evaluation of the structures and processes, and communication of the results of the evaluation. Consultation with counsel before developing additional procedures is strongly advised.*

Districts should address either in this or other procedures other code sections that legally require participation by faculty, i.e.:

- *Education Code Section 66450: distribution of academic presentations*
- *Education Code Section 87458: administrative retreat rights*
- *Education Code Section 87359: equivalencies to minimum qualifications*
- *Education Code Section 87360: faculty hiring*
- *Education Code Section 87663: faculty evaluation*
- *Education Code Section 87610.1: faculty tenure*
- *Education Code Section 87743.2: faculty service areas*
- *Title 5 Section 55002: curriculum committee*
- *Title 5 Section 53204: academic senate/union agreements*

California Education Code

Section 70901.2

70901.2. (a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of

understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

(Added by Stats. 2001, Ch. 799, Sec. 1. Effective January 1, 2002.)

Section 70902(b)(7)

70902 ...

(b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following: ...

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

...

[Section 70902 amended (as added by Stats. 2006, Ch. 817, Sec. 5) by Stats. 2011, Ch. 112, Sec. 4. (AB 1029) Effective January 1, 2012. Section operative January 1, 2014, by its own provisions.]

California Code of Regulations Title 5. Education

Section 51023.5

51023.5. Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and nonmanagement positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for

action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

(A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

(B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this section.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

[Amendment of section and Note filed 5-16-2003; operative 6-15-2003]

Section 51023.7

51023.7. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

- (1) grading policies;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development;
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and policies regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt; and
- (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate

among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901(b)(1)(E), Education Code. Reference: Sections 70901(b)(1)(E), 70902(b)(7) and 76060, Education Code.

[Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94.]

Sections 53200 et seq.

Division 6. California Community Colleges

Chapter 4. Employees

Subchapter 3. Certificated Positions

Article 2. Academic Senates

[Sections 53200, 53201, 53202, 53203, 53204, 53206, 53207]

Section 53200

53200. Definitions.

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[Amendment filed 9-6-94; operative 10-6-94.]

Section 53201

53201. Academic Senate or Faculty Council.

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district level.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49)]

Section 53202

53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49)]

Section 53203

53203. Powers.

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with

the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[Amendment filed 9-6-94; operative 10-6-94.]

Section 53204

53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Note: Authority cited: Sections 66700 and 70901 Education Code. Reference: Sections 70901 and 70902, Education Code.

[Amendment filed 9-6-94; operative 10-6-94.]

Section 53206

53206. Academic Senate for California Community Colleges.

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[Change without regulatory effect amending Note filed 3-15-2006]

Section 53207

53207. Reimbursement for Release or Reassigned Time.

(a) Except as provided in subdivisions (d) and (e), the faculty members elected to serve as president and vice president of the Academic Senate of the California Community Colleges (ASCCC) shall be granted release or reassigned time from their local responsibilities by the districts by which they are employed during their terms of office.

(b) The amount of release or reassigned time required will be determined by the ASCCC and reported to the district employing the person elected ASCCC president by May 1st and to the district employing the person elected ASCCC vice president by June 1st of the year in which these individuals will assume office, unless the election has not been conducted by those dates, in which case the information will be reported immediately upon completion of the election.

(c) The districts employing the president and the vice president of the ASCCC will be reimbursed by February 1 from the state appropriation for the ASCCC for the release or reassigned time at the part-time replacement cost identified by the district prior to September of each year. If the release or reassigned time need identified is 100 percent and the position to be filled is in a hard to replace discipline area, the district shall so certify to the Chancellor of the California Community Colleges by August 1. If the Chancellor confirms the district certification, the district shall be reimbursed at the full-time temporary replacement cost. In addition, districts shall be reimbursed by the ASCCC for reasonable and documented administrative costs associated with hiring faculty to replace the faculty serving as president and vice president of the ASCCC.

(d) A local district will not be required to grant release or reassigned time for the president or vice president of the ASCCC if it certifies by August 1 to the Chancellor, and he or she confirms, that the faculty member is in a position for which a qualified part-time or full-time temporary replacement cannot be found to meet the needs of the students.

(e) No district shall be required to grant release or reassigned time for an individual serving as president or vice president of the ASCCC for a period exceeding four years.

(f) This section shall only be operative during any fiscal year in which sufficient funds are provided therefore to the ASCCC in the annual Budget Act for that fiscal year or other legislation.



Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

[New section filed 3-12-2003; operative 4-11-2003]

Accrediting Commission for Community and Junior Colleges (2024 Accreditation Standards)

ACCJC Standard 4.2

[Standard 4: Governance and Decision-Making]

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

ACCJC Standard 4.3

[Standard 4: Governance and Decision-Making]

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

CHAFFEY COLLEGE

Regular & Substantive Interaction (RSI)

Local Definition for Distance Education

Presented to: Academic Senate



What Is RSI — and Why Does It Matter?

The Regulatory Definition

Federal (34 C.F.R. §600.2): Distance education must include technology that supports regular and substantive interaction between students and instructor.

California (Title 5, §55204): Courses must also provide opportunities for regular instructor contact and student-to-student interaction, as specified in the COR.



Financial Aid Eligibility

RSI is the legal boundary between distance education (Title IV eligible) and correspondence education (not eligible).



Accreditation

ACCJC evaluates RSI during institutional reviews. Documented, consistent evidence is required.



Student Success

Strong RSI practices improve retention, outcomes, and equity — especially for online learners.

How This Policy Was Developed

Shared governance process and alignment with existing agreements



RSI Workgroup

Charged by Academic Senate (February 17, 2026). Faculty-led team developed local definitions, methods, and cadence thresholds.



CFA Agreement — §19.7

This definition aligns with the 2023–26 Chaffey College Faculty Association Agreement: course shell requirements, first-week communication, regular interaction, and student-to-student opportunities.



Federal & State Law

Grounded in 34 C.F.R. §600.2 (federal) and California Title 5, §55204 (state). Chaffey AP 4105 (Distance Education) provides institutional procedure.



Accreditation Standards

Aligned with ACCJC Standard II.A.7 and the ACCJC Quality Continuum Rubric (November 2024). Evidence must be transparent, documented, and verifiable.

Four Federally Recognized Methods

Instructors must use at least two over the course of the term

1

Direct Instruction

Synchronous courses only

- Live lectures & real-time demos
- Synchronous office hours with academic content

2

Feedback on Coursework

Substantive comments required

- Rubric/SpeedGrader annotations
- Audio or video feedback
- Actionable guidance on drafts

3

Responding to Course Questions

Instructor-created content

- Written instruction, screencasts, recordings
- Guides, demos, annotated models
- Instructor-created announcements

4

Facilitating Group Discussion

Active participation required

- Follow-up questions or synthesis
- Canvas tools with instructor facilitation
- Peer review oversight & guidance

"Regular" Means Consistent — Not Clustered

Regular interaction is predictable, scheduled, and distributed across the **entire term** — not front-loaded, back-loaded, or clustered around high-stakes assessments only.

Minimum Cadence Requirements (Asynchronous Courses)

Term Length	Min. Incidents of Interaction	Distinct Methods Required
17.5-week or 14-week	1× per week	At least 2 different methods over the term
8-week or 6-week	2× per week	At least 2 different methods over the term



Monitoring is required, not optional. Instructors must actively review engagement data before the withdrawal deadline and **proactively initiate substantive outreach** when students are absent or struggling (34 C.F.R. §600.2).

Student-to-Student Interaction & Evidence for Accreditation

Student-to-Student Interaction

Required by California Title 5 §55204 if specified in the COR or DE addendum. Faculty are evaluated on designing structured opportunities — not on individual student participation.

Qualifying activities include:

- Peer review and critique
- Collaborative group tasks aligned to course competencies
- Discussion boards, chats, or Q&A
- Social annotation & peer-response activities

 Consult your COR and DE addendum for required type and frequency.

Evidence for Accreditation Review

RSI must be transparent, documented, and verifiable within the LMS (ACCJC Standard II.A.7).

Regular Interaction	Syllabus, comm. plan, weekly overviews, module intros
Feedback on Coursework	SpeedGrader annotations, audio/video feedback
Course Content Responses	LMS Inbox replies, Q&A boards, instructor announcements
Group Discussion	Follow-up prompts, synthesis posts, active facilitation
Monitoring & Outreach	Messages to inactive students, engagement data review

Path to Adoption

01 Senate Discussion & Feedback

Academic Senate reviews this draft, provides input, and identifies any concerns or amendments.

02 Shared Governance Sign-Off

Approval by Academic Senate President and Associate Superintendent of Instruction; Superintendent/Designee signature.

03 Faculty Communication & Training

DE committee, Deans, NFO, FSC, and department coordinators communicate expectations. Optional orientation or FAQ resource developed for faculty.

04 Effective Spring 2027 (tentative)

All fully online and hybrid courses are subject to this local RSI definition beginning Spring 2027 term.

CHAFFEY COLLEGE

Regular & Substantive Interaction (RSI)

Local Definition for Distance Education

Effective Term

Spring 2027

Scope

All fully online and hybrid courses

Authority

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 distance education courses include opportunities for regular instructor contact and student-to-student interaction as specified in the Course Outline of Record (COR) or distance education 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 (Synchronous Courses Only)

- Live lectures, real-time demonstrations, or synchronous class sessions with active instructor facilitation
- Synchronous office hours or review sessions in which the instructor provides substantive academic content

⚠ 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

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 LTIs (e.g., 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 (does 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)
	An optional/unstructured discussion board with no facilitation

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 fully asynchronous courses. These are floors, not ceilings—more frequent interaction is encouraged and supports student success.

Term Length	Min. Incidents 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

Definitions

Substantive interaction method: One of the four categories described in Section II (e.g., providing feedback, facilitating a discussion, responding to course content questions, providing instructor-created recorded content).

Instance of interaction: A specific occurrence of a method (e.g., a single feedback event on one assignment). Multiple instances of the same method are strongly encouraged but do not by themselves satisfy the ‘two different methods’ requirement.

C. Monitoring Academic Engagement and Success

Federal regulations (34 C.F.R. § 600.2) require instructors to actively monitor student academic engagement and success, and to “promptly and proactively” initiate substantive interaction when needed. **Monitoring is an RSI requirement, not an optional best practice.**

Minimum Monitoring Expectations:

- Review student engagement data (assignment completion, discussion participation, LMS activity, assessment performance) 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. Student-to-Student Interaction

California Title 5 (§55204) requires student-to-student interaction in distance education courses if specified in the Course Outline of Record (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 Course Outline of Record.** 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
- Collaborative group tasks or projects aligned to course competencies
- Discussion boards, chats, or Q&A

- 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. It is recommended that student-to-student activities are visible in your LMS.

V. RSI Evidence for Accreditation

Federal regulations and accreditation standards require regular and substantive interaction that is instructor-initiated, scheduled, and monitored (34 C.F.R. § 600.2 and ACCJC Standard II.A.7; *Guide to Evaluating Distance Education and Correspondence Education, 2021*). RSI evidence should be clearly visible within the LMS or course materials. 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 LMS / 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). Pattern of RSI distributed across the term.
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 LMS Inbox 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.
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.
Monitoring & Outreach	Messages to inactive or struggling students (e.g., emails, individual comments in SpeedGrader, Canvas Inbox). Review of student engagement data at least once prior to the withdrawal deadline.
Student-to-Student Interaction	Discussions with instructor facilitation, peer review or critique assignments, collaborative group activities.

VI. Expectations per the 2023–26 Chaffey College Faculty Association Agreement — Section 19.7

- 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.
- Regular and substantive interaction between the instructor and the student (e.g., discussion boards, chat, feedback on assignments, course announcements, email, etc.).
- Opportunities for student-to-student interaction (e.g., discussion boards, group projects, presentations).
- Regular instructional engagement and monitoring throughout the course.

VII. Reference Materials & Legal Basis

- 34 C.F.R. §600.2 — Federal definition of distance education and substantive interaction
- Cal. Code Regs. Tit. 5, §55204 — California instructor contact requirements for distance education
- Chaffey College AP 4105 — Distance Education administrative procedure
- CVC Rubric — California Virtual Campus online best practices (validated by Chaffey IR, 2022 & 2025)
- Academic Senate Minutes, February 17, 2026 — RSI Workgroup charge
- ACCJC Standards — Accreditation expectations for distance education quality
- ACCJC Quality Continuum Rubric (Nov. 2024)
- 2023–26 Chaffey College Faculty Association Agreement — Section 19.7

VIII. Approval & Signatures

Signature & Date
Academic Senate President

Signature & Date
**Associate Superintendent of Instruction and
 Institutional Effectiveness**

Signature & Date
Superintendent / Designee

<i>Alternate Senators Italicized</i>		Present	Adoption of the 5.5.26 Agenda	Motion to approve the 5.5.26 Consent Agenda	To adopt the amended AP 2510		
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	Y	Y	Y	Y		
Secretary/Treasurer	<i>Laura Santamaria Brady</i>						
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y		
ACD-A	<i>Laura Santamaria Brady</i>						
ACD-A	Henry Leonor	-	-	-	-		
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>	Y	Y	Y	Y		
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y		
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	-	-	-	-		
ACC	Wendy Whitney	-	-	-	-		
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y	Y		
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	-	-	-	-		
BTH/MIDT	Joseph Lee	Y	Y	Y	Y		
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y		
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>	-	-	-	-		
Chino Campus	Hannah Carter	Y	Y	Y	Y		
Chino Campus	<i>Manar Hijaz</i>	Y	Y	Y	Y		
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	-	-	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	Y	Y	Y	Y		
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>	Y	Y	Y	Y		
HW - KNA	Rob Hadaway	Y	Y	Y	Y		
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>	-	-	-	-		
Instructional Support	Terezita Reyes Overduin						
Instructional Support	<i>Christina Holdiness</i>	-	-	-	-		
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	-	-	-	-		
PCS	Melanie Bratcher	Y	Y	Y	Y		
PCS	Patricia Gomez	-	-	-	-		
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y		
STEM	Louisa Villeneuve	Y	-	Y	Y		
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	<i>Tamari Jenkins</i>	Y	Y	Y	Y		
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y		
Senator-At-Large	<i>Jin Liu</i>	-	-	-	-		
Adjunct Senator-at-Large	<i>Carolyn Ward</i>	-	-	-	-		
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y		
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	-					
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	24	18	19	21	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							
32 Present at this meeting = 24 members, 8 visitors							
5.5.26 Academic Senate Meeting							