

Riverside Community College District Academic Senate

Monday, April 27, 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: March 30
- 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 (**Rhynne or designee**)
- D. Professional growth and Sabbatical Leave (**Renfrow or designee**)
- E. Senate-Appointed District Equivalency Committee (**Worsham or designee**)

**III. Administrative Reports**

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

**IV. Ongoing Business**

- A. **Action:** RCCDAS will vote on final revisions to DAS constitution and bylaws in response to Fall 2025 input from local senates (**Scott-Coe or designee**)
- B. **Information and Discussion:** RCCDAS will share reminders about the 2026-27 process and timeline for Educational Assistant applications (**Scott-Coe or designee**)
- C. **Information and Discussion:** RCCDAS will review the draft template for a routine agenda planning document for each academic year (**Scott-Coe or designee**)
- D. **Discussion Item:** RCCDAS will discuss relevant updates on DE Certification. (**Navas or designee**)
- E. **Discussion and Action:** RCCAS will receive proposed updates to AP 6160A as submitted by PG&SL and discuss timeline for review and approval (**Romero or designee**)
- F. **Discussion and Action:** RCCAS will discuss the proposal to remove the 12-unit completion requirement in BP 2235 for all CPL methods beyond AP, IB, and JSTs to ensure equitable, timely credit transcription for working adult learners (**Bell or designee**)
- G. **Discussion and Action:** RCCAS will conduct a second read of the Noncredit Faculty Lead duties including feedback thus far from local senates, in preparation for vote on June 1. (**Navas / Reible or designee**)
- H. **Information Item:** RCCAS will discuss proposed revisions to AP 2105 and RCCD RSI Guidelines (**Navas or designee**)

**V. New Business:**

- A. **Information:** RCCAS will receive an update about the District’s mandatory cybersecurity training and completion deadline (**Blackmore or designee**)
- B. **Information:** RCCAS will review the RCCD CCAP Agreement for 2026-2030 (**Rivera-Lacey or designee**)
- C. **Discussion:** RCCAS will address concerns about the definition of Low Textbook Cost (LTC) across the three colleges. (**Navas or designee**)
- D. **Discussion and Action:** RCCDAS will share faculty questions about hyflex instructional modality and recommend a process and timeline to formalize and record the definition in student and faculty-facing language (**Scott-Coe, Navas, Bell, 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, March 30, 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

**Guests:** L. Adams, I. Alanis, Q. Bemiller, S. BuShell, G. Caringela, K. Douglass, J. Elton, T. Few, M. Greene, J. Lesch, R. Perez, S. Popiden, K. Rankin, S. Rivera-Lacey, R. Ruiz, P. Scullin, and S. Williams.

**I. Preliminaries**

- A. Call to Order: 3:01 p.m.
- B. Approval of the Agenda: Bell/Navas - Approved by consensus.
- C. Approval of the Minutes: February 3, 2026 – Bell/Navas. Motion carried unanimously.
- D. Public Comments: P. Scullin expressed concerns over the DE Certification process regarding approved/disapproved course options.

**II. Committee and liaison Reports**

- A. RCCD Faculty Association (**Taube**)
  - No report.
- B. Curriculum (**Douglass**)
  - The launch date has been updated to June 5.
  - There are some mismatches between the Top and CIP, and faculty expertise is needed to correct it. A targeted email from Tech Review will be sent to discipline leads for assistance. The deadline for corrections is May 15.
  - Proposal to investigate the “activity” course category, which is state-recognized and currently limited to certain disciplines such as visual and performing arts, physical education, and select Career and Technical Education (CTE) courses. Informal discussions will be initiated to evaluate the feasibility of this exploration, including the potential impact on faculty workload calculations. A more formal, informational item will be brought forward at the April 27 District Senate meeting.
- C. Global Learning and Study Abroad (**Rhyne**)
  - No report.
- D. Professional Growth and Sabbatical Leave (**Romero**)
  - No report.
- E. Senate-Appointed District Equivalency Committee (**Worsham**)
  - Table for April 27.

**III. Administrative Reports**

- A. Chancellor’s Report (**Isaac**)
  - No report.
- B. Deputy Chancellor & Provost’s Report (**Rivera-Lacey**)
  - No Report.

**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**)  
**Motion to approve the final revisions to the DAS constitution and bylaws, as updated in response to Fall 2025 local senate input, and recommend adoption by the local senates following final review. Navas/Bell – motion carried.**
  - Updated bylaws reflect feedback from all colleges from the reviews in Fall 2025. President Scott-Coe worked closely with General Counsel in January/February to address.
  - Incorporated a definition for senate-appointed district committees and retained standard language from ASCCC and Board Policy regarding public comments.

- RCCDAS recommending approval vote and is asking local senates to take one more look. Final vote will take place at DAS in April.
- B. **Information and Discussion:** RCCDAS will sunshine the 2026-27 process and timeline for Educational Assistant application distribution, submission deadline, and review. **(Scott-Coe)**
- Applications will be submitted to the Academic Senate email with a May 1 deadline, allowing time in May to determine funding, review applications, make determinations, and notify awardees.
  - Based on last academic year's funding, approximately 9–10 positions may be supported, pending available resources.
  - Applications are intended to approve positions, not specific students *per se*, allowing flexibility for faculty in situations where a student may be unable to serve and a faculty member identifies an alternate student to serve the need.
- 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)**
- Strong faculty interest in peer-to-peer DE certification has created a backlog; efforts are underway to expand reviewer capacity and streamline the process while maintaining quality and consistency.
  - Peer-to-peer certification includes up to 16 hours of FLEX credit with limited equity FLEX for full-time faculty and a \$750 stipend for part-time faculty.
  - Guidelines continue to be an ongoing conversation, but we will need to create a routine/rhythm of predictable review.
- D. **Discussion Item:** RCCDAS will discuss the process for revising the Equivalent DE Certification pre-approved trainings. **(Navas)**
- Only pre-approved @ONE courses count toward equivalency certification. Additional review applies mainly to external trainings not already on the approved list.
  - It was proposed to have the District DE Dean send a list of approximately six non-approved @ONE courses to Senate Presidents and they will forward to college DE chairs. Local DE chairs will review and provide recommendations, which can be brought back to District Senate for discussion and potential approval/expansion.
- E. **Discussion Item:** RCCDAS will discuss the present and future charge of the DE Workgroup, including DE faculty facilitator duties. **(Navas)**
- High demand and complex workflows have created bottlenecks (one-to-one emailing, broad messaging, troubleshooting, reclarifying, etc.), particularly within the DE faculty facilitator role, highlighting the need for additional support for the facilitator and an expanded number of faculty peer reviewers.
  - The facilitator role is essential but currently too centralized; there is a need to better define responsibilities, distribute workload, and ensure long-term sustainability for the role.
  - Ongoing questions remain around faculty vs. administrative responsibilities. We will need clearer structure, guidance, and potential formalization of the facilitator role moving forward.
- 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)**
- Senate is re-examining a previously established EdTech renewal and governance process to restore a clearer, more structured approach to selecting and maintaining instructional technology tools.
  - There's a strong emphasis on re-engaging faculty voice and participatory governance in decisions about educational technology acquisitions, renewals, and discontinuations.
  - DE chairs and district DE will collaboratively review considerations for new tools and districtwide applicability, with recommendations to report back to district Senate.
- G. **Discussion and Possible Action:** RCCDAS will discuss the spring timeline of review and approval flows for AP 2101 (Independent Study). **(Scott-Coe)**
- The draft of AP 2101 has reached a transition point. Administrative Procedure 2101 should now be advanced to DSPPC (District Strategic Planning Council) for review and formal processing. Labor negotiations occur after DSPPC review, as the finalized AP language triggers the bargaining process with the faculty association.
- H. **Discussion of Faculty Rank:** RCCDAS will discuss the process and timeline for approving faculty emeritus rank. **(Navas)**
- Several retirees were missed due to deadlines or process gaps. Clarification on criteria, timelines, and nomination procedures is needed, including handling of posthumous cases, as part of a broader future revision of AP 2000.
  - Faculty under consideration for Emeritus Rank include:
    - Moreno Valley College: James Banks (posthumous), Fabian Biancardi and Christopher Rocco.
    - Riverside City College: Ellen Brown-Drinkwater and Mike Barnes.
    - Norco College: no recommendations at this time.

## V. New Business:

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

**Moved by District Academic Standards Committee to adopt the Curriculum Policy for complying with Title 5 §55001 (b and c) relating to equity and inclusion. Bell/Navas – motion carried.**

- A draft curriculum policy developed by the District Academic Standards Committee in response to new Title V requirements was presented, requesting an expedited review and approval due to the April 22 compliance deadline.
- The policy establishes a process for documenting equity, inclusion, and accessibility in course outlines of record, and applies to the district curriculum handbook.
- Faculty will complete two new required fields identifying equity-minded practices and accessibility/UDL elements. The Curriculum committees will review these elements as part of the standard approval process, with expanded agenda documentation.
- Supporting resources for faculty are in development and will remain a living document.
- The implementation is scheduled to begin in Fall 2026, with a local deadline set for June 2029 to meet compliance by Fall 2030.

- B. **Discussion (First Read):** 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)**

- Proposal aligns with state legislation, Title V, and Vision 2030 priorities to remove barriers. Current policy creates inequity by delaying credit for some students while others receive immediate credit. Change aims to ensure equitable, timely credit transcription, especially for working adults and part-time students.
- Recommendation to have AOs present proposal to local Senates with intent for DAS approval by end of term.

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

- First read of proposed Noncredit Faculty Lead role starting at 0.2 FTE to support noncredit program development. It is focused on expanding access, outreach, and alignment with credit courses.
- Duties include coordination with curriculum, faculty, and district efforts.
- The role may expand in response to program growth, however, there is a recognized need for dedicated student support.
- Item will return to DAS April 27 for further discussion with input from colleges.

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

- Minor clarifying, non-substantive revisions to AP 2105 and RSI Guidelines to update terminology and tools that aligns RSI language with updated ACCJC rubric on substantive interaction.
- AP 2105 will be returned to DAS in April as an action item prior to its transition to DSPC in May. It will also be presented at the local senates for information.

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

- The planning document maps recurring items across fall, spring, and intersession cycles, including July 1 transitional logistics, regular senate business, orientation/review of Brown Act and RCCD Board Policy related to Senate, routine tasks, and feedback loops with standing committees. The planner is intended to help improve consistency and forecasting. It will be brought back for additional input in April.

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

- The district is going to support convening a workgroup for refining “burden free” materials for the refinement of the Administrative Procedure.
- Developing an internal, faculty-created curriculum/training program to replace the DE Camp, including deciding the timeline and a different name for the in-house training.
- Request an update on faculty representation on the AI Council, with concern that AI-related issues including 10+1 and technical/logistical challenges need clearer faculty involvement and will be revisited in April.
- Broader and transparent district-level discussion are needed at DSPC regarding Space utilization/optimization to ensure facilities decisions are guided by subject matter experts and that faculty are actively included in the process.

**VII. College Senate Reports**

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

- Commencement is coming back to Moreno Valley College.
- Scholarship awards are still being distributed, but related recognition events were canceled with a possible rescheduling of the event in May.

- Upcoming DE certification and information events are scheduled, including an April 2 session and a planned DE certification day to support faculty certification and peer review participation.

B. Norco College (**Bell**)

- No report.

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

- ISER is scheduled for the April 6 meeting and will remain on the agenda for two meetings, with a final read planned in May.
- Appreciation was expressed to contributors who completed the ISER work, including final edits and team efforts under tight timelines.
- Election season is open, including elections for standing committee chairs, senate leadership roles, and associate faculty senator.
- Planning is underway for DE certification/orientation activities, with dates being coordinated for April and May to support broader participation.

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

**Fall 2025 Meetings:**

~~August 25, 2025~~  
~~September 29, 2025~~  
~~October 27, 2025~~  
~~December 1, 2025~~

**Spring 2026 Meetings:**

February 23, 2026  
 March 23, 2026 [Changed to March 30]  
 April 27, 2026  
 June 1, 2026

# District Equivalency Committee Update

Presented by: Patty Worsham, Professor Business Administration  
District Equivalency Committee, Chair  
Norco College  
March 2026

# District Equivalency Committee Update

---

Operating under revised AP 6210A (June 2025)

---

Equivalency Committee= 2 faculty per college; Equivalency Panel = 1 SME per college

---

Rotating Chair (2025–26: Patty Worsham)

---

Faculty-led equivalency determinations

---

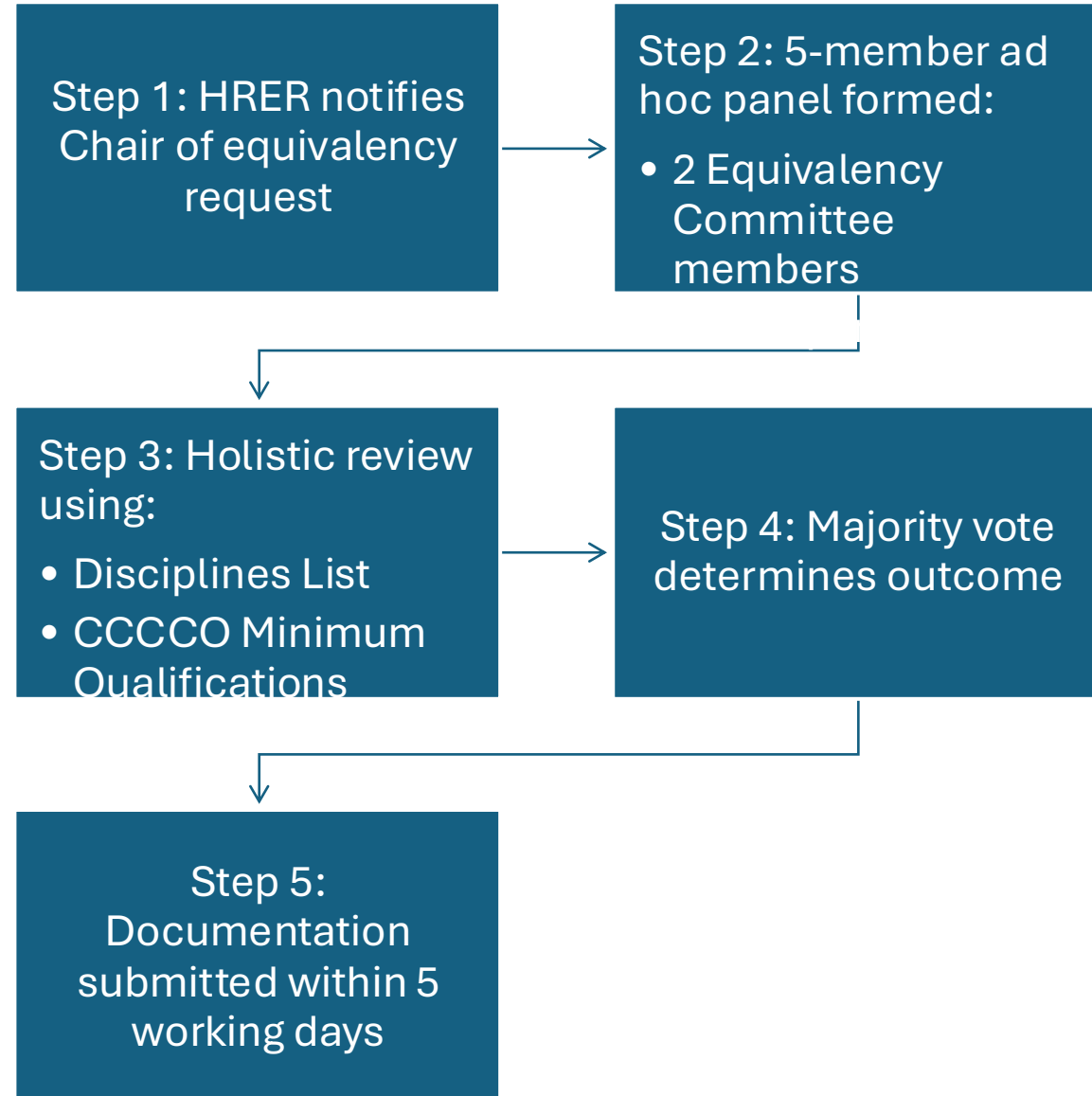
California Ed Code §87359(b) the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors.

# District Equivalency Committee How we Got Here

Timeline of what got us here:

- AP 6210A was revised during the 2024-2025AY.
- The workgroup came through DAS in 2023 and Chairs committees were delegated to begin
- Cross-district workgroup
- Group was Administrators, Faculty, General Counsel, FA, HRER
- Committee was seated in mid-October 2025
- Committee is a senate-appointed district committee (not a standing committee) with a specific purview under Title 5 for equivalency determination. It is not subject to the Brown Act.

# Process Overview



Implementation  
Reality

---

Process began before formal  
“launch”

---

Functioning as live pilot

---

Since Nov. 12: 9 equivalency  
requests

---

Multiple disciplines across  
colleges

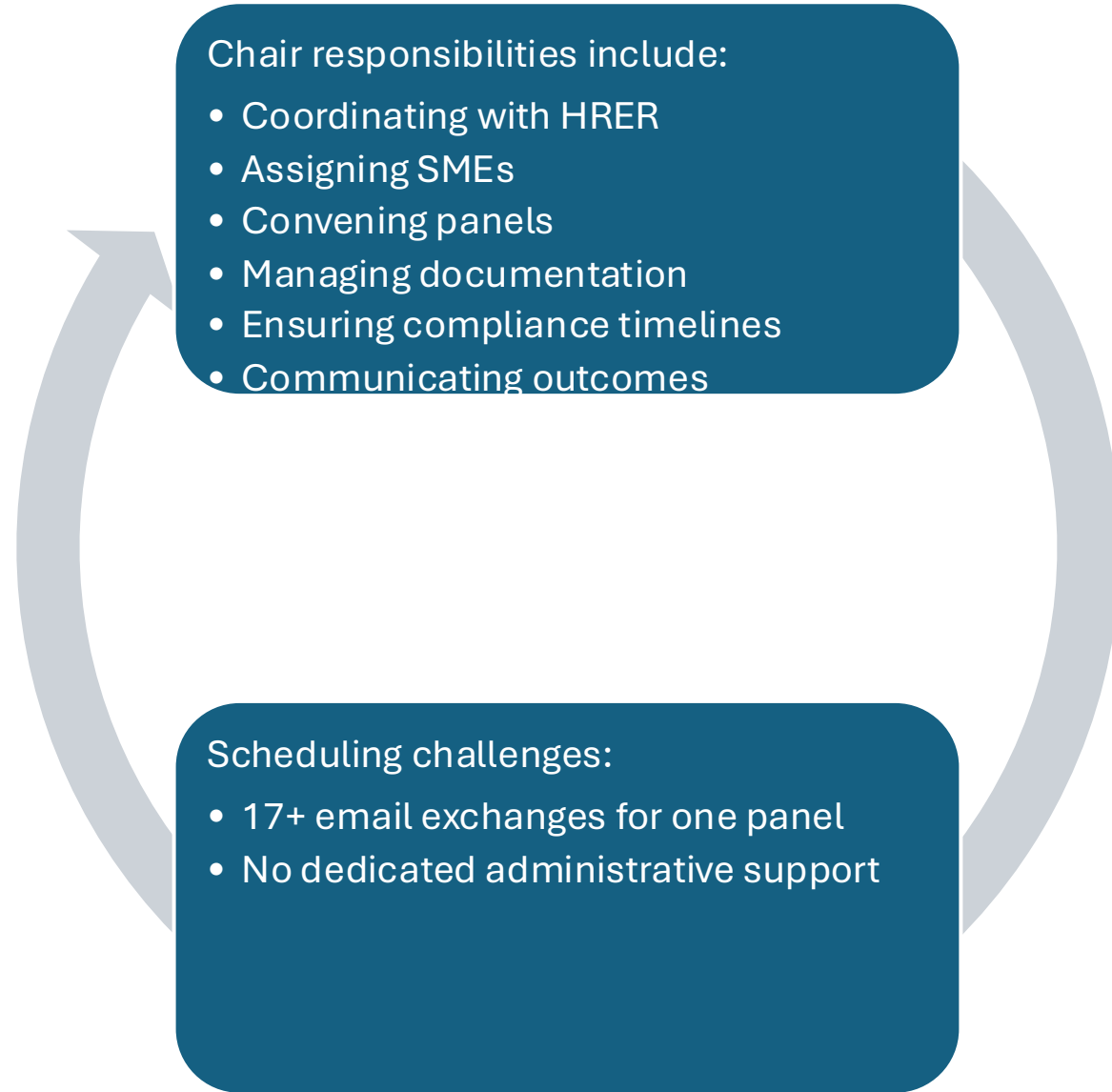
# Workload Considerations

## Chair responsibilities include:

- Coordinating with HRER
- Assigning SMEs
- Convening panels
- Managing documentation
- Ensuring compliance timelines
- Communicating outcomes

## Scheduling challenges:

- 17+ email exchanges for one panel
- No dedicated administrative support



# Sustainability Concerns

Role increasingly:

- Ongoing
- Operational
- HR-adjacent
- Compliance-sensitive

Not typical occasional  
committee service

# Discussion with District Leadership

## Met with:

- Deputy Chancellor
- DAS President

## Key needs identified:

- Administrative scheduling/logistical support
- Reassigned time for Committee Chair
- Ensuring regular connection to DAS for regular support

# Why The Equivalency Procedure Matters

## Required for hiring compliance

- Protects faculty primacy (10+ 1)- note Ed Code
- Supports accreditation standards
- Ensures consistent districtwide process and broader understanding of procedure

## No candidate may be hired without:

- Meeting minimum qualifications  
OR
- Being granted equivalency

# District Committee Feedback on Areas for Improvement

- Ensure that every discipline and department reviews AP6210, specifically the Guidelines for Consideration of Equivalency (pp. 5-7)- before encourage anyone to pursue equivalency. These guidelines should also be shared with individuals prior to submitting a formal request, so expectations and criteria are clearly understood from the outset.
- Ensure that Dept. Chairs and disciplines review procedure and update their designee lists annually (in Spring).

# Moving Forward



Continuing implementation refinement



Exploring administrative support for scheduling meetings and off-contract compensation coordination



Beginning conversation on reassigned time for the District Committee Chair



Seeking on-going DAS guidance and support

# 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.

## Updated DAS Constitution and Bylaws: 10 March 2026

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

## Updated DAS Constitution and Bylaws: 10 March 2026

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

## Updated DAS Constitution and Bylaws: 10 March 2026

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

## Updated DAS Constitution and Bylaws: 10 March 2026

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

## Updated DAS Constitution and Bylaws: 10 March 2026

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:**

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

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

**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

Identify/review Standing Committees and Senate-Appointed District Committees to assure DAS support and communication

Review of standard President or designee rotation onto DSPC committees (i.e. DSPC, Facilities Planning, Budget Engagement, etc.)

**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 ~~–should be FALL??–~~ 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**

**District Academic Senate**  
**DRAFT: Regular Business during the Academic Year**

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

Other standard items?

**Riverside Community College District Administrative No. 6160a  
Procedure**

---

**Human Resources and Employee Relations**

**AP 6160a PROFESSIONAL GROWTH – FULL TIME FACULTY –  
SALARY ADVANCEMENT AND SABBATICAL LEAVE**

**Reference:**

Accreditation Standard 3.2

**I. General Information**

A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), a standing committee of Academic Senate, which is co-chaired by a faculty member and an administrator. The administrative co-chair shall ensure that the PG&SL committee follows the requirements of this AP and also to serve as liaison to Administration.

B. A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate, complete paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, Chancellor or Deputy Chancellor/Provost in advance of initiating the endeavor. In the event that the PG&SL Committee encounters unusual cases when reviewing professional growth plans, the committee may consult with the Deputy Chancellor/Provost and/or the District Academic Senate to assist the committee in their review.

1. Faculty members shall provide the following information to be verified by PG&SL Committee: The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.

2. Human Resources & Employee Relations (HR&ER) will confirm all applicable information on the Plan for Professional Growth form.

C. Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty member must submit a request for reclassification packet to the PG&SL Committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines. Upon verification of the completion of the reclassification request, the PG&SL Committee will forward the recommendations to the Deputy Chancellor/Provost, the College Academic Senate Presidents, as well as the Vice Chancellor of HR&ER who will place the item on the agenda for approval by the Board of Trustees. Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

1. Any approved salary reclassification will be effective the first day of the month following Board of Trustees approval.

2. Salary reclassification based on completed coursework or approved activities shall not be applied retroactively.

D. Appeal process: If the academic scholarly or professional growth plan or the request for reclassification is denied by the PG&SL Committee or Deputy Chancellor/Provost, the faculty member may make a petition to appeal the decision within 30 days of receiving PG&SL decision letter by submitting a written request addressed to the Co-Chairs of the PG&SL committee.

E. The files of those who request the appeal process will be forwarded to the District Academic Senate. The District Academic Senate will conduct a procedural review of the files forwarded by the PG&SL Committee and shall make a decision by majority vote and communicate to the PG&SL Committee. The decision of the District Academic Senate is final.

## II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or must enhance and further the faculty member's ability to perform in the applicant's approved faculty service area(s) or planned area of expertise. The Committee may seek clarification or further information when the course work or instructional program(s) is not discipline-specific or in a faculty member's service area.

1. Course work is defined as those courses for which graduate credit can be certified by a regionally accredited college or university, and

which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the graduate course requirement.

2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.

4. In the case of facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on facilitating institutes and/or workshops will be considered for up to 30 days after the date of presentation or facilitation.

a. One semester unit of workshop credit will be granted on the basis of at least 54 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present at a workshop; extensive pre-and/or workshop homework, assignments; designing, planning, and/or featured presenters. Evidence of participation will be required.

5. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is

required.

6. Faculty will be expected to undertake focused study at graduate level for all reclassification beyond the baccalaureate.

8. Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan.

**B. Professional Growth Based on Professional Publications**

1. Professional publications are defined as articles published as authored individual works in textbooks or scholarly publications as determined by the PG&SL Committee in their sole discretion. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 54 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. The Committee may ask for further clarification or information regarding professional publications submitted for consideration. Works that have been compensated by Special Project cannot be used.

2. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.

3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

**C. Professional Growth Based on Independent Study**

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary

publications such as novels, poems, literary nonfiction books, or plays; creation of sculpture; or independent research at a graduate level of competency. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.

2. Upon the recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, and may be applicable for purposes of salary reclassification.

3. A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit.

2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

3. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.

4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

III. Professional Growth Procedures & Salary Placement

- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.
- B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications and facilitation of workshops, proposed growth activities shall not be initiated before the plan has been approved.
- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved/not approved or that changes are necessary.
- D. Upon completion of the plan, the faculty member will submit a formal written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.  
Upon completion and conferral of a Master's degree (or Bachelor's Degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.
- E. Upon completion and conferral of a Doctoral degree, faculty may submit a complete application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.
- F. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Chancellor or Deputy Chancellor/Provost who reviews and forwards to Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

#### IV. Sabbatical Leave

Sabbatical leave will be granted in accordance with Article XIII, Section Q of the collective bargaining agreement between the District and the District's Chapter of the

CCA/CTA/NEA. This Agreement is available for review on the District's website ([www.rccd.edu](http://www.rccd.edu)) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

Office of Primary Responsibility: Vice Chancellor, Human Resources and Employee Relations

---

Administrative Approval:

January 27, 2015

Revised: April 7, 2026 (PG&SL Committee)

(Replaces Regulations 3080)

DRAFT

Riverside Community College District Administrative No. 6160a  
Procedure

Deleted: 7

Human Resources and Employee Relations

AP 76160a PROFESSIONAL GROWTH – FULL TIME FACULTY –  
SALARY ADVANCEMENT AND SABBATICAL LEAVE

Reference:

Accreditation Standard 3.2

Deleted: III.A.5 14

I. General Information

Formatted: Condensed by 0.2 pt

Formatted: Font color: Light Blue

Formatted: Font: 12 pt

A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), a standing committee of Academic Senate, which is co-chaired by a faculty member and an administrator. The administrative co-chair shall ensure that the PG&SL committee follows the requirements of this AP and also to serve as liaison to Administration.

Formatted: Font: 12 pt

Formatted: Space Before: 0.05 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Deleted: n academic

Formatted: Font: 12 pt

Deleted: program

Formatted: Strikethrough

Deleted: or designee

Formatted: Highlight

Formatted: Font: 12 pt

Deleted: District

Formatted: Font: 12 pt

Formatted: Strikethrough

Formatted: Normal, No bullets or numbering

Deleted: contact Human Resources & Employee Relations (HR&ER) to provide

Formatted: Font color: Light Blue

Formatted: Font: 12 pt

Formatted: List Paragraph, Indent: Left: 0.5", First line: 0", Right: 0", Numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.01" + Indent at: 0.56", Tab stops: 1.1", Left + 1.1", Left + Not at: 1.06"

B. A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents Chancellor or Deputy Chancellor/Provost in advance of initiating the endeavor. The documents of academic endeavors will also be reviewed by Vice Chancellor of Educational Services & Strategic Planning (ES&SP) and the District Academic Senate President. In the event that the PG&SL Committee encounters unusual cases when reviewing professional growth plans, the committee may consult with the Deputy Chancellor/Provost and/or the District Academic Senate to assist the committee in their review.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Deleted:

Formatted: List Paragraph, Indent: Left: 0.5", First line: 0", Line spacing: Multiple 1.04 li, Numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.01" + Indent at: 0.56", Tab stops: 1.1", Left + 1.1", Left

1. Faculty members shall provide the following information to be verified by PG&SL committee co-chairs: The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

3. Human Resources & Employee Relations (HR&ER) will confirm all applicable information on the Plan for Professional Growth form: \*\*\* date of hire as a

Formatted: Font color: Light Blue

full-time faculty member, occupational salary schedule if applicable, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), and carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities.

C. Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty member must submit a request for reclassification packet to the PG&SL Committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines. Upon verification of the completion of the reclassification request, the PG&SL Committee will forward the recommendations to the Vice-Chancellor or Deputy Chancellor/Provost, ES&SP and the College Academic Senate Presidents, as well as the Vice Chancellor of HR&ER who will place the item on the agenda for approval by the Board of Trustees. Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

1. Any approved salary reclassification will be effective the first day of the month following Board of Trustees approval.

2. Salary reclassification based on completed coursework or approved activities shall not be applied retroactively.

D. Appeal process: If the academic scholarly or professional growth plan endeavor or the request for reclassification is denied by the PG&SL Committee, the Chancellor or Deputy Chancellor/Provost, VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision within 30 days of receiving PGSL decision letter by submitting a written request addressed to the co-chairs of the PG&SL committee.

E. The files of those who request the appeal process will be forwarded to the District Academic Senate. The District Academic Senate will conduct a procedural review of the files forwarded by the PG&SL Committee and shall make a decision by majority vote and communicate to the PG&SL Committee. The decision of the District Academic Senate is final.

## II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or must enhance and further the faculty member's ability to perform in the applicant's approved faculty service area(s) or planned area of expertise. The Committee may seek clarification or further information when the course work or instructional program(s) is not discipline-specific or in a faculty member's service area.

Deleted: occupational salary schedule	
Deleted: ;	
Deleted:	
Formatted	[... [7]
Deleted: ,	
Formatted	[... [8]
Deleted: at the time of hire	
Formatted	[... [9]
Formatted	[... [10]
Formatted	[... [11]
Formatted	[... [12]
Formatted	[... [13]
Formatted	[... [14]
Formatted	[... [15]
Deleted: Once the approved academic endeavor	[... [16]
Formatted	[... [17]
Deleted: ...fifteen (15) semester units of approved	[... [18]
Deleted: member must...ember must submit	[... [19]
Deleted: To request reclassification for salary	[... [21]
Formatted	[... [20]
Formatted	[... [22]
Deleted: or designee...r Deputy Chancellor/P	[... [23]
Deleted: Educational Services and Strategic	[... [24]
Deleted: ,	
Deleted: -the President of the College	
Deleted: and	
Deleted:	
Deleted: Human Resources and Employee-	[... [25]
Formatted	[... [26]
Deleted: <#>¶	
Formatted	[... [27]
Deleted: S	
Deleted: S...lary rR	[... [29]
Formatted	[... [28]
Deleted: for pay purposes	
Deleted: will be effective the 1st day of the m	[... [31]
Formatted	[... [30]
Formatted	[... [32]
Formatted	[... [33]
Formatted	[... [34]
Deleted: implemented	
Formatted	[... [35]
Deleted: <#>Reclassification for pay purposes	[... [36]
Formatted	[... [37]
Deleted: rejected	
Formatted	[... [38]
Deleted: r designee	
Formatted	[... [39]
Deleted: :	
Formatted	[... [40]
Formatted	[... [41]
Deleted: College	
Deleted: Senate Presidents...he District Acc	[... [42]
Formatted	[... [43]
Deleted: Presidents	
Formatted	[... [44]

1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the graduate course upper-division course requirement.

Formatted [54]

2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by 2/3.

Formatted: Font: 12 pt

Formatted [55]

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.

Formatted: Font: 12 pt

Formatted [56]

Deleted: 36

Formatted [57]

~~4. Course Work/Certificates - Units awarded for all course work, whether or not applicable towards a graduate level certificate, shall only be applied for salary advancement up to one additional column and in no event beyond Column G.~~

Formatted: Indent: Left: 1.22", No bullets or numbering

Formatted: Strikethrough

Deleted: -

5. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 30 days 6 months after the date of presentation or facilitation completion.

Formatted: Font: 12 pt

Formatted [58]

- a. One semester unit of workshop credit will be granted on the basis of at least 54 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" includes, is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present at a workshop; extensive pre-and/or workshop homework, assignments; designing, planning, and/or featured presenters. Evidence of participation will be required.

Formatted: Indent: First line: 0"

Deleted: 36

Formatted: Condensed by 0.95 pt

Deleted: -

Deleted: which...s defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present a paper ...t a workshop; in...

Formatted: Strikethrough [59]

~~b. For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.~~

Deleted: <#>¶

Formatted: Strikethrough

Deleted: <#>Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

Deleted: <#>¶

... [60]

Formatted: Font: 12 pt

Deleted: <#>Fifteen approved semester

... [61]

Formatted: Font: 12 pt

Formatted

... [62]

Formatted: Font: 12 pt

6. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

Deleted: upper division and

Formatted: Normal, No bullets or numbering

7. Faculty will be expected to undertake focused study at graduate level for all reclassification beyond the baccalaureate.

Deleted: However, ... Lower division units

... [64]

Formatted

... [63]

Formatted

... [65]

~~8. Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan.~~

Deleted: development program. The All-

... [66]

Formatted: Font: 12 pt

Formatted

... [67]

Formatted: Font: 12 pt

#### B. Professional Growth Based on Professional Publications

Deleted: juried

Formatted

... [68]

Formatted: Condensed by 0.45 pt

1. Professional publications are defined as articles published as authored individual works in textbooks or scholarly publications as determined by the PG&SL Committee in their sole discretion. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 54,36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. The Committee may ask for further clarification or information regarding professional publications submitted for consideration. Works that have been created compensated by SPR can't be used.

Deleted: cC...ommittee in their sole

... [69]

Deleted: ,

Deleted: compilations, or textbooks

Formatted: Font: (Default) Arial, 12 pt

Deleted: The application for professional g

... [70]

Formatted

... [71]

Deleted: T

Deleted: Approximately 36 hours will qua

... [72]

Formatted

... [73]

Formatted

... [74]

2. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.

Deleted: designee

Deleted: Chancellor

Deleted: ,

Formatted: Highlight

Formatted: Strikethrough

Formatted

... [75]

Deleted:

3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum

Formatted: Highlight

Formatted

... [76]

may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, literary nonfiction books, or plays; creation of sculpture, or independent research at a graduate level of competency. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.

2. Upon the recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, Vice-Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, and may be applicable for purposes of salary reclassification.

3. A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth shall include documentation and rationale for the units requested. Approximately 54 hours will qualify as one unit.

2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

3. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor or Deputy Chancellor/Provost, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.

Formatted ... [77]

Formatted: Font: 12 pt

Formatted ... [78]

Deleted:

Formatted: Font color: Orange, Highlight

Formatted: Condensed by 0.65 pt

Deleted: will

Deleted: Approximately...4 36

... [79]

Deleted:

Formatted: Font color: Auto

Formatted: Indent: Left: 1.1", No bullets or numbering

Formatted: Font: 12 pt

Deleted: designee

Deleted: Chancellor

Formatted: Highlight

Formatted: Strikethrough

Deleted: ;

Formatted ... [80]

Deleted:

Formatted: Highlight

Formatted: Font: 12 pt

Formatted ... [81]

Formatted: Font: 12 pt

Formatted ... [82]

Formatted: Font: 12 pt

Formatted ... [83]

Deleted: will

Deleted:

Deleted: 36 (or 54?)

Formatted: Strikethrough

Formatted: Font: 12 pt

Formatted ... [84]

Formatted: Font: 12 pt

Formatted ... [85]

Deleted: designee

Deleted: Chancellor

Deleted:

Deleted: Vice Chancellor of, ES&SP

Formatted ... [86]

Deleted:

Deleted: !

Formatted: Font: 12 pt

4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

Formatted: Indent: First line: 0", Right: 0"

Deleted:

Formatted ... [87]

III. Professional Growth Procedures & Salary Placement

Formatted ... [88]

Formatted: Font: 12 pt

A. The PG&SL Committee will develop effective procedures for the operation of the Committee.

Formatted ... [89]

Formatted: Font: 12 pt

B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications and facilitation of workshops, proposed growth activities shall not be initiated before the plan has been approved.

Formatted: Font: (Default) Arial, 12 pt

Formatted: Space Before: 0.1 pt

Deleted: c

Formatted: Font: (Default) Arial, 12 pt

C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved/not approved or that changes are necessary.

Deleted: Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating appropriate professional growth activities besides professional publications. And The faculty member must have preliminary approval of that plan by the PG&SL Committee to ensure it meets the necessary District requirements, and criteria for professional growth and unit allocation.

Formatted: Font: 12 pt

D. Upon completion of the plan, the faculty member will submit a formal written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

Formatted: List Paragraph, Indent: Left: 0.6", Right: 0.43", Line spacing: Multiple 1.05 li, Tab stops: 1.09", Left + 1.09", Left

Upon completion and conferral of a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.

Formatted ... [90]

Formatted: Font: 12 pt

Formatted ... [91]

Deleted: ¶

Deleted: a Bachelor's degree (only applies to those on the occupational salary schedule with less ... [93]

Formatted ... [92]

Formatted ... [94]

E. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.

Formatted: Font: 12 pt

Formatted: List Paragraph, Indent: Left: 0.59"

Deleted: or designee

Formatted ... [95]

Formatted: Highlight

Deleted: Vice Chancellor of ES&SP

F. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Chancellor or Deputy Chancellor/Provost, who reviews and forwards to Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

Deleted: Educational Services and Strategic ... [97]

Deleted: Diversity and

Formatted ... [96]

Formatted: Condensed by 1.15 pt

Formatted: Condensed by 1.1 pt

Formatted ... [98]

IV. Sabbatical Leave

Formatted: Font: 12 pt

Formatted ... [99]

▲ Sabbatical leave will be granted in accordance with Article XIII, Section Q of the collective bargaining agreement between the District and the District's Chapter of the CCA/CTA/NEA. This Agreement is available for review on the District's website ([www.rccd.edu](http://www.rccd.edu)) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

▲ Office of Primary Responsibility: Vice Chancellor, Human Resources and Employee Relations

▲ Administrative Approval:  
January 27, 2015  
Revised: May 18, 2023  
December 12, 2023, January 30, 2024  
(Replaces Regulations 3080)

Formatted	[100]
Deleted: P	
Formatted	[101]
Formatted	[102]
Formatted	[103]
Formatted	[104]
Formatted	[105]
Formatted	[106]
Formatted	[107]
Formatted	[108]
Formatted	[109]
Formatted	[110]
Formatted	[111]
Formatted	[112]
Formatted	[113]
Formatted	[114]
Formatted	[115]
Formatted	[116]
Formatted	[117]
Deleted: Diversity and	
Formatted	[118]
Formatted	[119]
Formatted	[120]
Formatted	[121]
Formatted	[122]
Formatted	[123]
Formatted	[124]
Formatted	[125]
Formatted	[126]
Formatted	[127]
Formatted	[128]
Formatted	[129]
Formatted	[130]
Formatted	[131]
Formatted	[132]
Formatted	[133]
Formatted	[134]
Formatted	[135]
Formatted	[136]
Deleted: February 12, 2019 March 21, 2019	
Deleted: ,	
Formatted	[137]
Formatted	[138]
Formatted	[139]
Formatted	[140]
Formatted	[141]
Formatted	[142]

**Page 1: [1] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 1: [1] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted Scott-Coe, Jo 3/4/26 11:36:00 AM**

Condensed by 0.3 pt

**Page 1: [2] Formatted** Scott-Coe, Jo 3/4/26 11:36:00 AM

Condensed by 0.3 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [3] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.2 pt

**Page 1: [4] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.6 pt

**Page 1: [4] Formatted** Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.6 pt

**Page 1: [5] Formatted** Scott-Coe, Jo 3/4/26 12:49:00 PM

Highlight

**Page 1: [5] Formatted** Scott-Coe, Jo 3/4/26 12:49:00 PM

Highlight

**Page 1: [6] Formatted** Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue

**Page 1: [6] Formatted** Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue

**Page 1: [6] Formatted** Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue

**Page 2: [7] Formatted** Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue

**Page 2: [7] Formatted** Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue

Page 2: [8] Formatted Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue, Highlight

Page 2: [9] Formatted Koh, Katherine 1/20/26 7:46:00 PM

Font color: Light Blue, Strikethrough

Page 2: [10] Formatted Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue, Strikethrough

Page 2: [11] Formatted Koh, Katherine 1/20/26 7:46:00 PM

Strikethrough

Page 2: [12] Formatted Zhai, Lijuan 1/31/24 2:17:00 PM

Font color: Light Blue, Strikethrough

Page 2: [13] Formatted Koh, Katherine 1/20/26 7:46:00 PM

Strikethrough

Page 2: [14] Formatted Scott-Coe, Jo 3/4/26 11:18:00 AM

Font color: Accent 6, Highlight

Page 2: [15] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Font: 12 pt

Page 2: [16] Deleted Koh, Katherine 1/30/24 5:14:00 PM

x.....  
A.

Page 2: [17] Formatted Brucks, Susan 1/22/24 8:51:00 PM

Strikethrough

Page 2: [18] Deleted Koh, Katherine 1/31/24 8:43:00 AM

v.....  
B.

Page 2: [18] Deleted Koh, Katherine 1/31/24 8:43:00 AM

v.....  
C.

Page 2: [19] Deleted Brucks, Susan 1/22/24 7:51:00 PM

v.....  
D.

Page 2: [19] Deleted Brucks, Susan 1/22/24 7:51:00 PM

v.....  
E.

Page 2: [19] Deleted Brucks, Susan 1/22/24 7:51:00 PM

v.....  
F.

Page 2: [20] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Font: (Default) Arial, 12 pt

Page 2: [21] Deleted Koh, Katherine 1/31/24 8:44:00 AM

v.....  
G.——

Page 2: [21] Deleted Koh, Katherine 1/31/24 8:44:00 AM

▼  
H. —

Page 2: [22] Formatted Koh, Katherine 1/20/26 7:50:00 PM

Strikethrough

Page 2: [23] Deleted Scott-Coe, Jo 3/4/26 12:51:00 PM

x.  
I.

Page 2: [23] Deleted Scott-Coe, Jo 3/4/26 12:51:00 PM

x.  
J.

Page 2: [24] Deleted Koh, Katherine 1/31/24 8:44:00 AM

x.  
K. —

Page 2: [25] Deleted Koh, Katherine 1/31/24 8:45:00 AM

x.  
L. —

Page 2: [25] Deleted Koh, Katherine 1/31/24 8:45:00 AM

x.  
M. —

Page 2: [25] Deleted Koh, Katherine 1/31/24 8:45:00 AM

x.  
N. —

Page 2: [26] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.85 pt

Page 2: [26] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.85 pt

Page 2: [27] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Font: 12 pt

Page 2: [28] Formatted Koh, Katherine 1/30/24 5:13:00 PM

List Paragraph, Indent: Left: 0.59", First line: 0.01", Right: 0.19", Line spacing: Multiple 1.03 li, Numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.01" + Indent at: 0.56", Tab stops: 1.1", Left +

Page 2: [29] Deleted Koh, Katherine 1/18/24 10:45:00 PM

▼  
1.

Page 2: [29] Deleted Koh, Katherine 1/18/24 10:45:00 PM

▼  
2.

Page 2: [30] Formatted Koh, Katherine 1/30/24 5:13:00 PM

Font: 12 pt, Condensed by 0.15 pt

Page 2: [31] Deleted Koh, Katherine 1/30/24 5:13:00 PM

▼

**Page 2: [32] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 2: [33] Formatted Koh, Katherine 1/30/24 5:14:00 PM**

Indent: Left: 0.6", No bullets or numbering

**Page 2: [34] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: (Default) Arial, 12 pt

**Page 2: [35] Formatted Koh, Katherine 1/18/24 10:51:00 PM**

Font: (Default) Arial, 12 pt

**Page 2: [36] Deleted Koh, Katherine 1/30/24 5:13:00 PM**

**Page 2: [37] Formatted Brucks, Susan 1/22/24 5:20:00 PM**

Indent: Hanging: 0.03"

**Page 2: [38] Formatted Koh, Katherine 1/20/26 7:52:00 PM**

Strikethrough

**Page 2: [39] Formatted Koh, Katherine 1/20/26 7:53:00 PM**

Strikethrough

**Page 2: [39] Formatted Koh, Katherine 1/20/26 7:53:00 PM**

Strikethrough

**Page 2: [40] Formatted Scott-Coe, Jo 3/4/26 12:53:00 PM**

Font: 12 pt, Highlight

**Page 2: [41] Formatted Koh, Katherine 1/31/24 8:46:00 AM**

List Paragraph, Indent: Left: 0.56", First line: 0", Right: 0.12", Space Before: 0.05 pt, Line spacing: Multiple 1.04 li, Numbered + Level: 2 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.09" + Indent at: 0.59", Tab

**Page 2: [42] Deleted Scott-Coe, Jo 3/4/26 12:52:00 PM**

x.....  
O.

**Page 2: [42] Deleted Scott-Coe, Jo 3/4/26 12:52:00 PM**

x.....  
P.

**Page 2: [42] Deleted Scott-Coe, Jo 3/4/26 12:52:00 PM**

x.....  
Q.

**Page 2: [43] Formatted Scott-Coe, Jo 3/4/26 12:53:00 PM**

Font: 12 pt, Highlight

**Page 2: [44] Formatted Scott-Coe, Jo 3/4/26 12:53:00 PM**

Highlight

**Page 2: [45] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 2: [46] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 2: [46] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 2: [46] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 2: [46] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 2: [47] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [48] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 2: [49] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.3 pt

**Page 2: [50] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.7 pt

**Page 2: [51] Deleted Dobyns, Keith 5/24/24 9:21:00 PM**

▼  
.....  
R.

**Page 2: [51] Deleted Dobyns, Keith 5/24/24 9:21:00 PM**

▼  
.....  
S.

**Page 2: [51] Deleted Dobyns, Keith 5/24/24 9:21:00 PM**

▼  
.....  
T.

**Page 2: [52] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.55 pt

**Page 2: [53] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [54] Formatted Koh, Katherine 1/20/26 8:14:00 PM**

Strikethrough

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [55] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [56] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [57] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.95 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [58] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 3: [59] Deleted Dobyns, Keith 4/12/24 7:25:00 PM**

▼

**Page 3: [59] Deleted Dobyns, Keith 4/12/24 7:25:00 PM**

▼

**Page 3: [59] Deleted Dobyns, Keith 4/12/24 7:25:00 PM**

▼

**Page 4: [60] Deleted Koh, Katherine 1/18/24 10:56:00 PM**

▼

**Page 4: [61] Deleted Dobyns, Keith 5/24/24 10:13:00 PM**

▼

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [62] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.05 pt

**Page 4: [63] Formatted Koh, Katherine 1/31/24 9:32:00 AM**

Indent: Left: 1.22", No bullets or numbering

**Page 4: [64] Deleted Koh, Katherine 1/18/24 11:00:00 PM**

▼

**Page 4: [64] Deleted Koh, Katherine 1/18/24 11:00:00 PM**

▼

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [65] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 4: [66] Deleted Koh, Katherine 1/31/24 9:33:00 AM**

x.....

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [67] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 4: [68] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 4: [68] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 4: [68] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 4: [69] Deleted Dobyns, Keith 4/12/24 10:59:00 PM**

v.....

2.

**Page 4: [69] Deleted Dobyns, Keith 4/12/24 10:59:00 PM**

v.....

3.

**Page 4: [70] Deleted Koh, Katherine 1/31/24 9:35:00 AM**

x.....

4.

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [71] Formatted Koh, Katherine 1/18/24 11:16:00 PM**

Font: (Default) Arial, 12 pt

**Page 4: [72] Deleted Koh, Katherine 1/31/24 9:35:00 AM**

x.....  
5.

**Page 4: [73] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 4: [73] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [74] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.5 pt

**Page 4: [75] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.65 pt

**Page 4: [75] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.65 pt

**Page 4: [75] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.65 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 4: [76] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [77] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 5: [78] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

Page 5: [79] Deleted Koh, Katherine 1/31/24 9:36:00 AM

6.

Page 5: [79] Deleted Koh, Katherine 1/31/24 9:36:00 AM

7.

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [80] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.35 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [81] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [82] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [83] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [84] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [85] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.45 pt

**Page 5: [86] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 5: [86] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [87] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [88] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [89] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [90] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.05 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [91] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 6: [92] Formatted Zhai, Lijuan 1/31/24 2:12:00 PM**

Font: (Default) Arial, 12 pt, Font color: Light Blue

**Page 6: [93] Deleted Dobyns, Keith 3/5/24 9:23:00 PM**

x.....  
U.

**Page 6: [94] Formatted Zhai, Lijuan 1/31/24 2:12:00 PM**

Font: (Default) Arial, 12 pt, Font color: Light Blue

**Page 6: [94] Formatted Zhai, Lijuan 1/31/24 2:12:00 PM**

Font: (Default) Arial, 12 pt, Font color: Light Blue

**Page 6: [94] Formatted Zhai, Lijuan 1/31/24 2:12:00 PM**

Font: (Default) Arial, 12 pt, Font color: Light Blue

**Page 6: [95] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 6: [95] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 6: [95] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 6: [95] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 6: [95] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 6: [96] Formatted Scott-Coe, Jo 3/4/26 1:04:00 PM**

Highlight

**Page 6: [96] Formatted Scott-Coe, Jo 3/4/26 1:04:00 PM**

Highlight

**Page 6: [97] Deleted Koh, Katherine 1/31/24 9:41:00 AM**

v.....  
V.

**Page 6: [98] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.8 pt

**Page 6: [98] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.8 pt

**Page 6: [98] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.8 pt

**Page 6: [99] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.4 pt

**Page 6: [99] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.4 pt

**Page 7: [100] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [101] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1 pt

**Page 7: [102] Formatted Brucks, Susan 1/22/24 7:41:00 PM**

Font color: Red

**Page 7: [103] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 7: [104] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 7: [105] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [106] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.3 pt

**Page 7: [107] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [108] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [109] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [110] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.25 pt

**Page 7: [111] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.75 pt

**Page 7: [112] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 7: [113] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.6 pt

**Page 7: [114] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Underline color: Blue

**Page 7: [115] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.4 pt

**Page 7: [116] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.65 pt

**Page 7: [117] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [118] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [119] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 7: [120] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.35 pt

**Page 7: [121] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Expanded by 2 pt

**Page 7: [122] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.15 pt

**Page 7: [123] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 7: [124] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 1.95 pt

**Page 7: [125] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [126] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font color: Red

**Page 7: [127] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [128] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 7: [129] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Expanded by 0.35 pt

**Page 7: [130] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.1 pt

**Page 7: [131] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [132] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt, Condensed by 0.35 pt

**Page 7: [133] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [134] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt, Condensed by 0.3 pt

**Page 7: [135] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt, Condensed by 0.2 pt

**Page 7: [136] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Font: 12 pt

**Page 7: [137] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Expanded by 2.95 pt

**Page 7: [138] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [139] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**Page 7: [140] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.7 pt

**Page 7: [141] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.85 pt

**Page 7: [142] Formatted Koh, Katherine 1/18/24 11:53:00 PM**

Condensed by 0.2 pt

**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

**College and Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement  
2026-2030**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Riverside Community College District (“COLLEGE”), 3801 Market St, Riverside, CA 92501, and [HIGH SCHOOL DISTRICT] (“SCHOOL DISTRICT”), [HIGH SCHOOL DISTRICT ADDRESS].

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT has high schools, community schools, continuation high schools, juvenile court schools, or adult education programs offering courses for high school diplomas or high school equivalency certificates. Ed Code § 76004 (a)(2) ; and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Education Code § 76004, for high school students for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1); and

WHEREAS, underrepresented in higher education may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

**1.1.** The term of this CCAP Agreement shall be for FOUR years beginning on JULY 1, 2026 and ending on JUNE 30, 2030, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement.

**1.2.** This CCAP Agreement outlines the terms of the Agreement.

1.2.1.ADDENDUM A to this CCAP Agreement shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community

college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.

1.2.2. ADDENDUM B to this CCAP Agreement shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.

1.2.3. ADDENDUM C to this CCAP Agreement shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

1.2.4. ADDENDUM D to this CCAP Agreement shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.

1.2.5. ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT shall be submitted as an ADDENDUM to this CCAP Agreement when the instructor of record on a course offered under this CCAP Agreement is an employee of the SCHOOL DISTRICT.

**1.3.** A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section. Ed Code § 76004 (c)(3)

## **2. DEFINITIONS**

**2.1.** CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or help high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law.

**2.2.** Consistent with Education Code 76004, this CCAP Agreement shall include pupils who may not already be college bound or who are underrepresented in higher education (Ed Code § 76004 (a)(1)), including first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)

**2.3.** Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to Education Code § 76140, a community college district shall exempt nonresident tuition fees from any special part-time student, other than a person excluded from the term "immigrant," for purposes of the federal Immigration and Nationality Act (8 U.S.C. Sec. 1101), pursuant to paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, admitted pursuant to Education Code §§ 76001, 76003, or 76004. Concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1.** Student Eligibility - Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness Ed Code § 76004 (a)(1); whereas, “underrepresented in higher education” may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)
- 3.2.** Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.
- 3.3.** College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4.** Student Records – The COLLEGE will provide grades each term to the SCHOOL DISTRICT unless otherwise specified in ADDENDUM C.
- 3.5.** Priority Enrollment – A COLLEGE participating in this CCAP Agreement shall assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Education Code § 11300 and consistent with middle college high school provisions in Education Code § 76001.
- 3.6.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Ed Code § 76004 (d)
- 3.7.** Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in Education Code § 76004 (p). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential. Ed Code § 76004 (p)(1-3)
- 3.7.1. Unit caps and approval processes for special admit students will be set by the COLLEGE.
- 3.8.** Minimum School Day – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

**4. COLLEGE APPLICATION PROCEDURE**

- 4.1.** The COLLEGE will be responsible for processing student applications.

- 4.2.** The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3.** The SCHOOL DISTRICT agrees to provide reasonable support to the COLLEGE in the admission and registration of SCHOOL DISTRICT students, as mutually agreed upon by both parties.
- 4.4.** The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5.** Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Ed Code § 76004 (p)(q)

## **5. PARTICIPATING STUDENTS**

- 5.1.** A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Ed Code § 76004 (p)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Education Code §§ 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2.** The books and instructional materials required for the COLLEGE course offered as part of this CCAP Agreement will be specified in ADDENDUM D to this Agreement.
- 5.3.** Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4.** Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5.** Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7.** Students requiring reasonable accommodations for COLLEGE courses offered through the COLLEGE will receive services through the COLLEGE. ( 5 Cal. Code Regs. § 55526)
  - 5.7.1.** In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT, or online, the SCHOOL DISTRICT will:

- 5.7.1.1. Inform students and families about the differences in disability services between the SCHOOL DISTRICT and the COLLEGE.
  - 5.7.1.2. Assist students with preparing documentation for COLLEGE disability services.
  - 5.7.1.3. Identify a liaison to coordinate with the COLLEGE disability services department.
- 5.7.2. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT or online, the COLLEGE will:
- 5.7.2.1. Conduct intake interviews and determine academic adjustments through the COLLEGE's interactive process.
  - 5.7.2.2. Provide reasonable academic adjustments and auxiliary aids consistent with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973,
  - 5.7.2.3. Maintain confidentiality of disability-related information.
  - 5.7.2.4. Communicate directly with students regarding academic adjustment decisions.
  - 5.7.2.5. Maintain open communication with liaison at SCHOOL DISTRICT.
- 5.7.3. In the event of disagreement concerning the provision or coordination of disability services under this agreement, representatives from the COLLEGE and the SCHOOL DISTRICT shall meet promptly to resolve the issue collaboratively. If resolution cannot be achieved, both institutions may consult their respective legal counsel or governing agencies for further guidance.
- 5.8.** Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
- 5.9.** A course dropped within the COLLEGE drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.
- 6. CCAP AGREEMENT COURSES**
- 6.1.** The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Ed Code § 76004 (o)(1)
  - 6.2.** Courses offered as part of this CCAP Agreement at the COLLEGE may not reduce access to the same course offered at the partnering community college campus. Ed Code § 76004 (k)(1)
  - 6.3.** The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
  - 6.4.** The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in ADDENDUM B to this Agreement. Ed Code § 76004 (c)(1)

- 6.5.** Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be prepared in collaboration between the COLLEGE and SCHOOL DISTRICT and presented in ADDENDUM A to this CCAP Agreement. Any changes to courses offered as part of a CCAP Agreement will be jointly reviewed and approved as laid out in the timeline in ADDENDUM A of this CCAP Agreement.
- 6.6.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9.** Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10.** Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11.** A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12.** Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13.** COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14.** This CCAP Agreement certifies that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Ed Code § 76004 (n)

## **7. INSTRUCTORS**

- 7.1.** All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title

5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.

- 7.2. The COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Ed Code § 76004 (m)(1)
  - 7.3. This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Ed Code § 76004 (m)(2)
  - 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
  - 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of any sex offense as defined in Education Code § 87010, or convicted of any controlled substance offense as defined in Education Code § 87011 shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. Ed Code § 76004 (h)
  - 7.6. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement shall not displace or result in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)
  - 7.7. Prior to teaching, faculty shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
  - 7.8. Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.
  - 7.9. Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
  - 7.10. SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors, and must sign an INSTRUCTOR SERVICE AGREEMENT (ADDENDUM E) with the COLLEGE prior to teaching a COLLEGE course offered under this CCAP Agreement.
  - 7.11. The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.
- 8. ASSESSMENT OF LEARNING AND CONDUCT**
- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

- 8.2.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4.** Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

**9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1.** The COLLEGE shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)
- 9.2.** The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)
- 9.3.** The SCHOOL DISTRICT shall identify personnel at each participating site to perform clerical services and services associated with student outreach and recruitment activities, application and enrollment support, and other related services as deemed necessary.
- 9.4.** The COLLEGE will provide SCHOOL DISTRICT personnel with assistance and direction under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy, and COLLEGE procedures, and academic standards. The COLLEGE will detail the support provided to each site in the SCHOOL DISTRICT in ADDENDUM B of this CCAP Agreement.
- 9.5.** The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6.** This CCAP Agreement requires an annual report as specified in the ADDENDUM C, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information:
  - 9.6.1.** The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Ed Code § 76004 (u)(1)(A)
  - 9.6.2.** The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Ed Code § 76004 (u)(1)(B)
  - 9.6.3.** The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Ed Code § 76004 (u)(1)(C)

9.6.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(D)

9.6.5. The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(E)

## **10. APPORTIONMENT**

**10.1.** The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

**10.2.** For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Ed Code § 76004 (o)(2)

**10.3.** The SCHOOL DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the COLLEGE has been, or shall be, paid an allowance or apportionment. Ed Code § 76004 (s)

**10.4.** The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Ed Code § 76004 (t)(1)

## **11. CERTIFICATIONS**

**11.1.** The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

**11.2.** The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

**11.3.** The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

**11.4.** This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code § 87010 or as amended, or any controlled substance offense as defined in Education Code § 87011 or as amended. Ed Code § 76004 (h)

**11.5.** This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)

**11.6.** This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Ed Code § 76004 (j)

**11.7.** The COLLEGE certifies that:

11.7.1. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Ed Code § 76004 (k)(1)

11.7.2. The Agreement is consistent with the core mission of the COLLEGE pursuant to Education Code § 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Ed Code § 76004 (k)(2)

**11.8.** This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Ed Code § 76004 (l)

**12. PROGRAM IMPROVEMENT**

**12.1.** The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

**13. RECORDS**

**13.1.** Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.

**13.2.** Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

**14. STUDENT FEES**

**14.1.** Student fees will be waived by COLLEGE.

**15. FACILITIES**

**15.1.** The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

**15.2.** The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code § 49011.

**15.3.** The COLLEGE facilities may be used subject to mutual agreement by the parties.

**16. INDEMNIFICATION**

**16.1.** The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

**16.2.** The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **17. INSURANCE**

**17.1.** The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

**17.2.** COLLEGE shall obtain and maintain the insurance coverages and limits as shown below for the duration of this Agreement. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Agreement. Should COLLEGE maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the SCHOOL DISTRICT and those coverages and limits shall become the required minimum limits of insurance and coverage in all articles of this Agreement.

17.2.1. Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including operations, products and completed operations and contractual liability with limits not less than \$1,000,000.00 per occurrence, \$2,000,000 General Aggregate and \$2,000,000 Products –Completed Operations Aggregate for bodily injury, personal injury, and property damage.

17.2.1.1. The Commercial General Liability Coverage shall include the following endorsements:

17.2.1.1.1. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Additional Insureds either by specific endorsement naming

these parties or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.1.2. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

17.2.1.2. The Commercial General Liability Coverage shall not include the following endorsements: Amendment of Contractual Liability, Cross Suits Liability Exclusion

1. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than \$1,000,000.00 per accident for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability. The Business Auto coverage shall include the following endorsements:
2. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.3. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

3. Workers’ Compensation including statutory coverage as required by the State of California and including Employers’ Liability with limits not less than \$1,000,000.00 each accident; \$1,000,000.00 policy limit bodily injury by disease; \$1,000,000.00 each employee bodily injury by accident.
4. The Workers’ Compensation coverage shall include a Waiver of Subrogation endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket waiver of subrogation endorsement applicable “when required by written contract or agreement;”
5. If COLLEGE is using a Professional Employer Organization or any other type of staffing company to lease employees, COLLEGE must notify and seek approval from the Risk Management Department of the SCHOOL DISTRICT prior to the execution of this Agreement.
6. Umbrella or Excess Liability coverage with limits not less than \$1,000,000.00 excess over the Commercial General Liability, Automobile Liability and Employer’s Liability. The Umbrella or Excess Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
7. As the COLLEGE will have access to or will be receiving any personal or private information about the SCHOOL DISTRICT or its students, personnel, students or parents or any other third party:
8. Cyber Liability Insurance with limits not less than \$2,000,000 for each occurrence or event with an annual aggregate of \$2,000,000

9. The policy shall minimally cover claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security.
10. The policy shall protect the SCHOOL DISTRICT for breach response costs as well as regulatory fines and penalties with a limit that equals not less than \$200 per student in the aggregate.
11. The Cyber Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
12. COLLEGE must provide professional liability insurance, or the equivalent to his/her specific field (such as medical malpractice, errors and omissions, etc.), with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Professional Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
13. COLLEGE must provide sexual misconduct insurance, with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Sexual Misconduct Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
14. Should any of the insurance policies contain either a deductible or self-insured retention, the COLLEGE shall be responsible to pay that deductible or self-insured retention and the SCHOOL DISTRICT shall not be responsible to pay these costs.
15. Should any required insurance policies be cancelled, non-renewed or if the COLLEGE fails to renew, COLLEGE shall provide notice of such cancellation immediately to the SCHOOL DISTRICT.
16. All insurance policies as required in this article shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.
17. Certificates of Insurance Coverage shall be filed by COLLEGE with the SCHOOL DISTRICT evidencing all of the insurance coverages required in this article at the time this Agreement is executed. The certificates must have all required endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by COLLEGE. The SCHOOL DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.
18. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all

workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

**18. NON-DISCRIMINATION**

**18.1.** Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

**19. TERMINATION**

**19.1.** Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

**20. NOTICES**

**20.1.** Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

*COLLEGE*  
Riverside Community College District  
3801 Market Street  
Riverside, CA 92501  
Attn: Aaron Brown, Vice Chancellor

*SCHOOL DISTRICT*  
[HIGH SCHOOL DISTRICT]  
[HIGH SCHOOL DISTRICT ADDRESS]  
[HIGH SCHOOL DISTRICT ADDRESS]  
Attn: [HIGH SCHOOL DISTRICT NAME]

**21. INTEGRATION**

**21.1.** This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

**22. MODIFICATION AND AMENDMENT**

**22.1.** No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**23. GOVERNING LAWS**

**23.1.** This agreement shall be interpreted according to the laws of the State of California.

**24. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

**24.1.** For locations outside the geographical boundaries of COLLEGE, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or

as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**25. SEVERABILITY**

**25.1.** This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**26. COUNTERPARTS**

**26.1.** This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

**26.2.** By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

**27. SIGNATURES AND APPROVALS**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM A - COURSE OFFERINGS & PATHWAYS  
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)  
DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total projected number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- B. The COLLEGE has identified the attached pathways, course offerings per program year, estimated students served, and projected FTES. The pathways below are intended to project the courses offered and are subject to change based on the needs of the student cohorts within the pathway and instructor availability at the COLLEGE.
- C. The COLLEGE and SCHOOL DISTRICT will follow the timeline below for course requests and changes.

[DATE]	Course requests due from SCHOOL DISTRICT to COLLEGE. Must include number of sections, modality, days, times, and any instructor requests or applications. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
[DATE]	COLLEGE will confirm course offerings, including number of sections, modality, days, and time for the next school year with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

- D. See attached “Riverside Community College District - CCAP Dual Enrollment Pathways” documents for course and pathways details.

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM B - POINTS OF CONTACT & SERVICES**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.
- B. The COLLEGE has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)

COLLEGE POINT OF CONTACT - [COLLEGE]

Name:  
Title:  
Phone Number:  
Email:

- C. The SCHOOL DISTRICT has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)

SCHOOL DISTRICT POINT OF CONTACT - [SCHOOL DISTRICT]

Name:  
Title:  
Phone Number:  
Email:

- D. The COLLEGE agrees to provide the following staff support and services for students participating in courses offered under this CCAP Agreement:
  - [INSERT]
- E. The SCHOOL DISTRICT agrees to provide the following staff support services for students participating in courses offered under this CCAP Agreement:
  - [INSERT]

**F. SIGNATURES AND APPROVALS**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

By: \_\_\_\_\_ Date: \_\_\_\_\_

---

Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

---

**ADDENDUM C - DATA SHARING AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

**B. COLLEGE MANDATED ANNUAL STATE REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full- time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

**B. CCAP AGREEMENT DATA MATCH AND REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

**C. PRIVACY OF STUDENT RECORDS**

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy

Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

**D. DATA SHARING**

- a. The COLLEGE agrees to share the following data or reports with the SCHOOL DISTRICT according to the frequency/timeline included below:

Data/Report	Frequency/Timeline
[INSERT]	

- b. The SCHOOL DISTRICT agrees to share the following data or reports with the COLLEGE on the specified timeframe:

Data/Report	Frequency/Timeline
[INSERT]	

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
[HIGH SCHOOL DISTRICT APPROVER]  
[HIGH SCHOOL DISTRICT]

\_\_\_\_\_

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

\_\_\_\_\_

**ADDENDUM D - TEXTBOOK AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated:** \_\_\_\_\_

- A. This ADDENDUM shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.
- B. The COLLEGE will ensure, whenever possible, that courses will use free resources (OERs) and that textbooks will remain the same throughout the term of the CCAP agreement.
- C. The cost of textbooks and materials will be borne by the party(ies) identified in section D of this ADDENDUM.
- D. Textbook List:

Course	Section or Instructor	Textbooks & Materials	Responsible Party
[INSERT]			

- E. **CHANGES-** The COLLEGE will follow the timeline below to notify the SCHOOL DISTRICT of any changes to the agreed upon textbook list included in section E of this ADDENDUM.

[DATE]	The COLLEGE will confirm required textbooks or materials for the Summer and Fall terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
[DATE]	The COLLEGE will confirm required textbooks or materials for the Winter and Spring terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

**F. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
 [HIGH SCHOOL DISTRICT APPROVER]  
 [HIGH SCHOOL DISTRICT]

\_\_\_\_\_

By:

Date:

---

Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, \_\_\_\_\_ (“INSTRUCTOR”) of  
\_\_\_\_\_ (“SCHOOL DISTRICT”) desires to  
teach a college course under this CCAP Agreement for the Riverside Community College District  
 (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as  
part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the “PARTIES”) agree as  
follows:

1. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the  
INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper  
assignment and scheduling processes as set by the COLLEGE.
2. INSTRUCTOR shall at all times during the term of this agreement be an employee of the  
SCHOOL DISTRICT.
3. INSTRUCTOR represents that at all times during the term of this agreement the  
INSTRUCTOR shall meet the minimum qualifications for teaching a community college  
course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
4. INSTRUCTOR shall be paid by (SELECT ONE)  
  
the COLLEGE  
  
he SCHOOL DISTRICT
5. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course,  
the COLLEGE shall have the primary right to control and direct the instructional activities of  
INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the  
limited purpose of rendering instructional services under the terms of this agreement.
6. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in  
rendering instructional services under this agreement. INSTRUCTOR shall also comply with  
all applicable state and federal statutes and regulations in rendering services under this  
agreement.
7. INSTRUCTOR understands and agrees that INSTRUCTOR’s performance under this  
agreement shall be evaluated by the COLLEGE as provided in California Education Code  
§87663 (a).
8. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a  
conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP  
Agreement shall prevail.

9. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_