

Riverside Community College District Academic Senate

Monday, March 30, 2026
3:00 - 5:00 PM

Physical Location:

RCCD District Offices Room 309A
3801 Market Street
Riverside, CA 92501

Access Via Zoom: [LINK](#) Password: 768913

I. Preliminaries

- A. Call to Order
- B. Approval of the Agenda
- C. Approval of the Minutes: February 23
- D. Public Comments (limited to 3 minutes per person)

II. Committee and liaison Reports

- A. RCCD Faculty Association (**Taube or designee**)
- B. Curriculum (**Douglass or designee**)
- C. Global Learning and Study Abroad (**Rhyne or designee**)
- D. Professional growth and Sabbatical Leave (**Renfrow or designee**)
- E. Senate-Appointed District Equivalency Committee (**Worsham or designee**) –Table for April 27

III. Administrative Reports

- A. Chancellor's Report (**Isaac or designee**)
- B. Vice chancellor's Report (**Rivera-Lacy or designee**)

IV. Ongoing Business

- A. **Information and Action:** RCCDAS will review final revisions to DAS constitution and bylaws in response to Fall 2025 input from local senates, with recommendation for final local review and vote to approve in April. (**Scott-Coe or designee**)
- B. **Information and Discussion:** RCCDAS will sunshine the 2026-27 process and timeline for Educational Assistant application distribution, submission deadline, and review (**Scott-Coe or designee**)
- C. **Discussion Item:** RCCDAS will discuss FLEX credit for peer-to-peer certification and Equivalency DE certifications and compensation process for peer-to-peer. (**Navas or designee**)
- D. **Discussion Item:** RCCDAS will discuss the process for revising the Equivalent DE Certification pre-approved trainings. (**Navas or designee**)
- E. **Discussion Item:** RCCDAS will discuss the present and future charge of the DE Workgroup, including DE faculty facilitator duties. (**Navas or designee**)
- F. **Information and Discussion:** RCCDAS will review and discuss the previous version of an EdTech Renewal Process established in March of 2023 and determine how to move forward. (**Bell or designee**)

G. **Discussion and Possible Action:** RCCDAS will discuss the spring timeline of review and approval flows for AP 2101 (Independent Study). **(Scott-Coe or designee)**

H. **Discussion of Faculty Rank:** RCCDAS will discuss the process and timeline for approving faculty emeritus rank. **(Navas or designee)**

V. New Business:

A. **Information and Discussion (First Read):** RCCDAS will review a draft policy from the District Academic Standards Committee to respond to a new statutory requirement **(Douglass or designee)**

B. **First Read and Discussion:** RCCAS will receive a presentation on a proposal to remove the 12-unit completion requirement for all CPL methods beyond AP, IB, and JSTs to ensure equitable, timely credit transcription for working adult learners **(Williams, Serrato, Brekke, and Drinkwater or designees)**

C. **Information:** RCCAS will conduct a first read of the Noncredit Faculty Lead duties. **(Navas / Reible or designee)**

D. **Information Item:** RCCAS will discuss proposed revisions to AP 2105 and RCCD RSI Guidelines. **(Navas or designee)**

E. **Information and Discussion:** RCCDAS will discuss a draft template for a routine agenda planning document for each academic year **(Scott-Coe or designee)**

VI. Roundtable Senate Matters: The District Academic Senate will address matters connected to purview areas and issues of immediate concern. **(Navas, Bell, Scott-Coe)**

VII. College Senate Reports

A. Moreno Valley College **(Navas)**

B. Norco College **(Bell)**

C. Riverside City College **(Scott-Coe)**

VIII. Adjournment

Fall 2025 Meetings:

~~August 25, 2025~~

~~September 29, 2025~~

~~October 27, 2025~~

~~December 1, 2025~~

Spring 2026 Meetings:

~~February 23, 2026~~

~~March 23, 2026~~

April 27, 2026

June 1, 2026

Title 5 §53200 and
RCCD Board Policy 2005
Academic Senate "10+1"
Purview Areas

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

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-803

Riverside Community College District Academic Senate

Monday, February 23, 2026

3:00 PM - 5:00 PM

The meeting of the Riverside Community College District Academic Senate was called to order by Senate President, Jo Scott-Coe.

Members Present: Kimberly Bell, Adan Navas and Jo Scott-Coe

Members Absent: None

Guests: C. Blackmore, M. Carpenter, K. Dobyms, K. Douglass, T. Few, D. Renfrow, J. Rhyne, E. Romero, M. Wiggs, and L. Zhai

I. Preliminaries

- A. Call to Order: 3:01 p.m.
- B. Approval of the Agenda: Navas/Bell - Approved by consensus.
- C. Approval of the Minutes: December 1, 2025 and January 12, 2026 – Navas/Bell. Motion carried unanimously.
- D. Public Comments: None

II. Committee and liaison Reports

- A. RCCD Faculty Association (**Taube or designee**)
 - Not in attendance.
- B. Curriculum (**Douglass**)
 - The Standards Committee is developing policy/procedure to incorporate Title 55001 (Sections B & C) requirements documenting equity, inclusion, and universal design for learning in all course outlines; all courses must reflect these elements by Fall 2030.
 - The Common Course Numbering (AB 1111): State Chancellor’s Office has suspended Phase 3 indefinitely pending CSU/UC articulation on templates; numbering remains required by law, and implications are to be determined.
- C. Global Learning and Study Abroad (**Rhyne**)
 - Finalizing two application processes: (1) short-term, faculty-led study abroad aligned to faculty expertise (winter/summer); (2) faculty-led “fun/fund” travel to raise scholarship funds for student study abroad.
 - Developing a comprehensive GL&SAC strategic plan (mission, vision, objectives, budget) aligned with district planning; BP/AP on Study Abroad will be revised; a sustainable budget model will be proposed.
 - International partnerships: March travel to China by Zhai, Rivera-Lacey, and Rhyne to finalize an MOU with a technical college near Shanghai and begin discussions with a

- university in Beijing for exchanges.
- Fundraiser originally planned for March 10 may be postponed to ensure participation by external community and business leaders.

D. Professional Growth and Sabbatical Leave (**Romero**)

- Recognized Zhai for her leadership.
- Administrative representative transition: Zhai stepping down; Graciela Caringella to serve as administrative designee beginning Spring 2026.
- To strengthen Brown Act compliance, spring PG&SL meetings will include an in-person component at the District Office with agendas posting the physical location.
- PG&SL met over the winter break to finalize edits on AP 6168; PG&SL-approved draft will be sent to DAS and local senates within the next two meetings for second/final reads. Next meeting is March 3 at the District office.

III. Administrative Reports

A. Chancellor's Report (**Isaac**)

- Not in attendance.

B. Vice Chancellor's Report (**Zhai**)

- SurveyMonkey implemented districtwide as the enterprise survey platform and replacement for Watermark (software for IOI course evaluations); January rollout reported strong participation and minimal issues.
- All three colleges are live. Approximately 200 non-RCCD students are enrolled in RCCD classes via the CVC-OEI Course Exchange; request made to analyze outbound RCCD enrollments to inform scheduling and identify unmet demand.
- Five-year plans underway in alignment with the RCCD Strategic Plan 2025–2030 using the Nuventive platform; draft plans targeted for DSPC sharing in May and college sharing in Fall.
- Fall FLEX “Navigating Classroom Dynamics”: Cross-functional workgroup (Senate, FA, Student Services/CARES, District Police, Risk, etc.) developing a prevention-to-intervention framework with clear roles/timelines and emergency/mental-health guidance.
- Members requested reciprocal CVC-OEI enrollment data (RCCD students taking classes elsewhere) to guide scheduling and retention strategies; Zhai will explore availability of outbound data across colleges.

IV. Ongoing Business:

A. **Information and Discussion:** RCCDAS will receive a progress report on final revisions to DAS constitution and bylaws in response to Fall 2025 review and input, with new timeline for review and approval this spring. (**Scott-Coe**)

- Local feedback from Norco and RCC has been compiled with responses.
- An updated draft will return in March; items not incorporated will include rationale.
- April targeted for local reviews/endorsement.

B. **Discussion Item and Possible Action:** RCCDAS will discuss implementation of peer-to-peer

DE certification, including information about the role of faculty facilitator for this ongoing work (Navas). **Motion to approve the authorization initiating discussion with Deputy Chancellor/Provost, Star Rivera-Lacey, on appropriate compensation structure (reassigned time and/or special project), including a monthly office-hour component: Scott-Coe/Bell, motion carried.**

- Report on districtwide implementation: peer-reviewer recruitment/norming, Canvas support shell, communications, and assignments/tracking are ongoing.
- Proposed districtwide “Distance Education Faculty Facilitator” role to coordinate certification; peak workload estimated at ~40 hours/semester with up to ~20 hours during intersessions;

C. **Information and discussion:** RCCDAS will discuss progress of the cross-district faculty workgroup addressing “burden free access” under Title 5 Section 54221, including a timeline for comprehensive input. **(Bell or designee)**

- Time-sensitive compliance language inserted into AP 3031 (Instructional Materials) in collaboration with General Counsel and a small faculty group.
- DAS to consult with Rivera-Lacey to convene a multi-stakeholder workgroup (e.g., Financial Aid, Bookstore, IT, Libraries, DRC/ARC, CMAC, DE, VPAAAs, FA) to address operational impacts and refine policy.
- Standing updates to continue with target of March for next steps.

V. New Business:

A. **Information and Discussion:** General Counsel Dobyms will present updated Brown Act guidance for Academic Senates and standing committees **(Dobyms or designee)**

- Dobyms provided an overview of Brown Act bodies under BP 2005 and Senate bylaws; distinctions drawn with ad hoc groups and advisory bodies created by non-Senate entities.
- Key changes included updates to teleconferencing rules, social media use by trustees, and requirements for oral reports on compensation.
- Teleconferencing options reviewed: (1) Traditional (post remote locations; quorum within jurisdiction), (2) Just Cause (limited use; quorum in person; camera on; disclosure of adults present; maximum five per member per year), (3) Board-Approved for subsidiary bodies (renew every six months-January/June; one public location with staff; members on camera; roll-call votes).
- Best practices: include a default Zoom link on agendas to enable Just Cause; reflect remote attendance in minutes; avoid serial meetings via email/social media (no emoji/response among members); manage disruptions per BP 1355.
- Discussion ensued regarding teleconferencing. Dobyms confirmed:
 - It is up to each body to determine if they want to meet in-person or by teleconferencing.
 - If Academic Standards is taken out of the by-laws then it does not have to be included as a Brown Act committee.
- Public Notice only needs to be posted at the physical location; however, it is encouraged to be distributed by email and posted online.
- Dobyms will look into where it needs to be posted for all remote meetings.

B. **Information, Discussion, and Possible Action:** RCCDAS will receive a presentation from AVC Chris Blackmore about the newly formed District AI Council and discuss how best to assure meaningful faculty representation. (**Blackmore**)

- Presentation included a proposal for an advisory, cross-functional AI Council integrated into shared governance with alignment to academic and professional (10+1) intersections.
- Senate discussion emphasized preserving Senate purview, avoiding duplication or workarounds to required consultation, clearly defining the Council's scope (including a working definition of "AI"), and identifying appropriate placement/reporting (e.g., DSPC and AP/BP Governance Council).
- Scott-Coe commented that consultation is required by Title 5. The use of representation and the bodies that we have should be used to figure out where it fits in DSPC.
- Blackmore will share the draft charter language.
- Few suggested to raise the representation/charge issues at DSPC in March, and iterate with explicit guardrails and reporting pathways.

VI. **Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)

- Scott-Coe will bring a draft template of standing/recurring DAS business by semester will be brought for review at the next meeting.
- Role descriptions/duty statements to be developed for additional areas (e.g., Equivalency; Noncredit) before routing to local senates per Navas.

VII. College Senate Reports

A. Moreno Valley College (**Navas**)

- Establishing a faculty-administration consultation process for dual enrollment side-letter implementation (with FA representation)
- Introduced a new Dean of Wellness, Dr. Steven Brown. The office will focus on continuity of student conduct processes at the college.
- MVC will hold two commencement ceremonies at the Riverside Convention Center (due to cost and weather considerations).

B. Norco College (**Bell**)

- Will provide report in March.

C. Riverside City College (**Scott-Coe**)

- Acknowledged the passing of Dr. Greg Burchett (former RCC Curriculum Chair) and Professor James Banks (MVC); grief counseling was made available and planning is underway for remembrances.

VIII. **Adjournment:** Motion to adjourn at 4:59 p.m.

Fall 2025 Meetings:

Spring 2026 Meetings:

~~August 25, 2025~~

~~September 29, 2025~~

~~October 27, 2025~~

~~December 1, 2025~~

~~February 23, 2026~~

March 23, 2026

April 27, 2026

June 1, 2026

DRAFT

CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

Amended and Restated: DATE OF Approval will go here

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title 5, Section 53200):

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 involvements 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;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees “relies primarily” or reaches “mutual agreement” on the recommendations of Academic Senate(s) on items #1-11 above as indicated in Board Policy.

ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

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Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of seven voting members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and is not permitted to vote except in the event of a tie. Voting by proxy is not permitted.

Section 2. The District Academic Senate will also include non-voting members consisting of a chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate and the Chancellor's designee.

Section 3: All meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, are governed by the Ralph M. Brown Act and shall be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on any agenda item and items not included on the District Academic Senate (DAS) agenda during the "Public Comments" portion only.

- Total time for public comments will be 10 minutes but may be extended by a majority vote of the District Academic Senate.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- DAS shall adhere to the decorum rules set forth in Board Policy for conduct of meetings.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting. [Leaving alone upon counsel review]

Section 5. When the membership of the District Academic Senate does not include a faculty member from a

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vocational area, the District Academic Senate may appoint a faculty member to serve in a non-voting capacity for one academic year.

Section 6. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four **of seven voting members and must include at least one college Academic Senate President**.

ARTICLE V. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the

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District, and with other administrators and staff as needed;

ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates. **DAS standing committees shall be subject to the Brown Act.**

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate. **DAS ad hoc committees are not subject to the Brown Act.**

Section 3. Senate-appointed District Committees are those committees established by Board Policy or Chancellor action that address academic and professional matters as defined in Article I.B. of this Constitution and/or specific matters identified under Title 5. The District Academic Senate shall exercise the right to appoint Senate members to such District Committees. Senate-appointed District Committees shall maintain Senate purview over the academic and professional matters under the committee's charge. Senate-appointed District Committees are not subject to the Brown Act.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. **Subject to the approval of a majority vote of each of the College Academic Senates in the District,** any article or section of this Constitution may be amended.

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

ARTICLE VIII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges.

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the

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College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration. [Keith—noticing this now and wondering about PGSL??]

ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"

B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.

C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.

D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Section 2. The Professional Growth and Sabbatical Leave Committee

A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

Section 3. Academic Standards Committee

A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

Section 4. Assessment and Accreditation Committee

A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

Section 5. Program Review Committee

A. The District Program Review shall be the coordinating voice of faculty from college Program Review Committees in the District with regard to Title 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

Section 6. Part-Time Faculty Committee

A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.

B. The Part-Time Faculty Committee shall establish a liaison with CTA.

ARTICLE III. Senate-appointed District Committees

Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee shall be appointed by the District Academic Senate.

A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may

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also recommend or request a review of the equivalency procedure.

ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.

GENERAL INFORMATION
For The
SENATE EDUCATIONAL ASSISTANTS GRANT PROGRAM

Purpose: The purpose of the program is to enhance student development and facilitate programs at the three District colleges by enabling faculty to obtain the services of student educational assistants.

Student Hours: Students can work up to twenty (20) hours per week, with a maximum number of 125 hours over the academic year (a combination of the Fall and Spring Semesters and Winter Intersession).

Student Tasks: Students will carry out tasks defined by a faculty member, a group of faculty members, or an academic department. The tasks will have been specified by contractual agreement between the faculty member(s), the student, and the Academic Senate in advance and will be articulated in the Grant Application/Proposal.

Educational assistants **can** perform tasks such as the following:

- Research;
- Leading group discussions while in the line of sight of the instructor;
- Assisting in labs;
- Gathering data for lectures;
- Perform other academically appropriate duties that fall within the parameters of Title V.

Educational Assistants should not be requested to fulfill tasks not within the scope of the agreement.

Student Educational Assistants **may not** evaluate or determine grades nor have knowledge of students' grades. No educational assistant will be given tasks that are the academic, professional, or legal responsibility of the faculty member.

Benefits: The faculty will benefit by having paid assistants to help accomplish tasks associated with teaching and research. Faculty members and student educational assistants will benefit from the close working relationship provided by the mentoring process. The student educational assistant will benefit by earning money and developing skills connected to various approved tasks. The colleges will benefit from the increased resources to accomplish its mission.

Selection of Awards: Faculty members, or departments, or colleges will apply and complete the application/proposal form. The proposals must contain a statement of purpose describing the benefits to the faculty member(s) making the proposal, the student educational assistant, the student body, the faculty, and the institution. Proposals must contain a job description including specific activities and hours to be spent on each activity.

Those proposals that offer the greatest combination of benefits to the faculty member(s) making the proposal, the student body, the educational assistant, the faculty, and to the

institution will receive higher prioritization. The best proposals will combine a tangible benefit to an important faculty objective with meaningful work for the student educational assistant, work that is challenging and advances the student's academic and career goals.

Applications/Proposals will be evaluated (see attached rubric) and ranked by a District Senate subcommittee that will recommend acceptance of the top-ranking proposals to the District Senate. The number of requests funded will vary according to the availability of funding and the quality of the applications.

Student Educational Assistant Criteria: Faculty members whose applications are accepted by the Senate must select students meeting the following criteria:

1. Students must be enrolled with a minimum class load of six (6) units for both the Fall and Spring semesters. A minimum of three (3) units for the Winter Intersession is also necessary if they are to be employed during the Winter Intersession.
2. Students must have a minimum GPA of 3.0 in the subject area in which he/she is working as an assistant, and a 2.5 GPA overall.
3. Students may not work in excess of twenty (20) hours per week or 125 hours in the academic year (a combination of Fall 2026, Winter 2027, and Spring 2027).
4. Instructor recommendation will be required.
5. Educational assistants will not be required to enroll in any course to prepare for the duties as an educational assistant.

Possible Tasks for Educational Assistants: The following list includes some ideas for the tasks for student educational assistants. This list is not exhaustive nor is it intended to serve as part of the evaluation criteria.

Organizing periodicals, sorting/filing papers, assisting in labs, working with small groups or circulating among them, updating visual aids, assisting in the preparation of handouts, editing, making computer corrections, forming/leading study groups, providing individual attention for designated students, copying, making transparencies, assisting in the writing center, demonstrating how to access literature, assisting with software problems, re-filing slides, compiling review slides, masking slides, organizing slides, assisting in distributing materials, maintaining clippings, files, and articles reviewed for research materials, assisting with review of books to be evaluated, offering student perspective for class handouts, assisting students in lab with computer skills, assisting with the dispensing of supplies, acting as a peer-mentor, assisting in the preparation of video tapes for lectures, etc.

**Riverside Community College District
Educational Assistant Program Application Cover Page
2026-2027 Academic Year**

Entity making application: _____ Department / Team Individual College

DEPARTMENT/ CAMPUS INFORMATION

Department _____

College _____

Please print instructor(s) name(s)	Instructor(s) Signature(s)	Ext
_____	_____	_____
_____	_____	_____
_____	_____	_____

Department Chairperson _____

Signature _____

Course/Program(s) the Educational Assistant will impact _____

DUE DATE and Submission Instructions:

By the deadline below, please return applications with all completed and signed documents by email to the District Academic Senate email address: **AcademicSenate.District@rccd.edu**

**FRIDAY, May 1, 2026, at 5:00 p.m.
Late proposals will not be considered.**

Faculty members whose applications are accepted must submit the following information on the student they select before and have the student approved by the Senate before the student may enter the Program.

STUDENT INFORMATION

Student Recommended*	Alternate
Name _____	_____
Student Number _____	_____

Anticipated Units: (in semesters when working, assistants must have at least 6.0 units during the Fall and Spring semesters and 3.0 units during the Winter Intersession)

Fall 2026	_____	_____
Winter 2027	_____	_____
Spring 2027	_____	_____
Student's Overall GPA (must be at least 2.5)	_____	_____
Subject Area GPA ** (must be at least 3.0)	_____	_____

*Periodically, the same student is recommended by several individual applicants. It is suggested that you double check to preclude duplication.

**The above information can be obtained from the Instructional Department Specialist. Please submit the information based on grades through the last complete semester or intersession. The committee may verify all grades and cumulative GPA.

**ACADEMIC SENATE EDUCATIONAL ASSISTANT
APPLICATION
&
PROPOSAL GUIDELINES**

WRITTEN PROPOSAL

- I. Please list the following in your proposal:
 1. Project/Proposal Overview/Summary
 2. Benefit to the Educational Assistant's academic/career growth
 3. Benefit to RCCD students
 4. Benefit to faculty
 5. Benefit to the institution
- II. Identify specific tasks the Educational Assistant is to perform. Educational Assistants cannot be given tasks that are the academic, legal, or professional responsibility of a faculty member. Please refer to the attached criteria for details.
- III. Limit your proposal to 2 - 4 typewritten pages plus the application form and student signature form.

APPLICATION & STUDENT SIGNATURE FORMS

- I. Be sure to complete all the required information on the application form and obtain the required signatures.
- II. If you identify a student as part of your application or at the beginning of the Fall semester, you must identify the student by name and student #.
- III. The student signature sheet must be signed by the recommended student and submitted.

SUBMISSION OF PROPOSAL AND FORMS

Turn in your completed proposal and forms by

5:00 P.M., FRIDAY, May 1, 2026.

Send by email to the District Academic Senate email address:

AcademicSenate.District@rccd.edu

PROCESS

Late proposals will not be considered.

1. Your proposal will be evaluated on clarity, organization, and innovativeness.
2. Those proposals not following the specified guidelines may not be reviewed.
3. A Senate subcommittee will evaluate the applications and rank them from highest to lowest.
4. Each applicant will be informed of the status of his/her application.
5. The number of requests actually funded will vary according to the availability of monies.

QUESTIONS

- If you have any questions or need clarification, please contact your college's academic senate president.

**ACADEMIC SENATE EDUCATIONAL ASSISTANT PROGRAM
STUDENT SIGNATURE FORM**

Department _____

Please print instructor(s) name(s) _____

Signature(s) _____ Ext. _____

I, the R.C.C.D. student named below, am willing to commit to complete the proposed program (not working more than twenty hours per week) as an educational assistant to the above named instructor(s) and/or department/program, **if the proposal is accepted**;

I understand that to be eligible, I must meet certain academic GPA requirements and that I must be enrolled during semesters I will be working as an Educational Assistant in a minimum of six units during Fall and Spring semesters and a minimum of three units during the Winter Intersession;

I also I understand that there is no requirement to enroll in any course to prepare me for my duty as an educational assistant;

Furthermore, I understand that I will need to provide certain information to and meet certain requirements of Human Resources in order to be placed on District payroll;

I understand that there is no obligation on the part of R.C.C.D. nor its Academic Senates to employ or pay me unless the proposed program is accepted in writing by the District Academic Senate and the Office of Diversity and Human Resources has given me written approval to proceed.

Name _____ (Please print)

Phone Number _____

Student Number _____

Signature _____ Date _____

APPLICANT NAME:

DISCIPLINE/DEPT and COLLEGE:

Category	<i>Clarity: Score 1-5*</i>	<i>Organization: Score 1-5*</i>	<i>Innovativeness: Score 1-5*</i>
Project/Proposal Overview/Summary			
Benefit to the Educational Assistant's academic/career growth			
Benefit to RCCD students			
Benefit to faculty			
Benefit to the institution			
TOTALS			

*Score of 1 being lowest and 5 being highest impact.

DE Workgroup Charge - Approved

October 2025

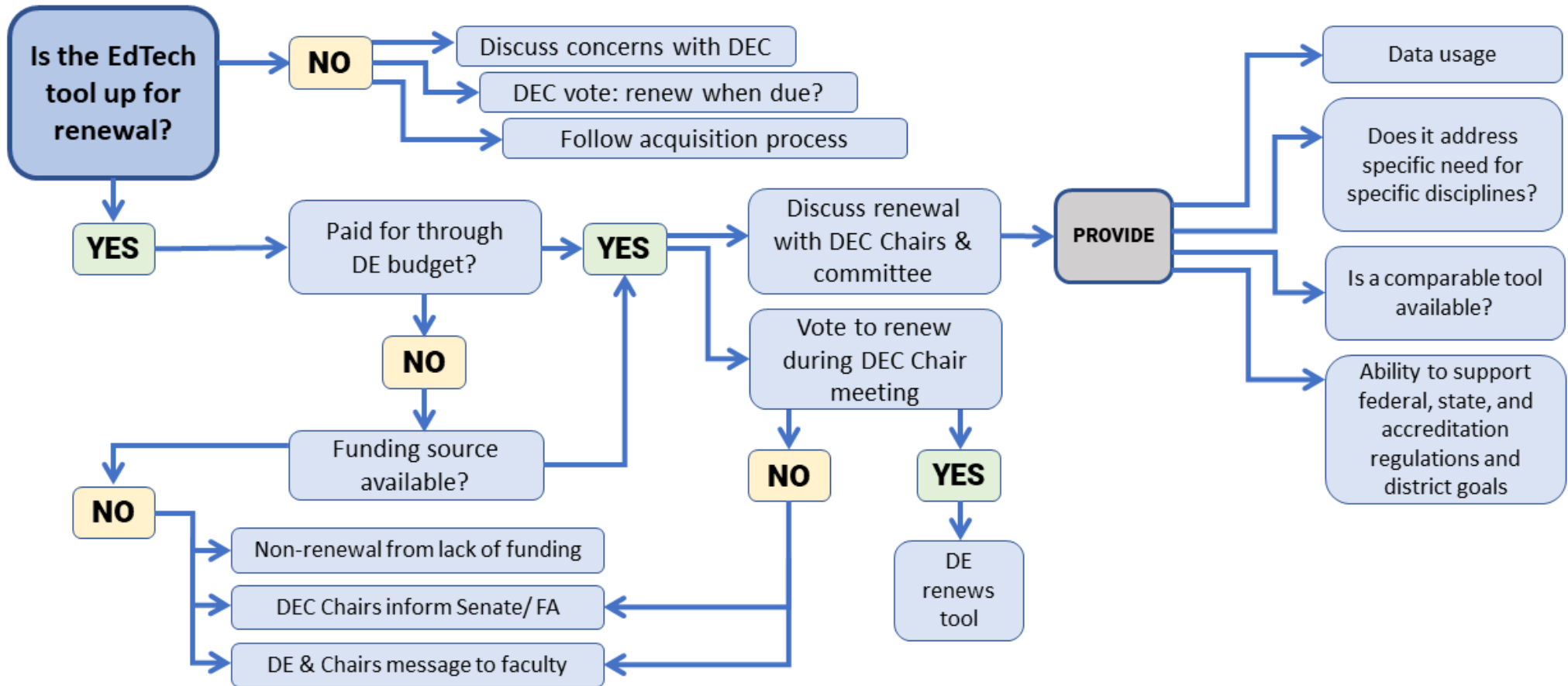
This proposal originated in the DE Workgroup throughout the Fall 2025 semester. The last slide [presented to District Academic Senate \(DAS\)](#) in September contains links to the deliverables of the DE Workgroup charged by DAS: DE Peer-to-Peer Certification Rubric, Recommended Reviewer Qualifications, and a Canvas Resource shell for reviewers and reviewees. All were approved in DAS on 9/29.

The charge of the DE Workgroup expanded to facilitate implementation of the Distance Education Peer Certification process, which are summarized below:

- **Screen and select faculty peer reviewers**
- **In collaboration with the Dean of Distance Education, plan norming sessions**
 - **Coordination activities might include: help identify facilitators, communicate session information to peer reviewers, collaborate on agenda, and decide modality/day/time; facilitation optional but not required**
- **Continue to develop and maintain the Canvas Resource shell**
- **Work with the Dean of Distance Education to maintain list / MS or Google form of submitted peer certifications**
- **Address issues of implementation as related to faculty purview**
- **Report to District Academic Senate at least once a semester**

The workgroup may expand membership to ensure adequate faculty representation. Opportunities for RCCD faculty to participate will be broadly shared. At minimum, distance education committee liaisons should be identified to serve on this workgroup. The DE Workgroup membership consists of three members from each college, including the workgroup lead.

EdTech Renewal



Pilot Technology Acquisition Process (DRAFT)

Process for identifying, reviewing, selecting, purchasing, and introducing new teaching and learning technologies paid for through DE budget. Each year do the following if new technologies are proposed:

- Open invitation to share technologies of interest with DE committee members and the chair. **(Form on DE Website that forwards to DEC Chairs with link to Studio screenshare video)**
- Each committee identifies one or two technologies to explore based on faculty interest at the college. **(Forward form request to committee via email for input)**
- DE Chairs bring those technologies to DE chairs meeting with tool name, link to the tool's website, a name of a faculty member who has used the tool, and is willing to demonstrate the tools use to others. **(Discuss and pick options)**
- DE office will request a vendor quote and schedule a demonstration of the tool and it's features with the vendor and invite faculty to attend the demonstrations. A faculty representative will co-present with the vendor to demonstrate how a faculty member might use the tool. **(DE request quote)**
- All faculty will be invited to share their opinions of the tools via a survey that contains links to the vendor website and a link to the recorded vendor presentation. **(Send survey via email to RCCD-all)**
- DE office will share results with DE Chairs. Chairs will prioritize the tools for purchase based on survey responses, cost of the tool, integration with Canvas, and concerns for maintaining the tool over time. **(Discuss and pick)**
- DE office will seek purchasing support for prioritized tools with the Vice-Chancellor's office of Educational Services and Strategic Planning. **(DE buy by March 26)**

Timeline Fall 2021

- Jan. 29th : Open Technology Interest Form to faculty for submissions. Open from Jan. 29th to Feb. 22nd .
- Skip for now--(Feb. 16th: Open invitation to share technologies of interest with DE committee members and the chair. Due to time constraints, submit a video to DE Chairs by Feb. 23rd.)
- Feb. 25th: Each committee identifies one or two technologies to explore based on faculty interest at the college.

- Feb. 25th: DE Chairs bring those technologies to DE chairs meeting with tool name, link to the tool's website, a name of a faculty member who has used the tool, and is willing to demonstrate the tools use to others.
- Feb. 26th : DE office will request a vendor quote and schedule a demonstration of the tool and it's features with the vendor and invite faculty to attend the demonstrations. A faculty representative will co-present with the vendor to demonstrate how a faculty member might use the tool.
- March 8th - 11th: Vendors scheduled this week for presentations
- March 15th: All faculty will be invited to share their opinions of the tools via a survey that contains links to the vendor website and a link to the recorded vendor presentation. Survey live through March 15-18th
- March 19th: DE office will share results with DE Chairs. Chairs will prioritize the tools for purchase based on survey responses, cost of the tool, integration with Canvas, and concerns for maintaining the tool over time.
- March 30th: DE office will seek purchasing support for prioritized tools with the Vice-Chancellor of Educational Services and Strategic Planning.

Technology Acquisition and Discontinuation Policy

Decision Tree For EdTech Renewal:

1. Is the EdTech tool up for renewal?
 - a. No:
 - i. Discuss concerns that would lead to discontinuation with DE Committee Chairs and their committee members.
 - ii. Agendize the tool for DE Committee Chair meeting and vote as to whether or not to renew when renewal is due.
 - iii. Follow the acquisition process.
 - b. Yes:
 - i. Is the EdTech tool paid for through the DE Budget?
 1. Yes, paid for through DE Budget
 - a. Discuss with DE Committee Chairs and their committee members if the tool should be renewed.
Provide Chairs with the following information for discussion:
 - i. Data Usage - i.e. number of faculty, students, courses, disciplines
 - ii. Does it address a specific need for specific disciplines
 - iii. Is there a comparable tool with similar features currently licensed by the district?
 - iv. District Distance Education Recommendation of EdTech's ability to support federal, state, and accreditation regulations as well as district goals that include assessments from the Instructional Designer, Accessible Technology and Media Coordinator, Distance Education Support Specialist, Analyst Programmer, and Dean
 - v. Faculty provides student survey data about the tool.
 - b. Agendize and vote on whether or not to renew during DE Committee Chair meeting:
 - i. Yes → DE Renews tool
 - ii. No → DEC Chairs inform Senate and/or FA if necessary. DE and Chairs collaborate on a message to faculty.

2. No, the tool is not paid for through the DE budget
 - a. Is the existing funding source available?
 - i. Yes
 1. Discuss with DE Committee Chairs and their committee members if the tool should be renewed. Provide Chairs with the following information for discussion:
 - a. Data Usage - i.e. number of faculty, students, courses, disciplines
 - b. Does it address a specific need for specific disciplines
 - c. Is there a comparable tool with similar features currently licensed by the district?
 - d. District Distance Education Recommendation of EdTech's ability to support federal, state, and accreditation regulations as well as district goals that include assessments from the Instructional Designer, Accessible Technology and Media Coordinator, Distance Education Support Specialist, Analyst Programmer, and Dean
 - e. Faculty provides student survey data about the tool.
 2. Agendize and vote on whether or not to renew during DE Committee Chair meeting:
 - a. Yes → DE Renews tool
 - b. No → DEC Chairs inform Senate and/or FA if necessary. DE and Chairs collaborate on a message to faculty.
 - ii. No
 1. Is there another funding source - e.g. college or grant source? [discuss with VC of EdServices and VPAAAs]
 - a. Yes
 - i. Discuss with DE Committee Chairs and their committee members if the tool should be renewed. Provide Chairs with the following information for discussion:

- Data Usage - i.e. number of faculty, students, courses, disciplines
 - Does it address a specific need for specific disciplines
 - Is there a comparable tool with similar features currently licensed by the district?
 - District Distance Education Recommendation of EdTech's ability to support federal, state, and accreditation regulations as well as district goals that include assessments from the Instructional Designer, Accessible Technology and Media Coordinator, Distance Education Support Specialist, Analyst Programmer, and Dean
 - Faculty provides student survey data about the tool.
- ii. Agendize and vote on whether or not to renew during DE Committee Chair meeting:
- Yes → DE Renews tool
 - No → DEC Chairs inform Senate and/or FA if necessary.
DE and Chairs collaborate on a message to faculty
- b. No
- i. DE informs DE Committee Chairs of non-renewal resulting from a lack of funding.
 - ii. DEC Chairs inform Senate and/or FA if necessary
 - iii. DE collaborates with DEC Chairs on message to faculty

Note: District Distance Education will work with college Academic Senate Presidents to acquire or discontinue educational technology during times when faculty are unavailable to participate in the decision making.

AP 2000, p.3

G. Emeritus

The rank of Emeritus may be granted to any faculty member who has earned retirement and will be based on the academic rank the faculty member held at the time of retirement (e.g., Instructor Emeritus, Assistant Professor Emeritus, Associate Professor Emeritus, and Professor Emeritus). The rank of Emeritus may be awarded posthumously.

The rank is bestowed upon the affected faculty member by the District Academic Senate to ensure the uniformity of standards, which should include consistently positive service to the institution during that faculty member's employment. The District Academic Senate may ask for a letter of evaluation from the retiring faculty's College President, Vice President of Academic Affairs, or Academic Senate President, as appropriate. The District Academic Senate will inform the Chancellor who will forward the names to the Board of Trustees for affirmation.

Policy for complying with Title 5 §55001 (b and c) relating to equity and inclusion:

“§55001 (b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

§55001 (c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”

Additionally, “Title 5 § 55001 reinforces that curriculum committees must maintain documented procedures to guarantee accessibility for every student. Course outlines of record should reflect Universal Design for Learning principles, including multiple means of representation, engagement, and expression to support learner variability and diversity. Colleges and districts should ensure that accessibility expectations are integrated directly into curriculum review processes, course development workflows, faculty professional learning, and the responsible use of AI-supported instructional tools.”¹

Faculty will engage in a robust discipline-wide process/discussion to ensure that all courses approved under §55002² describe pedagogy approaches faculty may use to engage and support all students and advance equitable student outcomes. At RCCD, the results of these discussions will be reflected in the Methods of Instruction and Evaluation sections on the Course Outline of Record (and potentially other sections such as content or course materials as well) in the context of the discipline and specific course in which they are included.

Faculty originators will record in two required fields in Curriquet³

- **Highlight which sections of the COR describe equity-minded approaches regarding diverse student bodies, equitable outcomes, and inclusion as addressed in Title 5 §55001 (b). Methods of Instruction and Evaluation should be included, but other COR sections may also reflect equity-minded approaches.**
- **Explain how the COR includes elements reflecting Universal Design for Learning and accessibility, ensuring individuals with disabilities can equally participate in learning, as addressed in Title 5 §55001 (c).**

All courses in RCCD catalogs must reflect these Title 5 requirements by the Fall 2030 catalog (2029 launch deadline).

¹ Memorandum ESS 26-17, “Accessibility Standards and Revised ADA Title II Regulations,” February 27, 2026

² (all credit (degree applicable and non-degree applicable), noncredit, and community services courses)

³ These fields will print to all curriculum agendas along with the rationale field but will not print to the actual COR.

Resources for faculty complying with 55001(b)

To assist faculty with COR revisions and documentation of their processes, the College Curriculum Committees and Academic Standards Committee offer faculty the following resources, discussion prompts, and discipline review procedures to use in addition to or in lieu of any discipline-specific resources:

- Equity-Minded Curriculum COR Review Questions from our current [*COR Review and Equity in Curriculum Development Tool*](#)⁴:
 - Has the discipline had a conversation about how to ensure that equity is visible in the COR as a priority? Two more comprehensive resources you might consider:
 - [Glendale Community College's Guide for Creating Equitable Curriculum](#) (see page 7 in particular for additional prompts for thinking about Methods of Evaluation and Student Learning Outcomes);
 - [Portland State University's Culturally Responsive and Inclusive Curriculum Resources](#) which includes both general guiding questions and discipline specific resources for STEM, Social Sciences, and Humanities fields.
 - Do the course materials reflect multiple perspectives and contributions to the field, including those of scholars from previously minoritized groups as well as representative of RCCD's student population?
 - Do methods of instruction and sample assignments offer opportunities for students to build on existing knowledge or experience as relevant to the class and provide opportunities to explore culturally relevant and inclusive texts and topics?
 - Do methods of instruction and evaluation and sample assignments offer opportunities for students to develop and practice skills needed for later advanced academic tasks on which they will be evaluated?
- **There are many different types of evidence-based teaching practices (EBTPs) that advance equity in the classroom. Below are some resources with details about such practices:**
 - [AAC&U High-Impact Practices](#)
 - [EBTPs from Every Learning Everywhere](#)
 - [Cornell University Center for Teaching Innovation Teaching Resources](#)

⁴ Renamed from COR Review Tool by DCC in November 2025

Resources for faculty complying with 55001(c):

Suggested language for Methods of Instruction section of ?? (COR or DE Addenda? This language is about online courses, right?) - KD:

“Accessibility of electronic materials is ensured through elements detailed in Section D of CVCOEI Course Design Rubric: use of proper headings; use of accessible lists; use of descriptive links; use of accessible tables; use of accessible color contrast (and meaning); uses of images with appropriate alternative text; reading order is correctly set; accessible files (documents, slides, spreadsheets); uses of video/audio with closed captions.”

Additional suggestions:

- Course content may explicitly cite contributions and perspectives of disabled people relative to subject matter.
- Methods of evaluation may stress assessment methods beyond standard exams/essay, giving students multiple ways and chances to demonstrate mastery.
- Methods of instruction may incorporate multiple ways of knowing, including storytelling, kinesthetics, problem solving, and relational learning through interpersonal experiences.
- Sample assignments may make explicit reference to UDL methods of evaluation.
- More specific, concrete elements of UDL here: [CAST Universal Design for Learning Guidelines](#)



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Specialists

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Regulatory Revisions to Course Outline of Record

The purpose of this memorandum is to provide guidance regarding the implementation of the Board of Governor’s regulatory revisions to the Course Outline of Record requirements. This action was formally filed with the Office of Administrative Law and the California Secretary of State on September 24, 2025. The regulation becomes effective 30 days from the filing date on October 24, 2025. Pursuant to California Code of Regulations, section 52010, community college districts have 180 days from the effective date—April 22, 2026—to conform their local policies and procedures to the new requirements; as a result, colleges need to begin the process of implementing the regulatory revisions as part of their local review process. Full implementation and complete updates in the Chancellor’s Office Curriculum Inventory (COCI) system is required by Fall 2030.

Background

On January 14, 2025, following a broad systemwide consultation process, the California Community Colleges Board of Governors approved regulatory action regarding the Course Outline of Record. These regulatory changes were shaped by the California Community Colleges Curriculum Committee (5C), which prioritized Vision 2030–aligned practices for both credit and noncredit instruction. A working group developed a framework of principles and promising practices for discipline faculty, curriculum committees, and local academic senates to strengthen the design of course outlines and ensure district curriculum processes reflect innovation, inclusivity, and equity.

The course outline of record (COR) is one of the most significant documents in our system. It defines, in broad but essential terms, the structure and expectations of a course—what students will learn, how learning will be measured, and the academic standards that apply. While faculty retain full academic freedom in how they teach the course content, the COR provides the

Regulatory Revisions to Course Outline of Record

October 7, 2025

foundation of consistency, transparency, and accountability. These amendments affirm the role of the COR as a living document that both safeguards rigor and reflects our collective commitment to equitable student success.

The [regulatory revisions](#) also align with recent legislative priorities, including Assembly Bill 1705 (2022), which requires colleges to maximize student completion of transfer-level math and English, and Assembly Bill 1111 (2021), which establishes a common course numbering system to ease student mobility across colleges. Together, the regulatory and legislative changes form a coherent vision for student-centered curriculum that is accessible, transparent, and equitable.

Regulatory Provisions and Key Changes

Curriculum Committees as Stewards of Equity and Inclusion (§ 55001). For the first time, Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

A Strengthened and Publicly Accessible Course Outline of Record (§ 55001.5). The new section 55001.5 clearly defines the COR as the official, publicly available record of a course, underscoring its role in transparency and accountability. The regulation requires CORs to include a comprehensive set of elements: title, catalog description, outcomes and objectives, units and hours (including contact hours, outside-of-class work, and total student learning hours), discipline assignment, and representative instructional materials. Notably, instructional materials should include consideration of open educational resources (OER) that meet accessibility standards. The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners.

- To support implementation, [districts may use Common Course Numbering funds for necessary updates to local curriculum systems and processes](#).
- In addition, [all COR information must now be directly entered into the Chancellor's Office Curriculum Inventory \(COCI\)](#)—document uploads are no longer permitted. This shift reinforces statewide consistency and supports cleaner reporting.
- To aid implementation, the Ninth Edition of the Program and Course Approval Handbook (PCAH) will be released in Spring 2026, offering detailed guidance and best practices.

Modernized Standards for Credit, Noncredit, and Community Services Courses (§ 55002). The revisions to section 55002 streamline and modernize the standards that govern credit and

Regulatory Revisions to Course Outline of Record

October 7, 2025

noncredit courses. For credit courses, learning must now be demonstrated through multiple, authentic means—including written work, projects, problem-solving, and skills demonstrations—ensuring that assessment reflects the diversity of students’ learning styles and strengths. The regulation now requires CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5. Importantly, updated language regarding “basic skills.”

For noncredit courses, the revised standards strengthen consistency by requiring CORs to specify subject matter, methodology, assignments or activities, and methods of evaluation, all taught by qualified instructors.

Advancing Success and Equity

Taken together, these changes signify more than regulatory housekeeping—they reflect a vision of curriculum that is inclusive by design and transparent in practice. By requiring course outlines to highlight equity-minded approaches, mandating UDL accessibility, and ensuring public availability of CORs, the regulations affirm that every student, regardless of background, has the right to a learning environment designed for their success.

These revisions encourage faculty innovation and academic freedom while removing structural barriers that have historically hindered students, particularly those from disproportionately impacted communities. They call upon colleges to view the COR as a living commitment to equity, rigor, and opportunity. By aligning curriculum standards with recent legislative changes, the regulations also strengthen pathways to degree completion, transfer, and workforce readiness.

Next Steps for Colleges and Districts

- **Revise curriculum committee procedures** to reflect the new equity, inclusion, and UDL language of § 55001.
- **Update COR templates and catalog systems** to include all elements required by § 55001.5, including representative descriptions of inclusive teaching approaches, and ensure that all CORs are publicly accessible.
- **Directly input COR information into COCI**, as uploads are no longer permitted; allocate Common Course Numbering funds for necessary local work and system updates.
- **Review local board policy** on credit-hour calculations to ensure consistency with § 55002.5 and confirm this alignment through annual certification.
- **Train curriculum personnel**—faculty, administrators, and staff—on the revised regulations and the Chancellor’s Office Program and Course Approval Handbook.
- **Ensure prompt and accurate reporting** of approved courses to COCI and MIS.

- **Align enrollment practices** with § 55003 and § 58106, ensuring that prerequisites and limitations on enrollment are validated fairly and equitably.

Conclusion

The revised regulations remind us that curriculum is at the heart of equity. Each course outline we design, review, and approve is more than a technical record—it is an invitation to students, a promise of belonging, and a pathway to success. By embedding inclusive practices, requiring accessibility, and affirming transparency, these Title 5 revisions ensure that our colleges continue to be places where every student can thrive.

The Chancellor’s Office looks forward to supporting faculty, curriculum committees, and administrators in bringing these changes to life. Together, we can ensure that the Course Outline of Record is not only a compliance requirement but also a symbol of our shared values: access, equity, and excellence in student learning.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
John Hetts, Executive Vice Chancellor for Research, Analytics and Data

Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55001. Curriculum Committee	<ul style="list-style-type: none">• New Sub Section• Details the role of the curriculum committee

Regulatory Revisions to Course Outline of Record
October 7, 2025

<p>§ 55001.5. Course Outlines of Record.</p>	<ul style="list-style-type: none">• Separated from §55002.0• Additional requirements added specific to Common Course Numbering• Removed Basic Skills Requirements;• Amended language from Prerequisites and Corequisites to Enrollment Requirements and included enrollment limitations;
<p>§ 55002. Standards and Criteria for Courses</p>	<ul style="list-style-type: none">• Combined Degree-applicable and nondegree applicable sections to eliminate redundancy and• Added language to nondegree applicable courses section to credit and noncredit sections in order reflect AB 705/1705 requirements and guidance.
<p>§ 55100. Credit Course Approval.</p>	<ul style="list-style-type: none">• Clean up language

Final Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record

NEW SECTION 55001 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001. Curriculum Committee.

(a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

NEW SECTION 55001.5 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001.5. Course Outlines of Record.

(a) Course outlines of record document course content as approved by faculty curriculum committees and district governing boards. Course outlines of record shall be maintained in the official records of the college and made publicly available. Course outlines of record shall include the following required elements for each course:

(1) the specifications related to the unit value (for credit courses only), the expected number of contact hours, any outside-of-class hours, and the total student learning hours for the course as a whole; the total units of credit for the course as a whole calculated pursuant to section 55002.5; and if applicable, separately specify the total units of lecture, lab, or similar academic activities for attendance accounting reporting purposes pursuant to section 58003.2;

(2) the prerequisites, corequisites, or advisories on recommended preparation, if any, for the course;

(3) the title, catalog description, outcomes, objectives, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards;

(4) explanations or examples of required outside-of-class assignments, including reading and writing assignments, instructional methodology, and methods of evaluation; and

(5) the discipline or disciplines placement established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

SECTION 55002 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55002. Standards and Criteria for Courses.

~~(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.~~

(a) Credit Courses. Courses recommended by curriculum committees and approved by district governing boards as meeting the criteria described in this subdivision shall be designated either as degree-applicable credit courses or nondegree-applicable credit courses as appropriate.

~~(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.~~

~~(1)(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets~~ Credit courses shall meet the following standards:

(A) Difficulty, Level, and Intensity. Courses require critical thinking, learning skills, vocabulary, and allocation of concepts at college level as determined by the curriculum committee. Courses treat subject matter with a scope and intensity that requires students to study independently outside-of-class.

~~(B)(A) Grading Policy. The course provides~~ Courses provide for measurement of student performance in terms of ~~the stated course objectives and culminates~~ stated course objectives and culminate in a formal,

permanently recorded grades based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by consistent with the provisions of article 2 of subchapter 1 of Chapter 6 (commencing with section 55020). Proficiency may be demonstrated through written assignments, problem solving exercises or skills demonstrations by students, or other means as deemed appropriate by the curriculum committee.

(BC) Units. ~~The course grants~~ Courses grant units of credit in a manner consistent with the provisions of section 55002.5. ~~The course outline~~ Course outlines of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. ~~The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.~~

(D) Prerequisites and Corequisites. ~~Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.~~

(E) Basic Skills Requirements. ~~If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.~~

(F) Difficulty. ~~The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.~~

(G) Level. ~~The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.~~

(3) ~~Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

(4) ~~Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(D) Enrollment Requirements. Includes prerequisites, corequisites, or limitations on enrollment established in accordance with the requirements that are authorized, reviewed, and applied pursuant to sections 55003 and 58106.

(2) Conduct of Courses. Course sections must be taught by qualified instructors in accordance with the elements specified in the course outline of record.

~~(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.~~

(3) Nondegree-Applicable Credit Courses. Nondegree applicable credit courses are courses recommended by curriculum committees and approved by governing boards in one of the following categories:

~~(1) Types of Courses. Nondegree applicable credit courses are:~~

~~(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;~~

~~(B) courses designed to enable students to succeed in degree-applicable credit courses; (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;~~

~~(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;~~

~~(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.~~

(4) In nondegree-applicable credit courses, the assignments shall be sufficiently rigorous that students successfully completing a course or a sequence of required courses will have acquired the skills necessary to complete degree-applicable work.

~~(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.~~

~~(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.~~

~~(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.~~

~~(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.~~

~~(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

~~(b) Noncredit Courses. Noncredit courses are recommended by the curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.~~

~~(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.~~

~~(1) Standards for Approval. The college and/or district curriculum committee Curriculum committees shall recommend approval of the course if the course treats courses that treat subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems curriculum committees deem appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of~~

subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

~~(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.~~

~~(2)(3) Conduct of Course. All course sections of the course are to must be taught by a qualified instructors, and taught in accordance with the set of objectives and other specifications defined elements specified in the course outline of record.~~

~~(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

~~(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.~~

~~(c)(d) Community Services Offerings. A Community services offerings must: meet the following minimum requirements:~~

~~(1) is approved by the district governing boards;~~

~~(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled students; therein;~~

~~(3) provides provide subject matter content, resource materials, and teaching methods which the district governing boards deems appropriate for the enrolled students;~~

~~(4) is conducted in accordance with a predetermined strategy or plan;~~

~~(4)(5) is be open to all members of the community willing to pay fees to cover the cost of the offering; and~~

~~(5)(6) may not be claimed for apportionment purposes.~~

Authority cited: Sections 66700, ~~and~~ 70901, and 78300, Education Code. Reference: Section 70901, ~~and~~ 78300, Education Code.

SECTION 55100 OF ARTICLE 1, OF SUBCHAPTER 2, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55100. Credit Course Approval.

~~(a) The governing board of each community college district.~~ (a) Governing boards shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor ~~consistent with~~ pursuant to section 55000.5(a).

(b) ~~The~~ Chief executive officers, chief instructional officers, college academic senate presidents, and college curriculum committee chairs of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses within their college or district:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with~~ section 55000.5(a);

~~(2) the college and/or district promptly reported~~ (2) all credit courses approved by the district governing board ~~pursuant to this section~~ were promptly reported to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college ~~and/or~~ district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of sections 55001, 55002, ~~section and~~ 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with~~ section 55000.5(a);

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, and outside-of-class hours, and the calculation of credit hours, ~~consistent with section 55002.5~~.

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if ~~he or she~~ the Chancellor determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

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

BP 2235 CREDIT FOR PRIOR LEARNING

Reference: Title 5 Section 55050

Credit may be earned by students who satisfactorily pass an assessment, determined by faculty in the district-wide discipline, which may include:

- Approved external standardized examinations, such as Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP)
- Credit by examination
- Evaluation of Joint Services Transcripts (in the case of military service)
- Student-created portfolios
- Industry credentials and experience
- Work-based learning
- High school articulation
- Noncredit or professional development learning

The Chancellor, in consultation with the District Academic Senate, shall establish procedures to implement this policy.

Also see AP 2050 Articulation and AP 2236 Advanced Placement Credit.

Date Adopted: February 26, 2008
Revised: December 8, 2020
Revised: April 18, 2023
Formerly: 4235

AP 2235 CREDIT FOR PRIOR LEARNING**References:**

Education Code Section; 66025.71, 66700, 70901, Sections 70901 and 70902
Title 5 Sections 55002, 55023, 55021, 55025, 55052, 55052

Policies pertaining to Credit for Prior Learning (CPL) must be published in each College catalog of the District. The District must also review its Credit for Prior Learning policy every three years and report particular findings specified in Title 5 Section 55050 subdivision (l) to the California Community Colleges Chancellor's Office.

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)
- Achievement of an examination administered by other agencies approved by the District
- Evaluation of industry recognized credential documentation
- Evaluation of work-based learning
- Evaluation of student-created portfolios
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog
- High school articulation agreements
- Evaluation of noncredit or professional development learning

Course credit may be awarded to a student for prior learning only for individually identified

courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the home college catalog. Credit shall be applied as appropriate to the California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements, or requirements for a student's chosen program. Award of credit may be applied to electives for students who do not require additional general education or program credits to meet their goals.

Eligibility for and Limitations on Credit for Prior Learning

- The student must be currently enrolled and in good standing in the District, and have completed not less than 12 units or 50% of certificate coursework at Riverside Community College District with an overall grade point average of at least 2.0 (C). This requirement does not apply to Advanced Placement and other approved standardized examinations.
- The student must have previously earned credit or noncredit from the District or be currently registered in the District
- The course(s) to be considered are listed in the current college Catalog of the student's home college
- The student is not currently or previously enrolled in the course(s) to be considered or challenged
- A maximum of 45 units may be granted for Credit for Prior Learning
- Students shall be given the opportunity to accept, decline, or appeal the determination of Credit for Prior Learning.
- Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence (or 50% of certificate coursework) required for an Associate degree.
- Credits acquired by examination are not applicable to meeting unit load requirements such as Selective Service deferment, Veterans, CalWORKS, EOPS (and other special programs), or Social Security benefits.
- Credit for Prior Learning may not be available for all course offerings and is contingent upon discipline curricular decisions as approved by the Office of Academic Affairs.

Credit For Prior Learning Grading Policy

- Grading shall be according to the regular grading system in accordance with Administrative Procedure 2230 Grading and Academic Record Symbols
- Students shall be offered a "Pass & No Pass" option, in accordance with Administrative Procedure 2230[A] Pass & No Pass Grading Option, if that option is ordinarily available for the course
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP 2230 Grading and Academic Record Symbols and AP 2231 Grade Changes

Transcription of Credit for Prior Learning

- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.

Advanced Placement (AP)

Students requesting Credit for Prior Learning using Advanced Placement (AP) shall receive credit for Advanced Placement examinations with a score of 3, 4 or 5

in specified subject areas. Advanced Placement subject credit is granted for the fulfillment of District programs only. Students who have successfully completed AP exams with satisfactory scores may earn credit towards GE and graduation requirements, IGETC, and CSU GE Breadth Certifications under the following circumstances:

- Official AP Scores must be on file in the Records Office
- Course credit and units granted for AP exams at Riverside City, Norco, and Moreno Valley Colleges may differ from course credit and units granted by a transfer institution.
- For CSU GE and IGETC certifications, AP unit and area credit is awarded as approved by the CSU and UC systems (see CSU GE and IGETC columns on the RCCD AP Credit Chart). This is not always the same area or units for CSU GE/IGETC certification as our own equivalent course would receive.

See RCCD AP Credit Chart in the college catalog for details and/or limitations.

International Baccalaureate (IB)

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a District approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Records Office
- The student achieved a minimum acceptable score on the IB examination as recommended by the District's IB equivalency guide

See RCCD IB Chart in the college catalog for details and/or limitations.

College Level Examination Program (CLEP)

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a District-approved CLEP examination under the following circumstances:

- Official CLEP transcripts must be on file in the Records Office.
- The student achieved a minimum acceptable score on the CLEP examination as recommended by the District's CLEP Equivalency Guide.

See RCCD CLEP Chart in the college catalog for details and/or limitations.

Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Military Guide and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment application available in the Veterans Resource Center or the Admissions and Records office.
- Official transcripts must be on file in the Records Office. These may include Joint Services Transcript (JST), DANTES/USAFI, Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language

Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

Industry Recognized Credentials

Students interested in Credit for Prior Learning using industry recognized credential(s), shall receive credit as recommended by the appropriate department chair or faculty designee. To determine eligibility, the student may meet with the department chair, faculty discipline designee or home college evaluations specialist to receive further instructions.

Work-based Learning and Experience

Students interested in Credit for Prior Learning based on work-based learning and experience shall receive credit as recommended by the appropriate department chair or faculty designee. **To determine eligibility, the student may meet with the department chair, faculty discipline designee or home college evaluations specialist to receive further instructions.**

Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee. To determine eligibility, the student may meet with the department chair, faculty discipline designee or home college evaluations specialist to receive further instructions.

High School Articulated Courses

Students interested in Credit for Prior Learning using articulated high school courses shall receive credit for the successful completion of equivalent high school and/or regional occupational programs (ROP) coursework. See college catalog for details and Administrative Procedure (AP) 2050 ARTICULATION.

Noncredit or Professional Development Assessment

Students interested in Credit for Prior Learning based on completion of noncredit or professional development coursework shall receive credit as recommended by the appropriate department chair or faculty designee. To determine eligibility, the student may meet with the department chair, faculty discipline designee or home college evaluations specialist to receive further instructions.

Credit by Examination

Students may demonstrate that they have met the objectives of a course through personal study, work experience, foreign language proficiency, or some other process outside the conventional academic setting by receiving a passing grade on an examination administered by the appropriate instructional department/program. In addition to a passing examination grade, the Credit by Examination process may require the demonstration of other skills or the completion of assignments as

determined by the by the appropriate instructional department/program.

The Department chair or faculty designee shall determine whether a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience. To determine eligibility, the student is encouraged to meet with the department chair or faculty discipline designee before submitting a Petition for Credit by Examination.

All steps must be completed in the order listed below for the Petition for Credit by Examination to be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session. See college catalog for details.

In certain cases, colleges may award course credit, in lieu of completion of a course, upon successful completion of an examination. The credit requested must be for a course listed in the college catalog and the examination must be administered by the appropriate departmental faculty. See college catalog for details.

The RCCD Credit by Examination Process

Students interested in Credit for Prior Learning using Credit by Examination shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- Student shall complete the Credit by Examination petition available online or in the Admissions and Records Office.
- Student meets with the department chair or faculty designee for further instructions for Credit by Examination.
- If the department chair or faculty designee determine the Credit by Examination assessment measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade and forward to the Admissions and Records office to be kept on file and recorded on the student transcript. Completed exam materials must remain on file with the department/program for three years

Office of Primary Responsibility: Academic Affairs

Draft: 12/1/2020 (Replaces previous version of AP 2235 Credit by Examination.)

Revised: 08/01/2022

Revised: April 3, 2023

Noncredit Faculty Lead

Working document With Job Descriptions

Through a collaborative effort districtwide, noncredit courses have grown. As community colleges acknowledge the reality of our diverse learners and the need to provide flexible, open access to learning so that they can matriculate into certificates and degrees, noncredit has become an effective tool to bridge equity gaps and allow students to start their journey in community college. This is especially important for Riverside Community College District, which includes both BSI and HIS colleges and has a growing number of adult learners who face significant economic challenges which impact their ability to complete traditional programs and degrees. Noncredit provides that low-cost, low-risk introduction to college that many in our community need.

In order to maximize and increase that growth in the coming five years, the noncredit district subcommittee recognizes the need for resources and coordinated effort at the college level supported by sustained funding. More specifically, two positions are essential to support this effort: a non-credit faculty lead who will collaborate with their home college and district leadership and an educational/academic advisor (student success coordinator) who will provide outreach services, educational advising, and transition support to credit programs.

To that end, we are proposing the phased implementation of the following college-level positions.

- **Phase 1:** .2 FT Faculty and a dedicated educational/academic advisor or dedicated time from existing educational advisors for non-credit students.
- **Phase 2:** .4-.6 FT Faculty and increased educational advisor time to support expanding student base.
- **Phase 3:** 1 FT Faculty and a full-time educational advisor.
- **Phase 4:** 50% college-level Administrative and 1 FT Faculty

General

We acknowledge that the tasks associated with each position are the primary driver of release time and that increased FTES do not solely reflect increase in responsibilities. We also understand that as this position is paid through the general fund rather than through a grant, a certain threshold of noncredit FTES should be generated prior to moving from one phase to another. Given this, as a general guideline, implementation of phases ought to commence at set thresholds negotiated by district and college)

At this time, we are seeking a faculty coordinator at a .2 [categorical or general] reassign in the [Term 202X] semester to continue the work of strengthening and advancing noncredit initiatives. This individual will collaborate with their home college [Specific College] and District faculty. Each college will progress through these phases at their own pace in response to individual colleges' progress.

Noncredit Faculty Lead

Job Descriptions

Phase 1: Noncredit Faculty Lead- .2 Faculty Reassigned Time Position

Reassigned Time for This Position

0.2 Faculty Reassigned Time (Phase 1 Implementation)

Objectives

- Serve as the primary faculty representative for noncredit education at the college.

- Strengthen alignment between college and district noncredit initiatives.
- Support the development, revision, and quality implementation of noncredit courses and certificates.
- Increase faculty awareness and understanding of noncredit policies, procedures, and instructional best practices.

Outcomes / Deliverables

- Active participation and representation on the district noncredit committee.
- Revised, updated, or newly developed noncredit courses and certificates in collaboration with faculty and curriculum committees.
- Clear communication of noncredit regulations and requirements to relevant stakeholders.
- Increased faculty participation in noncredit professional development opportunities.

Timeline / Schedule of Activities

- Ongoing throughout the academic year
- Additional project-based work as needed during winter and summer sessions

Representative Ongoing Duties

- Serve as the college representative on the district noncredit committee.
- Collaborate with faculty, noncredit faculty leads, and curriculum committees to develop and improve noncredit courses and certificates (including technical elements such as CB22 coding).
- Interpret and communicate applicable local, state, and district noncredit policies and regulations.
- Participate in meetings and committees related to noncredit education.

Representative Monthly Duties

- Attend districtwide noncredit meetings and working groups.
- Provide consultation and guidance to faculty on noncredit course design, materials development, and instructional strategies.
- Identify and share professional development opportunities related to noncredit education.

Representative Periodic Duties

- Attend and serve as a point of contact for local, regional, state, or national noncredit conferences and professional learning events.
- Coordinate with district marketing teams to ensure noncredit opportunities are shared with appropriate disciplines and faculty.

Phase 2: Noncredit Faculty Lead – .4-.6 Faculty Reassigned Time Position

Reassigned Time for This Position

0.4-.6 Faculty Reassigned Time (Phase 2 Implementation)

Objectives

- Expand coordination and operational support for noncredit programs and scheduling.
- Strengthen collaboration among discipline faculty, department chairs, deans, and district partners.
- Improve enrollment efficiency, course continuity, and responsiveness to community and workforce needs.
- Enhance outreach, marketing, and professional development related to noncredit offerings.

Outcomes / Deliverables

- Coordinated noncredit course schedules aligned with college, district, and community needs.
- Reduced course cancellations through proactive planning and efficiency mitigation strategies.
- Established or strengthened external partnerships supporting noncredit programming.
- Increased visibility and enrollment in noncredit programs through coordinated marketing efforts.

Timeline / Schedule of Activities

- Year-round, with increased workload at the start of academic terms
- Additional focused work during off-term periods as noncredit demand requires

Representative Ongoing Duties

- Collaborate with discipline faculty, department chairs, deans, and district colleagues to schedule and coordinate noncredit courses.
- Work with district partners to develop rotational noncredit schedules across colleges and terms.

- Collaborate with other departments and stakeholders to ensure seamless coordination of noncredit programs across multiple authorities and sites (including off-site locations and community partners).
- Serve as a liaison between the college, district, and external partners.

Representative Monthly Duties

- Address scheduling changes, cancellations, and requests from external partners, particularly at the beginning of each term.
- Support outreach and relationship-building efforts with community organizations, libraries, workforce partners, and instructional sites.
- Work with college and district partners to develop and update noncredit marketing materials.
- Provide professional development related to student engagement and success in noncredit courses.

Representative Periodic Duties

- Participate in the hiring process for noncredit faculty and support staff (e.g., outreach staff, educational advisors).
 - Support efforts to matriculate noncredit students into credit programs in collaboration with counseling and student services.
 - Evaluate program effectiveness and recommend improvements based on enrollment and efficiency data.
-

Phase 3: Noncredit Faculty Lead – 1.0 Full-Time Faculty Reassigned Time Position

Reassigned Time for This Position

1.0 Full-Time Faculty Reassigned Time (Phase 3 Implementation)

Objectives

- Provide comprehensive leadership for noncredit education at the college and district levels.
- Advance student success, access, and equity for noncredit students.
- Strengthen external partnerships, workforce development alignment, and institutional compliance.
- Support the transition toward a hybrid faculty/administrative leadership model as noncredit programs scale.

Outcomes / Deliverables

- Fully coordinated and compliant noncredit programs aligned with district and state requirements.
- Improved student engagement, retention, and success in noncredit courses.
- Expanded external partnerships supporting workforce development and community needs.
- Integrated student support structures addressing noncredit student service gaps.

Timeline / Schedule of Activities

- Continuous, year-round leadership role
- Includes planning, implementation, and assessment cycles across academic years

Representative Ongoing Duties

- Lead external partnerships and workforce development initiatives related to noncredit education.
- Collaborate with Admissions & Records (with administrative leadership) to support compliance with noncredit requirements.
- Support and implement strategies to enhance noncredit student engagement and success, including access to student services and resources.
- Coordinate with college and district leadership on long-term planning and scaling of noncredit programs.

Representative Monthly Duties

- Work with college and district partners to address noncredit student support gaps (e.g., food pantry access, parking passes, student ID cards, student services integration).
- Analyze enrollment, completion, and engagement data to inform program improvements.
- Facilitate cross-functional collaboration among instruction, student services, workforce development, and external partners.

Representative Periodic Duties

- Support district and college initiatives related to noncredit compliance, audit preparation, and reporting.
- Contribute to strategic planning for future phases, including transition to shared administrative and faculty leadership.
- Represent the college and district in regional, state, and national noncredit and workforce development initiatives.

The faculty position may need to include special projects for work required during winter and summer.

DRAFT

BP 2105 DISTANCE EDUCATION

References:

Title 5 Section 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; and 34 Code of Federal Regulations Section 602.17.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures to ensure effective Distance Education programs exist.

Date Adopted: April 18, 2023

Revised: N/A

AP 2105 DISTANCE EDUCATION

References:

Section 504 of the Rehabilitation Act;
Americans with Disabilities Act;
Title 5 Sections 55200 et seq.;
34 Code of Federal Regulations Section 602.17 (U.S. Department of Education
Regulations on the Integrity of Federal Student Financial Aid Programs under
Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.11

The Distance Education Department, in collaboration with the colleges' distance education committees, is the official District entity that supports distance education at the colleges. This includes, but is not limited to, technology infrastructure, faculty technology training, reporting, and regulatory compliance.

Definition: Distance education means education that uses technology to deliver accessible instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructors(s) either synchronously or asynchronously with the assistance of the RCCD approved Learning Management System (LMS). In this context, the term "accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

(1) For purposes of this definition, an instructor is an individual responsible for delivering required course content and who meets the qualifications for instruction established by an institution's accrediting agency.

(2) The District has processes in place through which it establishes that a student who registers in a course offered via distance education is the same student who academically engages in the course or program. The District will make clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with verification of student identity at the time of registration or

enrollment (BP/AP 5040 Student Records, Directory Information and Privacy). The District may utilize one or more of these methods to authenticate or verify the student's identity:

- (i) secure credentialing/login and password; or
- (ii) proctored examinations; or
- (iii) new or other technologies and practices that are effective in verifying student identification.

Instructor Contact:

(1) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, email, or other activities. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- (i) Providing direct instruction ~~via synchronous or asynchronous methods~~;
or
- (ii) Assessing or providing feedback on a student's coursework; or
- (iii) Providing information or responding to questions about the content of a course or competency; or
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

(2) An institution ensures regular interaction between a student and an instructor(s) by, prior to the student's completion of a course or competency:

- (i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- (iii) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1) The District makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2) The District expects enrolled students to perform educational activities demonstrating academic engagement during the week.

(3) Student-to-student interaction

- (i) Instructors will provide opportunities for regular and substantive interaction among students. Interaction is designed to facilitate interaction with and about course content.
- (ii) Unstructured student-to-student interaction should be facilitated by the instructor using a variety of tools and methods available to accommodate a variety of cultures and communication styles.

Curriculum Approval:

For any portion of the instruction in a new or existing course that is to be provided through distance education, the course outline of record or a distance education addendum to the course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in “Instructor Contact” section above.

The course design and all course materials must be accessible to every student including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district’s adopted curriculum approval procedures.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 2020 Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Course Approval: When approving distance education courses, the Vice-Chancellor, Educational Services, or designee, will certify the following:

- **Course Standards:** Consistent standards of course rigor and content are applied to the distance education courses as are applied to face-to-face classroom courses.
- **Course Determinations:** Determinations and judgments about the consistency and alignment to existing standards of the distance education course structure were made with the full involvement of the curriculum committee approval procedures.
- **Instructor and Student Interaction:** Each section of the course that is delivered through distance education will include regular and substantive interaction

between instructor and students, as well as among students, either synchronously or asynchronously.

- The manner in which face-to-face class (seat) time will be effectively replaced in a distance education format has been addressed.
- Course compliance with Section 508 to ensure the electronic and information technology accessibility needs of individuals with disabilities has been addressed.

Addendum to Course Outline

An addendum to the official course outline of record may be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum, if submitted, must be approved according to the District's curriculum approval procedures. The addendum or course outline of record must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and substantive contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are Major Modifications made to the Course Outline of Record.

Authentication of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy, level of technology required to activate the authentication process, and estimated additional student charges associated with verification of student identity, if any.

The District's chief instructional officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password for the LMS;
- proctored examinations (determined by department); or
- new or other technologies and practices that are effective in verifying student identification.

The District's chief instructional officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

The District requires no additional fees for the authentication methods listed above. If an individual faculty member requires face-to-face proctoring at an off-campus site, any potential or associated fees will be stated in the course syllabus and should be noted in the schedule to alert students to these costs prior to registration.

The faculty teaching distance education courses shall authenticate student identification over the period of the course. Opportunities to authenticate include but are not limited to:

- Systematic monitoring and tracking of student work
- Remote online proctored exams using District furnished resources
- Synchronous oral examinations using an approved photo ID
- In-person proctored exams with photo ID check
- Synchronous or asynchronous video activities using an approved photo ID
- Other technologies or procedures specified by faculty in their course syllabus and approved by the department.

Legal Issues in Online Classes:

Webcam Use During Live Synchronous Online Classes: While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction and assessment, a carefully tailored cameras-on requirement is appropriate. Requirements of camera usage for students should be limited to showing individual student faces and should avoid requirements of scanning surrounding environments.

Real-Time Captioning During Live Synchronous Online Classes: An auxiliary aid or service is required if the class includes deaf or hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, the District should give "primary consideration" to the choice of aid or service requested by deaf or hearing-impaired students, and weigh such requests against the burdens they would impose upon instruction.

Local District Standards for Quality Distance Education Instruction:

Faculty Certification to Teach Online: Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this procedure, local district policies, accrediting agencies, and negotiated agreements. Faculty requesting or required to teach courses developed for online or hybrid delivery are expected to complete RCCD Distance Education Department online teaching certification training that includes course development, course design, course facilitation, and equity considerations within the learning management system. Enforcement of the certification requirement shall be done by the Vice-President of Academic Affairs or their designee, as a result of a process approved by the Academic Senate and the office of the Vice-President of Academic Affairs.

Non-Evaluative Peer Online Course Review: The voluntary review of courses designed for fully online and hybrid delivery should be completed by a certified team that provides mentorship and support to faculty. The courses are reviewed using industry-recognized, quality-course-design standards which include but are not limited to Quality Matters, the Online Learning Consortium Quality Scorecard, or the CVC-OEI Rubric.

Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning

Administrative Approval: June 15, 2009

Revised: July 30, 2012

Revised: June 16, 2015 (References and Titles only)

Revised: March 15, 2021

Revised: January 23, 2024

Formerly: 4105

RCCD Regular and Substantive Interaction Guidelines

Administrative Procedure 2105: Distance Education contains procedural language consistent with state and federal standards for distance education courses offered in the Riverside Community College District. As a complement to AP 2105, the Regular and Substantive Interaction (RSI) Guidelines define how to interpret the standards to ensure that online courses offered in the district meet or exceed them.

The responsibility for updating the Regular and Substantive Interaction Guidelines resides with the colleges' Distance Education Committees which report to the colleges' Academic Senates. The Distance Education Committees will review this document and make recommendations to the Academic Senate as changes are required every 3 years. Federal language is in bold and cannot be modified.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;**
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;**
- (3) Audioconferencing; or**
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).**

Note that Correspondence Education requirements are different from Distance Education requirements.

Correspondence education means

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.**
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.**
- (3) Correspondence courses are typically self-paced.**
- (4) Correspondence education is not distance education**

Definitions from the [department of education website](#) (34 C.F.R. § 602.3.)

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

(i) Providing direct instruction

- ~~Synchronous~~Direct instruction is distance education classes with meeting(s) during scheduled days and times. Students will attend class online during the published course times. Additionally, students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.
 - Evidence of class meetings (~~Confer~~Zoom, Recording, announcements with basic information about time, date, topic, link, etc.).
- ~~Asynchronous instruction is distance education classes with no scheduled meeting days. Students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.~~
 - ~~Instructional videos (synchronous meeting recordings, self-made and/or curated instructional videos) with basic contextualization from the instructor about what to do with the materials.~~

(ii) Assessing or providing feedback on a student's coursework

- Feedback on coursework can be given to individual students in a rubric, in submission comments (written, audio, or video), as quiz question comments, and/or as a written or video message as announcements, with in discussion boards, or as emails (archived in Canvas) to the *entire class*.

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

- The instructor provides information and/or answers to student questions related to the content of a course or competency, with audio, video, or written explanation as to how students should engage with the course materials.

(iv) Facilitating a group discussion regarding the content of a course or competency

- Facilitating a *group* discussion regarding the content of a course or competency could occur in discussion boards or in other locations throughout the course.
- Instructor presence as a facilitator in a group discussion serves the purpose of advancing the conversation.

(v) Other instructional activities approved by the institution's or program's accrediting agency

- Substantive interactions that are not included in the first four methods.

- District external tools that do not require separate login, with sufficient instructor engagement and data tracking.
- Substantive direct instruction using Canvas content pages created by the instructor.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

(i) Providing the opportunity for substantive interactions with the student on a *predictable and scheduled* basis commensurate with the length of time and the amount of content in the course or competency;

- *Examples can include but are not limited to:*
 - Interaction patterns will vary depending on the length of the course. The instructor establishes predictable publishing, unlocking, and availability window cycles (modules, assignments, or announcements) with due dates spread throughout the semester.
 - The instructor provides a tentative schedule showing items such as the frequency of student contact, due dates, topics of instruction, etc.
 - The instructor provides information regarding how they contact students and how students contact the instructor.
 - The instructor provides information regarding the expectation of the type and frequency of interactions during the course.

(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

- Actions taken by the institution and instructor to monitor needs and extend support.
- *Examples can include but are not limited to:*
 - Reaching out to students using the *Message Students Who* tool, Inbox messages, and/or assignment comments to note changes in participation and/or course work
 - Promoting and encouraging attendance to tutoring services, engagement centers or other campus resources
 - Using Canvas analytical tools to track student progress and engagement
 - Providing resources to equip students to monitor their success in the course
 - Providing Canvas guides and video tutorials where needed
 - Utilizing Early Alert and special program grade checks

District Academic Senate
DRAFT: Regular Business during the Academic Year

Starting July 1 with Transition of DAS President

Confirm workflow and contacts for DAS agenda sharing agenda announcements and other DAS communications as well as posting of DAS agendas and other materials as needed on DAS website

Updating Officer email access to the District Academic Senate email address

Confirm workflow with Chancellor's admin (or Provost admin) on taking, receiving, and approving draft DAS minutes

Fall Semester

Brown Act review with DAS, local senates, and standing committee chairs (see one-sheet)

Review of 10 + 1 purview within BP 2005

Confirming Senate Spotlight schedule for the year (Oct, Nov, Dec + March, April, May)

Distinguished Faculty Lecturer Rotation (queue up in spring for next AY)

Local and district senate meetings calendar (late each FALL for next AY)

Spring Semester

Emeriti (spring/summer, usually following retirements)

Distinguished Professor

Educational Assistant Position applications (Spring) and Rubric Review

Planning for April sharing at BOT:
Newly tenured faculty
Change of rank

Ongoing Fall and Spring Semesters

Receive reports/updates from Curriculum, PG&SL, GLSAC, Academic Standards, and District Equivalency Committees as necessary

BP/AP updates as needed

ASCCC highlights and updates

District Academic Senate
DRAFT: Regular Business during the Academic Year

Other standard items?