



Minutes
Norco Academic Senate Meeting
On November 3, 2025
1:30 - 3:30 PM | OC-116 & via [Zoom](#)

Meeting called to order at 1:31 PM.

1. **Attendees**
Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Darnell Bing, Meghan Chandler, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Brian Johnson, Sandra Popiden, Dan Reade, Tim Russell, Jody Tyler, Jim Thomas, Patty Worsham

Guests: Charise Allingham, Hayley Ashby, Cheryl Cox, Kevin Harrison, Kiandra Jimenez, Roger Perez, Nancy Quiñones
2. **Approval of [Agenda](#)**
M/J. Thomas, S/M. Hicks; Approved by Consensus
3. **Approval of Minutes for [October 20, 2025](#)**
Tabled; Approved by Consensus
4. **[Comments from the Public](#)**
N/A
5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
 - Official CBA negotiations begin Friday, November 7; Araceli Calderon (RCC) sent a survey to Department Chairs regarding summer work — responses requested to inform negotiations.
 - Demand to bargain on SAAM, DE peer review compensation, and cybersecurity training; CTA must approve compensation for BOT-approved training.
6. **Action Item: [Ratification of Senate President Appointments](#)** (K. Bell)
None
7. **Action Item: Replace Senate Vice President on Nomination Committee for selection of Faculty Commencement Speaker** (D.Reade)
 - Four faculty were nominated; three declined. Dan Reade needs to remove himself from the Nomination Committee because he accepted the nomination.
 - John Alpay volunteered and was approved to replace Reade on the Nomination Committee.
M/D. Reade; S/J. Tyler; Approved by Consensus
[\(Senate #7\)](#)

8. **Action Item: Determine Process for Selection of Faculty Commencement Speaker for Spring**

'26 (J.Drainville)

- Four faculty were nominated; three declined. Dan Reade needs to remove himself from the Nomination Committee because he accepted the nomination.
 - John Alpay volunteered and was approved to replace Reade on the Nomination Committee.
- M/M. Hicks, S/J. Tyler; Approved by Consensus

[\(Senate #7\)](#)

9. **Information Item: [2026-27 Local and DAS Meeting Calendar](#) (K.Bell)**

- Calendar shared for advance planning.

[\(Senate #7\)](#)

10. **Action Item: [2025 Update to the DAS Constitution and Bylaws](#) (K.Bell)**

- Not a full revision; key change: expand DAS membership from 3 to 7 to address Brown Act compliance issues.
- VP participation and release time under discussion with CTA.
- The Strategic Planning & Budget Committee will no longer be a standing committee.
- First reading held; second reading and potential action at next meeting.
- Any feedback, questions and/or concerns are sent to Kim Bell.

[\(Senate #7\)](#)

11. **Action Item: [Letter of Support From Department of Natural Sciences, Kinesiology and Health Faculty for Dean Courtney Doussett](#) (J.Drainville)**

- Proposal to support Dr. Doussett and provide more reassign time (.5) to Ruben Aguilar for Assistant Athletic Director duties.
- Anticipated future need for a full-time Athletic Director with Kinesiology building expansion.
- Dr. Hoffman (Health Center) noted support due to NCAA training requirements.
- Dan Reade stated that he felt it's important that the record reflect that this was a concern from the get-go; Supporting this letter demonstrates the collegial nature of what we're doing here at Norco; How often do you have faculty writing a letter to support their dean? That, in and of itself, is noteworthy; I want to really commend, the faculty of this department for supporting their dean.

M/M. Hicks; S/D. Reade; Approved by Consensus

[\(Senate #4 & 10\)](#)

12. **Action Item: [Academic Planning Chair Committee Charter 25-26](#) (T.Russell, H.Ashby)**

- Minimal updates; reviewed by Alpay.

M/D. Reade; S/M. Adams; Approved by Consensus

[\(Senate #7\)](#)

13. **Information Item: [RCCD AV Standards and Guidelines](#) (K.Harrison)**

- Kevin Harrison, Director of District Technology Support Services, presented district-wide AV standards to ensure consistency across the district.
- Goal: establish a baseline standard for AV technology across the district.
- With extensive construction underway, now is an ideal time to update and align AV systems.
- Discussion included questions on budget equity, ensuring all three colleges receive comparable technology and that Norco does not receive outdated equipment.
- Harrison confirmed a standardized process but noted he could not address costs or mass deployment specifics.
- Local funding and resource allocation processes were discussed; Harrison was unfamiliar with the college's specific procedures.
- Standards will be reviewed and updated annually as needed.

[\(Senate #11\)](#)

14. **Officer Reports**

A. Secretary/Treasurer (Erin Deck)

- No Report

B. Vice President (Dan Reade)

- No Report

C. President (Kimberly Bell)

- [Fall 2025 Plenary Resolutions Packet](#) - review and provide feedback to Kim Bell. Kim and Erin are attending the Fall 2025 Senate Plenary; Spring 2026 attendees needed.
- Updates to AP 6160A (Professional Growth) under review at the DAS level; final recommendation due Dec. 1.
- CMAC recruitment for “burden-free access” AP forthcoming.
- DE peer-review updates: new recruitment for reviewers (FT/PT faculty eligible); expanded DE workgroup to 3 representatives per college.
- Working to classify DE workgroup participation as compensated for institutional service.
- A priority registration issue arose today on the first day of registration and was resolved by 10:30 a.m. today.

15. **College Reports**

A. Associated Students Senate Representative (Jared Evangelista)

- No report. Kim Bell noted that the Harvest Festival was a successful event.

B. President (Monica Green)

- HSI Servingness Taskforce launching; listening sessions and action plan development in line with the climate survey coming in Spring 2026.
- PPIC released a report on improving CCC–CSU transfer: 43% of Fall 2024 new undergraduate applicants came from CCC's, 91% admit rate for applicants from CCC; 21% earning ADTs do not apply, 76% of the transfer students graduated within 4 years — improving pipeline is a focus.

- Meeting with CSUSB (Nov. 12) to strengthen transfer partnerships.
 - California has a goal of reaching 40% bachelor's degree attainment by 2030 — much work to be done
 - Faculty hiring data (2018–2025): 37 new positions (5 this year); looking at the 32 prior new full-time faculty positions allocated, 16% counselors, 6% library, 78% other faculty. Of the 78%, 16% STEM, 52% liberal arts, and 16% CTE positions. There is a need to be more intentional with Program Review and will discuss with Senate leadership.
 - Library/Student Services Building project: state submission Nov. 14; completion expected Sept. 2029. We will need to vacate the area by the end of Summer 2027.
- C. Vice President of Academic Affairs (Quinton Bemiller)
- Assessment work transitioning to Canvas; goal: import all course outcomes by end of November.
 - Checklist available for associate faculty to ensure 3-hour compensation for assessment work.
 - Reminder: FT faculty must submit load bank forms by the end of December.
- D. Vice President Planning & Development (Tenisha James)
- No Report
- E. Vice President Student Services (Kaneesha Tarrant)
- Assessment work transitioning to Canvas; goal: import all course outcomes by end of November.
 - Checklist available for associate faculty to ensure 3-hour compensation for assessment work.
 - Reminder: FT faculty must submit load bank forms by the end of December.
16. **Standing Committees & Liaisons Reports**
- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
- B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL
17. Meeting adjourned at 3:16 PM.



Faculty Commencement Speaker

From Reade, Dan <Dan.Reade@norcocollege.edu>

Date Wed 10/22/2025 1:40 PM

To Bell, Kimberly <Kimberly.Bell@norcocollege.edu>; Deck, Erin <Erin.Deck@norcocollege.edu>

Cc Drainville, Jacob <Jacob.Drainville@norcocollege.edu>; Hicks, Marie <Marie.Hicks@rccd.edu>

Kim and Erin,

I'm reaching out to you in my role as Chair of the Nomination Committee. As you know, while we received several nominations for the position of Faculty Commencement Speaker, only one of those faculty members nominated - me - has decided to accept the nomination.

To move forward on this, the Nomination Committee plan is to submit two action items for our next Senate meeting:

- Action Item 1: Replace me on the Nomination Committee
- Action Item 2: Get Senate feedback on whether to move forward with an election or to just move forward with the single nominee.

My sense is that this second action item will be more of a discussion than a vote, but I want to put it forward as an action item just so we can vote if needed. I would, of course, abstain from all these votes.

That's the plan. Wanted to give you both the heads up in case there are any questions or concerns about what we're thinking.

Thanks,

Dan

Dan Reade (he/him)
Associate Professor, English
Co-Chair, School of Communication, Humanities, and Languages (CHL)
Vice President, Norco Academic Senate
Norco College
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Norco, CA 92860
(951) 738-7772

**Local Senate and District Senate Meeting Dates
F26-SP27**

FALL 2026

	<u>District</u>
<u>Local</u>	Aug. 24
Aug. 31 OR Sept. 14 (due to Labor Day) Sept. 21	Sept. 28
Oct. 5 Oct. 19	Oct. 26
Nov. 2 Nov. 16	Nov. 30 [due to Nov. 23 holiday]
<i>Dec. 14 if needed</i>	

SPRING 2027

	Feb 22
March 1 March 15	March 22
April 5 April 19	April 26
May 3 May 17	May 24
<i>June 7 if needed</i>	

Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.

Timeline

- ◆ Need for update identified: Spring 2025
- ◆ First DAS discussion: 2 June 2025
- ◆ Second DAS discussion of updates/draft progress: 28 August 2025
- ◆ First read at DAS: 27 Oct. 2025
- ◆ **WE ARE HERE >> Local senate reviews: 3 Nov. (first read) and 17 Nov. (second read) 2025**
- ◆ Second read + vote scheduled for DAS: 1 Dec. 2025

Focus Areas for Revision and Approval by December 2025

Primary Goal: The DAS body has historically been 3 members—all three Academic Senate Presidents—with a quorum of 2. The proposed expansion is a total of 7 members with a quorum of 4 and chair voting only in the event of a tie. Expansion enables the Academic Senate Presidents to communicate or meet without triggering concerns about violating or appearing to violate the Brown Act. **See Constitution Article IV. Representation for details.*

Additional Priority: Include the newly formed District Equivalency Committee and add transparent rules for public comments under the Brown Act. **See Constitution Article IV. Representation as well as Bylaws Article III. Senate-appointed District Committees.*

Minor corrections/adjustments:

1. **Constitution Article I: Name and Mission >>** Added reference to RCCD Board Policy 2005 and “rely primarily” vs. “mutual agreement” on academic and professional matters
2. **Constitution Article VII. By-laws and Amendments >>** Change “upon the consent of” to reflect “a majority vote” of the college academic senates (suggested in consultation with general counsel).
3. **Constitution Article VIII Effective Date:** Leave alone. The language predates separate accreditation of each of the three colleges, but it can remain for historical reference (suggested in consultation with general counsel).
4. **Throughout:** References to Title 5 California Code of Regulations with specific section citations (updates from general counsel).
5. **Bylaws Article II Standing Committees Section 3: recommend deletion** as this is now handled through individual college councils/committees as well as faculty representation in DSPC and DBAC.

Note: Additional areas of update/revision, if any, can be identified and recorded for consideration in next cycle of review.

CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

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 V, 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 2005](#).

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 Oct. 2025

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 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 will not vote except in cases of a tie.

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

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

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

- Total time for public comments will be 10 minutes. A majority vote of DAS may extend this time.
- 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.
- Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of offensive language or pejoratives.
- 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

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate may appoint a faculty member to serve in a non-voting capacity for one academic year.

Updated DAS Constitution and Bylaws: 10 Oct. 2025

Section 5. 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 members.

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 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

Updated DAS Constitution and Bylaws: 10 Oct. 2025

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.

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.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. Upon the 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 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.

Section 5. The District Academic Senate also recognizes the central faculty role in the District Equivalency Committee

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 is recognized 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 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.



NORCO
COLLEGE

Natural Sciences, Health, and Kinesiology Department
October 16, 2025

Dr. Monica Green, President
Executive Cabinet
Norco College

Dear Dr. Green and Members of the Executive Cabinet,

We, the faculty of the School of Natural Sciences, Health, and Kinesiology, write to express our strong support for our Dean of Instruction, Dr. Courtney Doussett. Dr. Doussett has consistently demonstrated exceptional leadership, dedication, and professionalism in her role as Dean. Her commitment to our students, faculty, and programs has been evident in every aspect of her work, and we are deeply appreciative of the care she brings to her position.

However, we are increasingly concerned that Dr. Doussett is being tasked with responsibilities well beyond the scope of her role as Dean of Instruction. In addition to overseeing both of our new buildings and the extensive administrative responsibilities that come with her Dean position, she's now being required to serve as the college's Athletic Director. This is especially concerning since the position of Athletic Director requires specialized attention and focus, and is generally a full-time position at other colleges, including one within RCCD.

While Dr. Doussett has risen to these challenges with grace and competence, the expectations being placed upon her are unsustainable and outside the norms of her position. We are fearful that this overextension jeopardizes her ability to continue excelling as our Dean. More importantly, it risks the well-being of a valued leader whose expertise and advocacy are vital to the success of our school and to the college as a whole.

We respectfully and urgently request that the college take immediate steps to hire a dedicated Athletic Director. This action will align Norco College with the practices of Riverside City College and ensure athletics receives the focused leadership it deserves, and allow Dr. Doussett to devote her full attention to the essential duties of her role as Dean of Instruction.

We propose the following options for consideration:

1. Hire a full-time Athletic Director dedicated to the position.
2. Promote the current Assistant Director of Athletics to Director of Athletics and increase their release time.

Either option prioritizes the well-being of current employees, reduces the risk of burnout, and ensures that both Norco College and Norco College Athletics receive dedicated, experienced leadership moving forward.



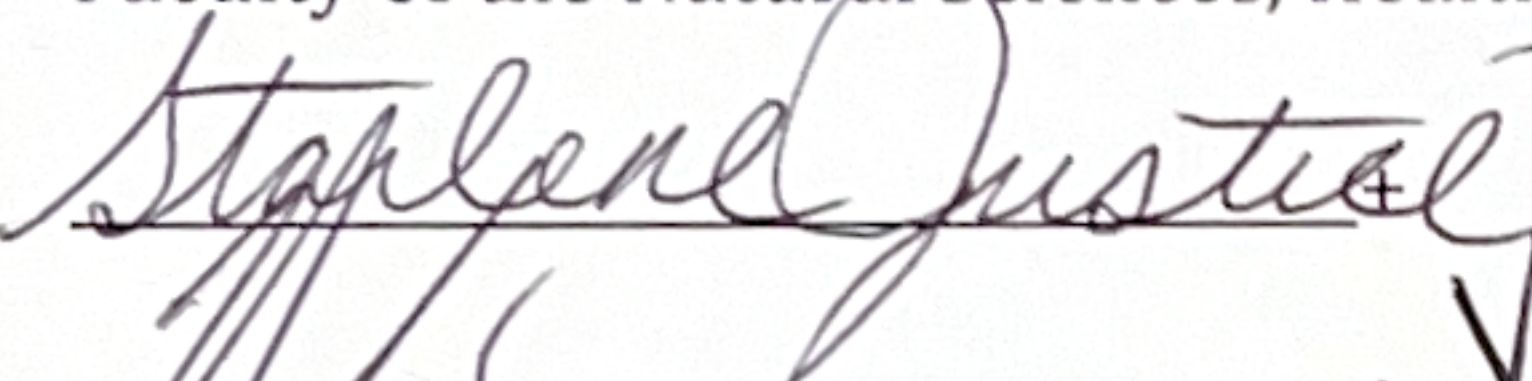

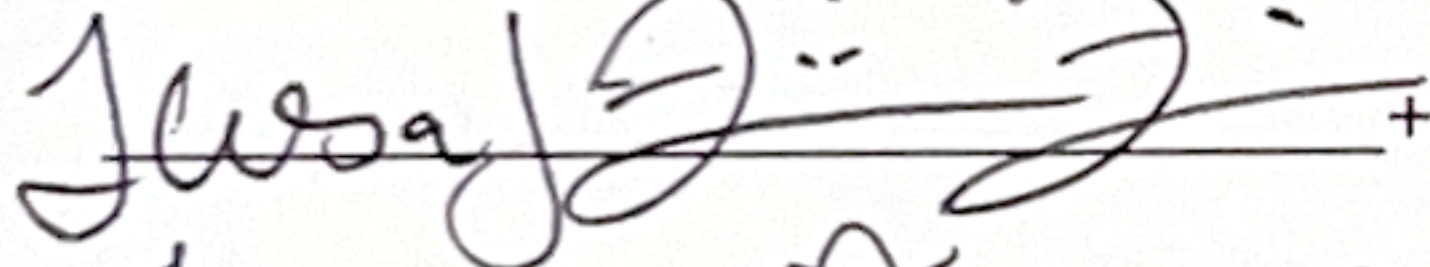
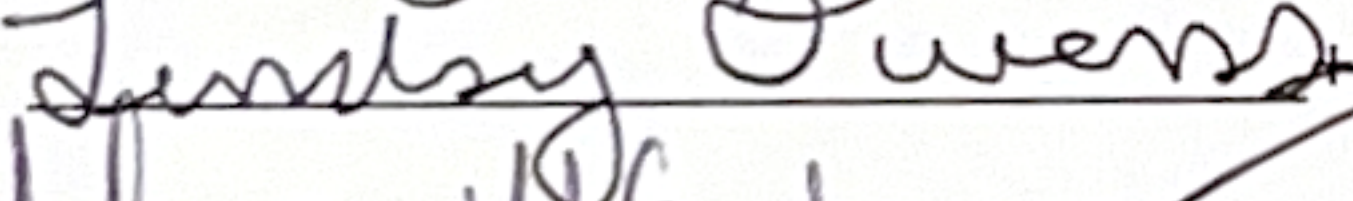
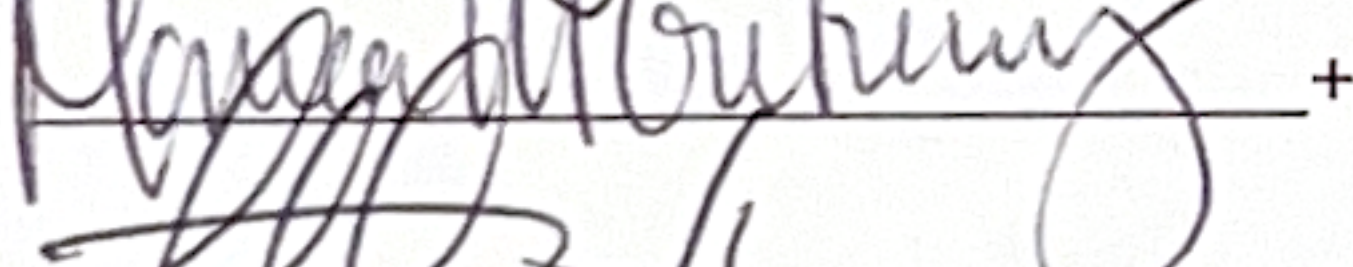

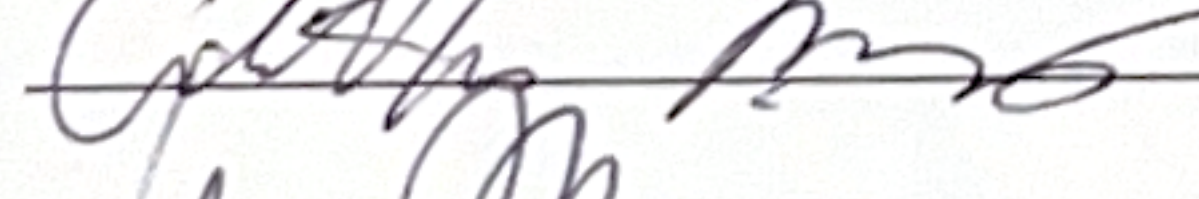
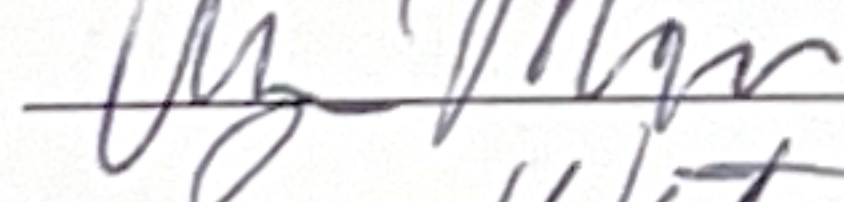
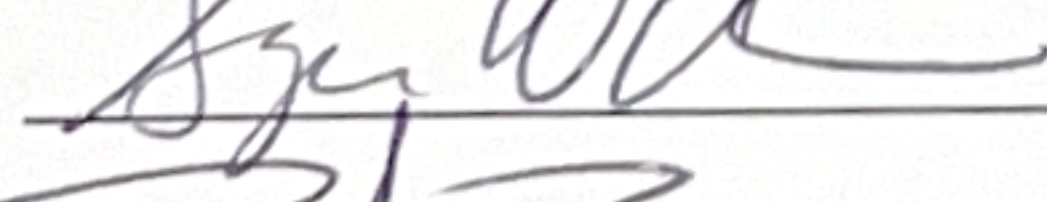
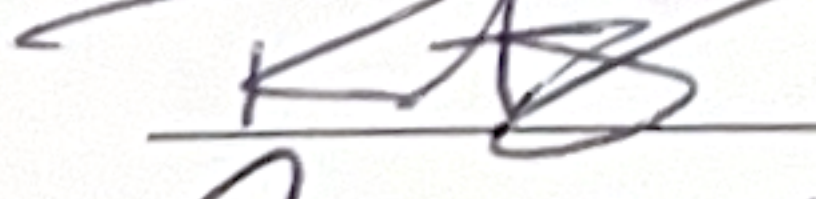
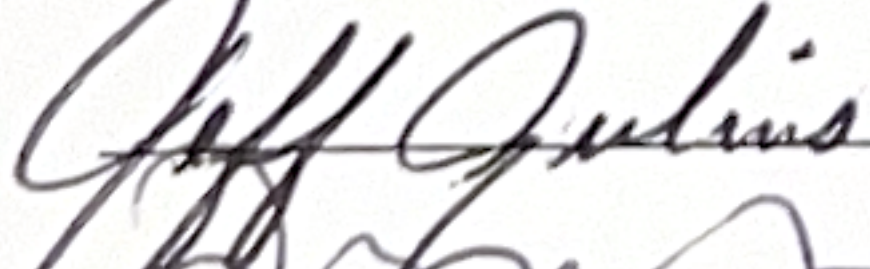
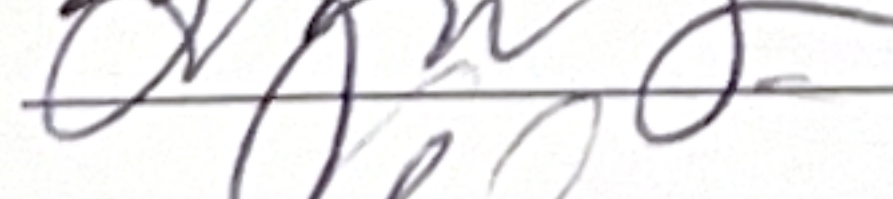
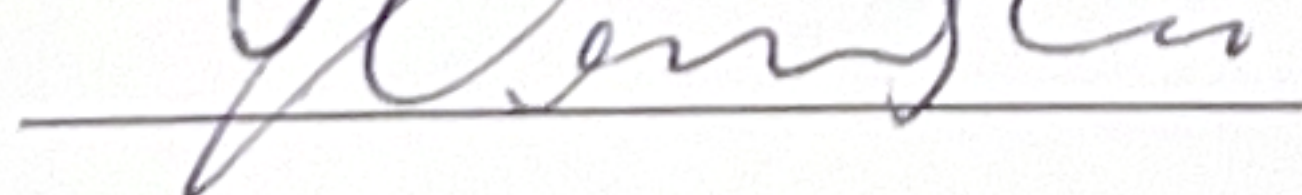
NORCO COLLEGE

We stand united in support of Dr. Doussett and ask that her workload be adjusted to reflect the responsibilities appropriate to her position. It is critical that the administration act to safeguard her ability to continue serving the college effectively and sustainably.

Thank you for your attention to this important matter. We look forward to seeing action taken to protect both the well-being of our Dean and the integrity of the leadership structure at Norco College.

Respectfully,

Faculty of the Natural Sciences, Health, and Kinesiology Department

	+	Virgil Lee
	+	Peggy Campo
	+	Teresa J. Friedrich Finner
	+	Lindsay Owens
	+	Monica M. Gutierrez
	+	Jacob Drenville
	+	Christopher Lugo
	+	Anya Marquis
	+	Suzanne Witmer
	+	RUBEN AGUILAR
	+	Jeff Julius
	+	Jody W. Tyler
	+	Weining Cui
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Academic Planning Chairs

2025-2026 Academic Year

This Charter for the Academic Planning Chairs is intended to provide structure to the process and planned outcomes as outlined below during the 2025-2026 2026-2027 and 2027-2028 academic years.

Purpose
The Academic Planning Chairs is a three-year committee that will guide continued implementation of the work of the Academic Senate and academic departments; lead planning and implementation of work outlined by the Educational Master Plan; assess, rank and recommend annual departmental resource requests; provide recommendations to the Academic Senate on matters pertaining to faculty resource allocations, programming, course offerings, new program/discipline creation and all other matters related to faculty led academic programming; and facilitate communication to the Academic Senate on areas for implementation and improvements.

Charge
<p>The charge of this committee is to coordinate and facilitate the direct efforts of the following areas of the Educational Master Plan:</p> <p>EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)</p> <p>EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average</p> <p>EMP Goal 3: Close All Student Equity Gaps</p> <p>EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.</p> <p>7.1 Develop comprehensive breadth of academic programs</p> <p>7.2 Develop Career & Technical Education programs and industry credentials related to regional needs</p> <p>7.3 Develop and implement plan for noncredit and noncredit- enhanced programming</p> <p>7.5 Add capacity to existing disciplines with a demonstrated need.</p> <ul style="list-style-type: none">Facilitate and monitor efforts of the 10+1 as requested by the Academic Senate where they pertain to course offerings, planning, professional development and budget.Guide, facilitate and monitor course offerings for their specific departments, programs and/or disciplines.Guide, facilitate and participate enrollment management opportunities.Participate and report to the Academic Senate; regularly report to Academic Council, College Council the efforts of the CommitteeProvide annual recommendations to the Academic Senate for faculty hiring and resources.Communicate broadly to faculty pertaining to faculty, departmental and discipline matters.

Guiding Principles and Assumptions

The Academic Planning Chairs are the primary contact between the Academic Senate, including 10+1 matters, enrollment management, faculty hiring, grading policies, resource allocation; the Faculty Association Agreement on the responsibilities of Chairs; and the College Administration. These entities provide clear guidance for the duties, assignments and responsibilities of the Department Chairs. The Academic Planning Chairs collaboratively work to synthesize those needs into unified guidance and recommendations. Primary assumptions are that the Academic Planning Chairs are faculty leaders and are a sub-committee to the Academic Senate with explicit responsibilities outlined by the Faculty Association agreement.

As the Academic Planning Chairs is a standing committee of the Academic Senate, it is also subject to the Bylaws of the Norco College of the Riverside Community College District/Norco College Academic Senate, which are hereby incorporated by reference into this Charter.

Scope & Expected Deliverables

EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average

EMP Goal 3: Close All Student Equity Gaps

EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

7.1 Develop comprehensive breadth of academic programs

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs

7.3 Develop and implement plan for noncredit and noncredit-enhanced programming

7.5 Add capacity to existing disciplines with a demonstrated need.

Each year, the Academic Planning Chairs will:

- Collaborate with Academic Senate, Academic Council and Student Services Council regarding departmental, programmatic, and discipline needs.
- Assist with the guidance the efforts of Guided Pathways and Equity within the departments, programs, and disciplines.
- Assess, report and review using the survey of effectiveness.
- Guide, assess, evaluate, and advise the course offerings and program planning to support Guided Pathways and Equity efforts.
- Coordinate and facilitate the responsibilities outlined for the chairs by the Faculty Association agreement.
- Communicate regularly with the Academic Senate on matters pertaining to faculty coordination, resource recommendations (hiring), and resource recommendations (purchasing).

Membership

The Academic Planning Chairs: meetings are open and other expertise may be requested as needed. Each Norco College department votes for representative Chairs, Co-chairs or Assistant Chairs every three years on a rotating cycle.

Membership

- Chair of Chairs
- Dean of Instruction, Business & Management, Applied Technology & Apprenticeship and Public Service
- Dean of Instruction, Arts & Humanities and Social & Behavioral Sciences
- Dean of Instruction Natural Sciences, Health & Kinesiology, and Math, Engineering, Computer Science and Game Development
- School of Natural Sciences, Health & Kinesiology
- School of Math, Engineering, Computer Science & Game Development
- School of Visual and Performing Arts
- School of Communication, Humanities & Languages
- School of Social & Behavioral Sciences
- School of Business and Management
- School of Applied Technologies & Apprenticeships
- School of Human and Public Services
- Counseling Department

Meeting Time/Pattern

The Committee meets monthly on the second Friday at 8:30 AM. The Committee may also meet as needed throughout the semester for particular items. Resource Allocation meetings are to be held in October of each academic year. Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Chair/Co-Chair(s) are accountable to Academic Senate to ensure continuity of dialogue between governance tiers. (Co-)Chairs are responsible for preparing agenda and facilitating meetings of the Academic Planning Chairs based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Academic Planning Chairs that can help to achieve the Academic Planning Chairs' charter deliverables relevant to the strategic charge, Academic Senate 10+1 and Faculty Association Chair Duties. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Academic Planning Chairs. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Academic Senate, Academic Council and peers with the intention of finding consensus on all issues that come before the Academic Planning Chairs.

Representative members will be chosen to represent the body at the Student Services Council Meeting, Academic Senate, and Academic Council. All governance entities must specify within this Charter how information will be disseminated to representative/constituency groups. In each of the five Councils, it is recommended that a chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:

Meetings shall comply with all requirements of the Brown Act. Meeting agendas shall be issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.

Members shall endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

AUDIOVISUAL STANDARDS & DESIGN GUIDELINES

RIVERSIDE COMMUNITY COLLEGE DISTRICT

October 22, 2025

VERSION 1.0

RCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT



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1.0 Purpose

This Audio Visual (AV) Design Standards and Guidelines document establishes a unified approach to AV technology implementation across the Riverside Community College District (RCCD). It ensures consistent quality, sustainable maintenance, and a common user experience for students, faculty, and staff.

The standards support the district's strategic goals for technology modernization, accessibility, and efficiency, and apply to all facility upgrades and new construction projects. They define a baseline for standardization while allowing flexibility to address the unique needs of individual colleges. Any deviation from these standards must be justified and reviewed by the college AV Specialist and District Technology Support Services (TSS) prior to implementation.

Audiovisual systems include both instructional and informational technologies. Instructional AV supports directly supports teaching and learning through presentation, collaboration, and engagement tools. Informational AV systems such as digital signage enhance campus communications, emergency alerts, and outreach to the diverse communities that make up the district.

These specifications represent the minimum standard for general classrooms. Larger or specialized spaces—such as tiered lecture halls, multipurpose rooms, and conference venues—shall undergo individual review by TSS to determine the appropriate projection brightness, lensing, display technology, and audio design based on room size, lighting, and intended function.

2.0 Room Types

For the purposes of this document, Riverside Community College District (RCCD) categorizes AV-enabled spaces into three primary types: classrooms, meeting rooms, and digital signage locations. This classification establishes a framework for applying technology standards and ensuring a consistent, high-quality user experience across all district facilities.

2.1 Classrooms

2.11 Standard

A Standard Classroom is defined as any instructional space designed for direct, in-person teaching and learning. Each classroom shall be equipped with an integrated multimedia presentation system that enables the instructor to display content from multiple sources, including a fixed instructional computer, a laptop or other personal device, and a document camera.

The system shall provide intuitive control of display, audio, and source selection to ensure a consistent and reliable instructional experience across all district classrooms.

Specific equipment types and specifications are detailed in [Section 3.11 – Standard Classroom System Components](#).

2.12 HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

Specific equipment types, performance standards, and integration requirements are detailed in Section [3.12 – HyFlex Classroom System Components](#).

2.13 Enhanced HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

In addition to standard HyFlex functionality, Enhanced HyFlex Classrooms shall include a ceiling-mounted microphone array to capture audience participation, a confidence monitor on the rear wall for instructor feedback, and a dedicated streaming or capture device to support live or recorded sessions.

Specific equipment types, integration details, and performance standards are provided in [Section 3.13 – Enhanced HyFlex Classroom System Components](#).

2.14 Demonstration Space

A Demonstration Space is an enhanced instructional environment designed to support both in-person and remote learning, typically used for simulating real-world scenarios, demonstrations, or laboratory experiments.

Each Demonstration Space shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, an instructor's laptop or other personal device, and a document camera.

These environments shall feature a more robust matrix switcher and multiple displays that can either mirror the same content or present different sources simultaneously. In addition, they shall include capabilities for streaming and sharing multimedia content with remote participants, including a camera feed of the instructor or demonstration space.

Specific equipment types and details are provided in [Section 3.14 – Demonstration Space System Components](#).

2.15 Divisible Classroom

A Divisible Classroom is a flexible instructional environment designed to operate as a single large space or be partitioned into two or more independent rooms. These spaces support both in-person and remote learning and are configured to accommodate multiple instructional modes depending on class size or event requirements.

The audio visual shall be designed to function as a unified system when the room is combined, or as independent systems when divided. Control system programming shall allow automatic detection or manual selection of room configuration states.

Specific equipment types and details are provided in [Section 3.15 – Divisible Classroom System Components](#).

2.16 Lecture Hall

A Lecture Hall is a large, tiered instructional environment typically designed to accommodate 50 or more students. These spaces are intended to support large group instruction and presentations. The system shall include a high brightness projector, multiple displays, and audio reinforcement.

In addition, they shall include HyFlex capabilities to support remote or asynchronous learning through integration streaming, camera capture, and content sharing technologies.

Specific equipment types and details are provided in [Section 3.16 – Lecture Hall System Components](#)

2.2 Conference Room/Meeting Rooms

2.21 Small Conference Room

A Small Conference Room is multimedia-enhanced collaboration space designed to accommodate up to six participants. These rooms support small group meetings, virtual collaboration, and content sharing in both local and remote settings.

Each Small conference room shall be equipped with an interactive LCD display that includes an integrated computer to support presentation, annotation, and video conferencing functions. Wireless connectivity shall be provided to enable users to connect mobile devices for content sharing and collaboration.

Specific equipment types and details are provided in [Section 3.21 – Small Conference Room System Components](#).

2.22 Medium Conference Room

A Medium Conference Room is multimedia-enhanced meeting designed to accommodate up to twenty participants. These rooms support collaborative discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Medium Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed computer and user provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within the conference table, a dedicated lectern, or an equipment rack, depending on the room layout and functional requirements.

Specific equipment types and details are provided in [Section 3.22 – Medium Conference Room System Components](#)

2.23 Large Conference Room

A Large Conference Room is multimedia-enhanced meeting space designed to accommodate up to fifty participants. These rooms support large group discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Large Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed instructional computer and user-provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within a dedicated lectern, or an equipment rack, and may include additional amplification and display components.

Specific equipment types and details are provided in [Section 3.23 – Large Conference Room System Components](#)

2.24 Study Room

A Study Room is a small collaborative space designed to support group study, tutoring sessions, and peer-to-peer learning among students. These rooms provide access to audio visual technology that facilitate interactive collaboration and content sharing.

Each Study Room shall be equipped with a wall-mounted interactive LCD touchscreen display featuring an integrated OPS computer and wireless presentation capabilities. A wireless keyboard and mouse shall be provided to enable flexible control and interaction with on screen content.

Specific equipment types and details are provided in [Section 3.24 – Study Room System Components](#)

2.25 Multipurpose Room

A Multipurpose Room is a highly adaptable and versatile environment designed to accommodate a broad range of functions beyond a single dedicated purpose. Unlike traditional classrooms or lecture halls, these spaces are designed with flexible features and technologies to support diverse activities.

Each multipurpose Room shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, a presenter's laptop or other personal devices, and a document camera. In addition, these spaces shall include a dedicated streaming device to transmit presentations and events to remote audiences.

The audiovisual system shall incorporate a matrix switcher allowing any source to be routed to any display or streaming device. Due to the expanded system design, a full-size equipment rack and dedicated AV closet shall be provided to house system components and ensure proper ventilation and maintenance access.

Specific equipment types and details are provided in [Section 3.25 – Multipurpose Room System Components](#)

2.3 Digital Signage

Digital Signage systems are used throughout district facilities to share timely and relevant information with students, faculty, staff, and visitors. These systems serve multiple purposes, including promoting college student-led events, providing campus announcements, displaying alerts, and communicating available student resources.

Digital signage also supports wayfinding, menu boards, and other informational displays that enhance the overall campus experience. Each display shall be network-connected and capable of centralized content management, remote updates, and automated scheduling.

Specific equipment types and details are provided in Section 3.26 – Digital Signage System Components.

3.0 Room Equipment

This section defines the standard audiovisual equipment and components required for each room type described in Section 2.0

3.11 Standard

Standard Classrooms are designed to support local media presentations controlled from a designated instructor lectern or desk. Multiple input sources shall be available and managed through a touchscreen interface that provides intuitive control over media selection, volume, and display functions.

Image Requirements:

Display screens shall allow for legibility of 12-point font from the farthest seated position, following applicable architectural sightline and accessibility standards.

Image Width:

Image width shall be proportional to height, targeting a 16:9 aspect ratio whenever feasible.

Display Technology Options

Projector Display:

Each classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

(Optional variation: Flat-panel displays may be considered in smaller classrooms when projection distances or lighting conditions limit visibility.)

Audio

Media Audio Playback:

Ceiling recessed loudspeakers with sealed back enclosures shall be installed above the student seating area to reproduce media playback and instruction audio evenly across the room.

Audio Reinforcement:

Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Source Devices

Media Lectern:

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher located in the lectern shall manage inputs from a fixed instructional computer with monitor, an HDMI document camera, and a Blu-ray/DVD player.

Mobile Sources:

A multi-input connection device shall support HDMI, USB-C, and Mini-DisplayPort connections for mobile devices. Wireless collaboration tools shall enable screen sharing from laptops, smartphones, and tablets.

System Control

Device Selection:

Media source selection shall be managed through the Extron presentation switcher on a minimum 7-inch touchscreen control panel.

Volume Control:

Audio levels shall be adjusted via the Extron control interface.

Screen Control:

Projection screen up/down commands shall be integrated into the touchscreen interface.

Lighting Control:

For new construction projects, lighting zones shall be integrated into the Extron control system in accordance with the classroom audiovisual standard.

3.12 HyFlex

HyFlex classrooms are designed to support both in-person and remote learning, with audiovisual control centralized at the instructor's lectern. Multiple media source inputs are available, managed through a touchscreen interface.

Wireless lapel and handheld microphones enable instructor mobility and student engagement, while an auto-tracking camera installed on the rear wall allows remote participants to follow the instructor naturally throughout the session.

Image Requirements**Image Height:**

Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:

Width should be proportional to height, maintaining a 16:10 aspect ratio where feasible to optimize viewing angles and screen utilization.

Display Technology Option**Projector Display:**

Each HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices**Media Lectern:**

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio**Permanent Audio Sources:**

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:

Each HyFlex Room shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.13 Enhanced HyFlex

Enhanced HyFlex classrooms are designed to support both in-person instruction and remote learning environments, controlled from a centralized instructor's lectern. Multiple media source inputs will be available with intuitive touch screen selection and controls.

A ceiling mounted microphone array will capture both the instructor and student audio, eliminating the need for handheld or lapel microphones.

An auto-tracking camera will follow the instructor's movement throughout the room, paired with a rear mounted confidence monitor that allows the instructor to view remote participants and presentation content. A dedicated streaming appliance shall be installed in the AV equipment rack to ensure reliable recording and live streaming.

Image Requirements:

Screens must allow legibility of 12-point font from the last seated row, while adhering to appropriate architectural sightline standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options**Projector Display:**

Each Enhanced HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices**Media Lectern:**

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio**Permanent Audio Sources:**

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:

Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district.

3.14 Demonstration Space

Demonstration spaces are designed to support both the local media presentations and remote learning environments, controlled from a designated instructor's lectern.

Multiple source inputs and display outputs are available, with touchscreen-based selection and control. A matrix switcher/router enables the instructor to route any input source to any display or streaming device as needed.

A ceiling mounted microphone array captures instructor and participant audio, eliminating the need for wireless lapel or handheld microphones and promoting a more collaborative interaction between in person and remote participants.

Image Requirements

Image Height:

Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:

Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:

Each Demonstration Space should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:

Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Multiple displays may be installed as required by the instructional use case.

Audio

Media Audio Playback:

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-complaint portable assistive listening system shall be available in each classroom to support accessibility. A ceiling mounted microphone array captures all audio for both in-room reinforcement and streaming applications, removing the need for wireless handheld or lapel microphones.

Source Devices**Media Lectern:**

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, house in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.15 Divisible Classroom

Divisible classrooms are flexible learning environments designed to accommodate combined or separate instructional use through movable wall partitions. These spaces support both local and remote learning, providing independent audiovisual control for each section while maintaining the capability to operate as one large integrated room.

Each section will include a dedicated instructor lectern equipped with a touch-screen control, allowing seamless switching between single room or multi-room modes. The AV system will be designed and programmed to detect and adapt to room configurations automatically or via user selection. The expanded system will require a dedicated equipment closet with one or more full size AV racks to house equipment.

Image Requirements**Image Height:**

Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options**Projector Display:**

Each Divisible Classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:

Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Additional displays may be installed to support multi-zone visibility when the room is divided.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-complaint portable assistive listening system shall be provided to ensure accessibility. A combination of ceiling-mounted microphone arrays and wireless lapel/handheld microphones shall provide audio capture and reinforcement for both combined and divided configurations. Media and speech audio signals shall be mixed and played through the ceiling recessed speakers.

Source Devices

Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

Media source selection shall be managed through an Extron presentation switcher with multiple touch panel interfaces (minimum 7"0, one per divisible section. The system shall intelligently detect and adjust routing based on partition status or user control selection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface, with master-level control available when rooms are combined.

Screen Control:

Projection screen and displays shall include up/down controls and on/off functionality integrated into the Extron control interface

Lighting Control:

For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.16 Lecture Hall

Lecture halls are large-format instructional spaces designed to serve a high number of students. The audiovisual system shall provide robust presentation, audio reinforcement, and hybrid learning capabilities to support both in-person and remote instruction.

Each lecture hall will include, at minimum:

- A high-brightness projection system
- Audio reinforcement for instructors and presenters
- The ability to present multimedia content from a fixed instructor PC, laptop, document camera, and other compatible devices

Lecture halls will often incorporate HyFlex functionality, including auto-tracking cameras, ceiling microphone arrays, and streaming appliances, to facilitate synchronous and asynchronous learning activities.

Image Requirements

Image Height:

Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:

Each Lecture Hall classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen suitable for large audiences.

Audio

Media Audio Playback:

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility for all participants. Wireless microphone receivers shall support handheld and lapel microphones for instructor and guest speaker use. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, balanced sound reinforcement across the hall.

Source Devices

Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:

An Extron presentation switcher, house in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources shall be managed through an Extron presentation switcher and a touch panel interface (minimum 7"). The input panel shall provide HDMI, USB-C, Mini-DP, and power connections for instructor devices.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen controls (up/down and on/off) shall be integrated into the Extron interface.

Lighting Control:

For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.2 Conference/Meeting Rooms

3.21 Small Conference Room

Small Conference Rooms are multimedia-enhanced spaces designed to accommodate up to six participants for meetings, presentations, and collaborative work.

Each room shall be equipped with a wall-mounted interactive LCD or OLED touchscreen display featuring an onboard OPS computer, wireless keyboard, and mouse. These displays shall support multimedia presentations, touch enabled annotation, and wireless connectivity for user devices such as laptops, tables, and smartphones.

Image Requirements**Image Height:**

The display shall be an LCD or OLED interactive flat panel ranging from 75 inches or larger sized appropriately to room dimensions.

Minimum specifications:

- Resolution 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Rate: Minimum 1,000,000:1
- Refresh Rate: Minimum 120Hz
- Inputs: At Least 3 HDMI and 1 USB input

The display shall include:

- Minimum 10-point touch capability
- Preinstalled interactive software annotation tools
- Integrated wireless collaboration system for screensharing and BYOD.

- Wall-mounted configuration, positioned to maintain ADA compliance and ergonomics visibility for all participants

Audio**Media Audio Playback:**

Audio playback shall be provided by the display's integrated loudspeakers, delivering clear speech and media sound appropriate for a small meeting environment.

Source Devices**Permanent Audio Sources:**

The interactive touchscreen monitor shall function as a stand-alone system, powered by its onboard OPS computer. It shall also support wireless connectivity for external devices (laptops, tablets, or smartphones).

Permanent Audio Sources:

Audio shall originate from the display's onboard system and associated multimedia playback applications.

Mobile sources:

Built-in wireless collaboration tools shall allow participants to share content wirelessly from personal devices including laptops, tablets, and smartphones.

System Control**Device Selection:**

Media source selection shall be managed directly through the interactive display interface.

Volume Control:

Audio levels shall be adjusted using the display's built-in volume controls or the system volume slider with the onboard computer.

Screen Control:

Not applicable.

Lighting Control:

Not applicable.

3.22 Medium Conference Room

Medium Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to twenty participants. These rooms shall feature an integrated audiovisual system capable of supporting multimedia presentations from the built-in computer as well as user-provided devices connected via ports integrated into the conference table or wall.

The system shall allow seamless switching between sources, provide high-quality audio and video for in-person and remote collaboration, and support wireless content sharing for laptops, tablets, and mobile devices.

Image Requirements

Image Height:

This displayed image shall provide clear legibility of 12-point font from the farthest seated position, while maintaining proper architectural sightlines and ergonomic viewing angles.

Image Width:

Width shall be proportional to height, targeting a 16:10 aspect ratio where feasible to ensure optimal image geometry and content compatibility.

Display Technology Options

Projector Display:

Each room may include a ceiling-mounted laser projector with a minimum resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall-mounted, motorized matte-white projection screen appropriately to the space.

Wall-Mounted Display:

Flat-panel shall be LED or OLED, starting at 55 inches or larger, depending on room size and viewing distance.

Minimum specifications:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: 120 Hz or higher

Interactive Flat-Panel Display:

Where interactive capabilities are desired, the display shall be LCD or OLED, ranging from 55 inches or larger, with:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 minimum
- Refresh Rate: 120 Hz
- Touch Capability: Minimum 10-point multi-touch
- Inputs: At least three HDMI and one USB input
- Software: Preinstalled interactive software with annotation tools and wireless collaboration support

Displays shall be wall-mounted in accordance with ADA and ergonomic standards.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall be installed to provide balanced media playback and voice reinforcement coverage throughout the room.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld or lapel microphones for presenters or remote conferencing needs. Media and speech audio shall be combined and distributed through the ceiling-mounted speaker system for consistent clarity.

Source Devices**Media Cabinet/Equipment Rack:**

All audiovisual equipment necessary for system operation and control shall be housed in a standard AV rack, located in a lectern, conference table, casework, or dedicated closet, depending on the room design. Connections shall terminate at a floor box or wall plate that supports AV, network, and power infrastructure.

Permanent Video Sources:

An Extron presentation switcher, housed in the equipment rack, lectern, or table casework, shall support connections for:

- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:

Audio signals shall originate from the built-in computer and any associated media devices.

Mobile Sources:

A multi-input device shall enable HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops, tablets, and cameras.

Built-in wireless collaboration tools shall allow users to share content wirelessly from personal devices.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connectivity for portable devices.

Volume Control:

Audio levels shall be adjusted through the Extron control interface.

Screen Control:

Projection screen or displays shall include power and on/off controls integrated into the Extron system interface.

Lighting Control:

For new construction project only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.23 Large Conference Room

Large Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to fifty participants. These rooms shall be equipped with an integrated audiovisual system capable of sharing multimedia presentations from a built-in PC and user-supplied devices connected through ports integrated into the conference table or wall.

Each room shall support hybrid and remote collaboration, including auto-tracking cameras, ceiling-mounted microphone arrays, and streaming devices for seamless participation by remote attendees.

Image Requirements

Image Height: Displayed images shall allow legibility of 12-point font from the farthest seated position while maintaining proper sightline and architectural considerations.

Image Width:

Width shall be proportional to height, maintaining a 16:10 aspect ratio where feasible for optimal viewing and presentation clarity.

Display Technology Options

Projector Display: Each large conference room shall include a ceiling-mounted laser projector with a minimum native resolution of 1900 × 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The projected image shall display on a wall-mounted, motorized, matte-white projection screen sized appropriately to the room.

Flat-Panel Display (Optional / Supplemental): Rooms may include LED or OLED wall-mounted flat-panel displays of 75 inches or larger, depending on viewing distance and layout.

Minimum specifications:

- Resolution: 4K UHD (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: Minimum 120 Hz

These displays may supplement the projection system or serve as confidence or secondary displays for presenters and remote conferencing.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall provide uniform audio coverage for media playback across the room.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld and lapel microphones, and a ceiling-mounted microphone array shall capture speech for remote conferencing. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, intelligible reinforcement.

Source Devices

Media Cabinet / Equipment Rack: All audiovisual components required for operation and control shall be housed in

a standard Middle Atlantic AV rack located in a podium, casework, or dedicated equipment closet, depending on room design. Connections shall terminate at a floor box or wall plate that supports AV, network, power, and safety cable coverage. A durable ADA-compliant cable ramp cover shall be provided to protect exposed cables and maintain accessibility compliance.

Permanent Video Sources:

An Extron presentation switcher, located within the equipment rack, lectern, or table casework, shall support connections for:

- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:

Audio shall originate from the built-in computer and associated streaming or conferencing devices.

Mobile Sources:

A multi-input connection device shall support HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops and cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connections for instructor or participant devices.

Volume Control:

Audio levels shall be adjusted through the Extron control interface.

Screen Control:

Projection screen up/down and power controls shall be integrated into the Extron interface.

Lighting Control:

For new construction projects only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.24 Study Room

A Study Room is a small collaborative space designed to support group study, project collaboration, and interactive learning among students. The room shall include an integrated wall-mounted interactive LCD touchscreen display that allows users to connect wirelessly from a laptop, tablet, or mobile device.

Image Requirements

Image Heights:

The image height shall allow participants to clearly read 12-point font from the farthest seated position in the room, while maintaining appropriate architectural sightlines and ergonomics.

Image Width:

The image width shall be proportional to height, targeting a 16:10 aspect ratio wherever possible.

Display Technology Options

Interactive Flat Panel Display (IFPD):

- Type: LCD panel with LED edge lighting or OLED display
- Size: Minimum 75 inches diagonal, scaled appropriately to room dimensions
- Resolution: Minimum 4K (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: ≥ 1,000,000:1
- Refresh Rate: ≥ 120 Hz
- Inputs: Minimum of 3 HDMI and 1 USB
- Touch Capability: Minimum 10-point touch
- Features: Preinstalled interactive software with annotation tools and integrated wireless collaboration system
- Mounting: Wall-mounted interactive direct-view display (minimum 1900 × 1200 pixels for 16:9 images)

Audio

Media Audio Playback:

Audio shall be provided via the display's integrated speakers, suitable for small-group playback levels.

Permanent Audio Sources:

Audio playback shall originate from the display's internal operating system and integrated applications.

Mobile Audio Sources:

Wireless collaboration features shall support audio transmission from user devices such as laptops, smartphones, and tablets.

Source Devices

Permanent Video Sources: The interactive touchscreen display shall operate as a standalone system with built-in wireless connectivity, allowing users to present from personal devices without additional hardware.

Mobile Sources: Users shall connect wirelessly through the display's built-in collaboration tools for screen sharing and content presentation.

System Control

Device Selection: Media source selection shall be managed directly through the interactive display interface.

Volume Control: Audio volume shall be adjusted via the display's built-in controls or through the connected device's system volume

Screen Control: Not applicable

Lighting Control: Not applicable

3.25 Multipurpose Room

A multipurpose room is a highly adaptable and versatile space designed to accommodate a wide variety of functions beyond a single, dedicated purpose. Unlike traditional classrooms or lecture halls, it is engineered with flexible features and technology to host diverse activities, from large-scale academic and social events to small collaborative sessions. It shall be outfitted with an integrated multimedia system capable of viewing media from a fixed PC, a presenter's laptop or other device, or a document camera. Multiple auto-tracking PTZ cameras shall be mounted on the walls to capture various presentation angles. Additionally, these spaces will include a dedicated multimedia streaming device to enable live streaming and recording of presentations to remote locations. A matrix switcher shall allow routing of any source to any display or streaming device. The larger audiovisual system will necessitate a full-size rack and a minimum 42" x 48" equipment closet to house it.

Image Requirements**Image Height:**

Screens must allow for the legibility of 12-point font from the last seated row, while adhering to appropriate architectural standards.

Image Width:

Width should be proportional to height, targeting a 16:10 aspect ratio as closely as possible.

Display Technology Options**Projector Display:**

A ceiling-mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens shall be provided. The image will be projected onto a wall-mounted, motorized, matte-white projection screen sized appropriately for the room.

Wall-Mounted LCD Display:

Displays shall be LED or OLED, starting at 75 inches or larger depending on room size. They must support a minimum 4K resolution (3,840 x 2,160), a 16:9 aspect ratio, a contrast ratio of at least 1,000,000:1, and a refresh rate of 120Hz or higher. Panels shall be wall-mounted with a minimum resolution of 1900 x 1200 for 16:10 images.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall be installed above seating areas to provide even media audio playback.

Audio Reinforcement:

A ceiling-mounted microphone array shall complement wireless lapel or handheld microphones, providing a collaborative environment between in-person and remote attendees. Media and speech audio shall be combined and played through the ceiling-recessed speakers. An ADA-compliant portable assistive listening system shall be available to ensure audio clarity and accessibility.

Source Devices**Equipment Housing:**

A standard media lectern shall house a dedicated room PC, document camera, and Extron touchscreen control panel. The system will be installed in a rack located within a standard 42" x 48" equipment closet. Connections to the lectern shall terminate at a floor box supporting AV, network, and power.

Permanent Video Sources:

An Extron presentation switcher, housed in a dedicated equipment rack, shall support connections for a built-in computer with monitor, an HDMI document camera, auto-tracking cameras, and a wireless presentation device.

Permanent Audio Sources:

Audio shall originate from the built-in computer, wireless microphones, and ceiling-mounted microphone array

Mobile Sources:

A multi-input device shall enable HDMI, USB-C, Mini-DP, and VGA connections for mobile devices such as laptops or cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher and a touchscreen interface (minimum 10 inches).

Volume Control:

Audio levels shall be adjusted through the Extron control panel.

Screen Control:

The Extron system shall include screen control, with on/off functionality integrated into the interface.

Lighting Control:

For new construction projects only, lighting shall be integrated into the Extron control system as part of the audiovisual standard.

3.3 Digital Signage

Digital signage systems provide dynamic visual communication for campus announcements, event promotion, emergency alerts, and wayfinding. To ensure consistency, reliability, and ease of maintenance across all facilities, all digital signage deployments shall adhere to the following standards.

System Overview

Digital signage equipment shall utilize a centralized content management system (CMS) that allows remote scheduling, monitoring, and updating of content. The CMS must support multiple display zones, content templates, and integration with external data sources such as calendar systems or emergency alert platforms. All signage endpoints must connect via the institution's data network using approved VLAN configurations and authentication protocols.

Display Hardware

Displays shall be commercial-grade, 24/7-rated flat panel units with a minimum brightness of 500 nits. Display size and placement shall be selected based on viewing distance and location requirements. Both landscape and portrait orientations must be supported. Displays shall be mounted using UL-listed brackets, ensuring compliance with ADA and building code requirements. Outdoor or high-brightness areas shall utilize weather-rated, sunlight-readable displays.

Media Players

Media players shall be networked digital signage devices certified by the CMS vendor. They must support 1080p or higher video playback, HTML5 content, and image-based media. Players shall be remotely manageable for monitoring, firmware updates, and troubleshooting. Media players must comply with institutional network security policies and support remote reboot, content verification, and automated health reporting.

Power and Network

All displays and media players shall be powered from dedicated electrical circuits or Power over Ethernet (PoE) if supported, and connected through surge-protected outlets. Each device shall have a minimum 1 Gbps network connection. Wired Ethernet connections are preferred over wireless for maximum reliability. Cabling shall be concealed, neatly managed, and terminated in accordance with AV and IT infrastructure standards.

Maintenance and Support

Digital signage systems shall include built-in health monitoring features with automatic alerts for player or display failures. Firmware, software, and content templates shall be updated periodically to maintain security, stability, and compatibility. All signage equipment shall be installed in a manner that allows safe and easy access for maintenance, without disrupting nearby operations or aesthetics.

4.0 AV System Equipment Requirements

These specifications represent the minimum standards for general classrooms across the Riverside Community College District (RCCD). Spaces such as tiered lecture halls, multi-purpose rooms, conference areas, and other large venues shall be individually reviewed by District Technology Support Services (TSS) to determine appropriate projector brightness, lensing, and display technology requirements based on room size, ambient light conditions, and intended use.

4.1 Video Projectors

All projectors shall be laser-illuminated and rated at a minimum of 5,000 ANSI lumens. Resolution: Minimum of 1900 x 1200 pixels (WUXGA) with a 16:10 aspect ratio. Performance Standard: Projected image systems shall comply with AVIXA (InfoComm) 3M-2011 – Projected Image System Contrast Ratio. Grade: Equipment shall be commercial/business grade, supporting continuous operation and network monitoring. Additional Considerations: For larger instructional or divisible spaces, projector brightness and lens selection shall be reviewed and approved by TSS.

4.2 Projection Screens

Screens shall be wall-mounted, motorized, and constructed with matte-white viewing surfaces for optimal image quality. Screen operation shall be integrated into the room control system for automated deployment. Screen size and placement shall be determined in accordance with ANSI/INFOCOMM V202.01:2016 – Display Image Size for 2D Content and the room's seating geometry.

4.3 Flat Panel Displays**Standard LCD Displays:**

Displays shall be LED-backlit LCD or OLED panels, 75" or larger, depending on room dimensions and viewing distance. Resolution: Minimum 4K UHD (3840 x 2160) at 16:9 aspect ratio. Contrast Ratio: Minimum 1,000,000:1. Refresh Rate: 120 Hz or higher. Must support a minimum native resolution of 1900 x 1200 for 16:10 formatted content when required. Mounting shall be wall-mounted or cart-mounted per space type and ADA compliance.

Interactive LCD Displays:

Displays shall be LED-edge-lit LCD or OLED, sized 75" and larger per space requirements. Resolution: Minimum 4K (3840 × 2160). Aspect Ratio: 16:10. Contrast Ratio: Minimum 1,000,000:1 with 120 Hz refresh rate. Minimum 10-point touch capability with preinstalled interactive and annotation software. Integrated wireless collaboration system required for multi-device content sharing. Shall include minimum connectivity: (3) HDMI inputs, (1) USB input. OPS (Open Pluggable Specification) onboard PC required, factory-installed by the display manufacturer with at least: Intel i7 processor, 8 GB RAM, 1 TB SSD storage.

4.4 Audio Reproduction Systems**4.5 Video System and Source Equipment****4.6 Audio Visual Control System****4.7 Specialty Audio Visual Equipment****4.8 Assistive Listening Systems****4.9 Digital Signage****5.0 Instructor Lectern Requirements**

The instructor's lectern shall include a built in AV rack to house the built in PC, and Extron control system, as well as the touch panel for control, document camera, and multi-input device for portable device sharing.

6.0 Supported Manufacturers

To ensure consistency, compatibility, and long-term support across all district facilities, the following manufacturers are approved for use in audiovisual system design, procurement, and implementation. These manufacturers have been evaluated based on reliability, integration capability, product support, and alignment with district technical standards.

6.1 Video Projectors

- Panasonic – Standard and large-venue laser projection systems
- Epson – Short-throw laser projectors for classrooms and confined spaces

6.2 Projection Screens

- Da-Lite – Motorized and fixed-frame projection screens

6.3 Flat Panel Displays

- Samsung – Commercial-grade 4K UHD displays for signage and classrooms
- Panasonic – Professional-grade interactive and non-interactive displays
- Newline – Interactive flat-panel displays with OPS compatibility

6.4 Audio Reproduction Systems

- Shure – Wireless microphone systems for lecture and conference environments
- JBL – Ceiling and wall-mounted loudspeakers for classroom and performance spaces

6.5 Video System and Source Equipment

- Mersive Solstice – Wireless collaboration and presentation platform

6.6 Audiovisual Control System

- Extron – Control processors, touch panels, and switching system

6.7 Specialty Audiovisual Equipment

- Lumentum – Document cameras
- Mediasite – Lecture capture and streaming encoders
- BrightSign – Digital signage and media playback device

6.8 Assistive Listening Systems

- Listen Technologies (Listen Tech) – ADA-compliant assistive listening systems

6.9 Digital Signage Systems

- BrightSign – Digital signage media players
- Carousel CMS – Centralized content management system

6.10 Lecterns and Furniture

- Spectrum Industries – Instructor lecterns, podiums, and integrated AV furniture

Appendix A – Equipment Standards

<u>Manufacturer</u>	<u>Description</u>	<u>Part Number</u>	<u>Description</u>
Aver	Aver Camera Wall Mount	COMSVCMT	Aver Camera Wall Mount
Aver	Aver PTZ330UV2 Pro AV	PTZ330UV2	Aver Non-Tracking Pan-Tilt-Zoom Camera
Aver	Aver Autotracking Camera TR335V3	PATR335V3	AVER Autotracking camera
Aver	RS-232 DIN 8 to D-Sub 9 Cable	064AOTHERBPK	Aver control dongle
Belkin	Multiport to HDMI Digital AV Adapter	B2B166	Belkin Multi input cable
Belkin	Belkin 24W Dual Port USB Wall Charger	WCB002dq	Belkin USB powersupply for input cable
Biamp	AVB Server IO DSP	TESIRA SERVER-IO AVB	modular, networkable, digital signal processor that provides scalable audio I/O and extensive audio manipulation capabilities for large-scale, professional audio-video systems using the AVB protocol
Biamp	Biamp Tesira EX-MOD	Tesira EX-MOD	modular, rack-mountable audio expander device that connects to a Tesira DSP over an AVB network to provide up to twelve customizable, remotely placed channels of analog input and/or output.
Biamp	Biamp Tesira Forte X1600 DSP	BIATESIRAFORTEX1600	DSP featuring 16 channels of AEC, multi-network audio support
Biamp	EX-AEC	Tesira EX-AEC	modular audio expander device for the Biamp Tesira audio Server

Biamp	EX-IN	Tesira EX-IN	Modular audio expander with 4 non-AEC, microphone or line-level audio signals
Biamp	EX-UBT to connect USB to PC	Tesira EX-UBT	modular audio expander expander for the Tesira system, focused on digital audio connectivity. It acts as an AVB/USB Expander with integrated Bluetooth wireless technology.
Biamp	POE injector	POE-INJ	Biamp Power Over Ethernet Injector for Biamp devices
Biamp	SCM-1 Cobranet card	Tesira SCM-1 CK	Cobranet networking component for Tesira server
Biamp	SEC-4 inputs cards	TESIRA SEC-4	4-channel mic/line analog input card for Tesira Server
Biamp	SOC-4 output cards	Tesira SOC-4	modular analog output card for the Biamp Tesira Server
Biamp	Tesira EX-IO	Tesira EX-IO	compact, half-rack, 4-channel audio expander that uses PoE+ to provide two channels of mic/line input and two channels of mic/line output over an AVB network
Biamp	Tesira Parl� TCM-XA White	910.0499.900	AVB-enabled, low-profile ceiling microphone and PoE+ amplifier
Biamp	Tesira Parl� TCM-XEX White	910.0500.900	expansion ceiling microphone that utilizes Beamtracking technology to extend the audio coverage of an existing Tesira Parl� TCM-X or TCM-XA system

Biamp	TesiraCONNECT TC-5	TesiraCONNECT TC-5	5-port device for Tesira systems that provides power (PoE+) and AVB media networking
Biamp	TesiraFORTE AVB VT	TesiraFORTE AVB VT	rack-mountable digital audio server with 12 analog inputs, 8 analog outputs, Acoustic Echo Cancellation (AEC) on all inputs, and integrated VoIP, POTS, and USB audio
Brightsign	XD235 with pre-installed 32GB Micro SD card	XD235-32GB	Standard I/O Professional 4K player with a pre-installed 32GB microSD card
C2G	25ft Cat6 Network Patch Ethernet Cable Yellow	27195	25-foot yellow Cat6 Snagless Ethernet network patch cable
C2G	6.6ft USB A to B Cable Black	28102	6.6-foot black USB 2.0 cable with a Type-A male connector and a Type-B male connector
C2G	6.6ft USB TYPE A MALE TO MALE	28106	6.6-foot black USB 2.0 cable with male Type-A connectors on both ends
C2G	6.6ft USB TYPE USB A to C	28832	6-foot black USB-C male to USB-A male cable
C2G	Cables2go Extension	CG03115	6-foot, 18 AWG black power extension cord with a NEMA 5-15P male plug on one end and a NEMA 5-15R female receptacle on the other
Chief	Ceiling plate kit	KITPD0203	projector ceiling mount kit that includes a universal projector mount (RPAU), a ceiling plate (CMS115), and an adjustable 2-to-3-foot extension column (CMS0203)

Chief	Chief Above Tile Suspended Ceiling kit w/ 3" fixed pipe	CMA440	above-tile suspended ceiling kit designed to provide a secure anchor point for mounting projectors
Chief	Chief RPA Elite Projector Security Mount	RPMA1	universal projector security mount
Chief	Extra-Large Fusion® Micro-Adjustable Tilt Wall Mount	XTM1U	X-Large Fusion micro-adjustable tilt wall mount designed for 55" to 100" flat-panel displays
Chief	Large Fusion® Fixed Wall Display Mount	LSA1U	Large Fusion universal fixed wall mount for 42" to 86" flat-panel displays, featuring a low 2" profile
Christie	ILS lens 2.0-2.8:1 SX+/1.8-2.6:1 HD	118-100113-01	Intelligent Lens System (ILS) zoom projector lens for Christie M and J Series projectors
Christie	M 4K25 RGB Projector	M 4K25	RGB Projector is a 25,000 lumen, 4K UHD, 3DLP pure RGB laser projector for large venues
Cisco	Small Business 110 Series Unmanaged Switch	CBS110-8T-D	an unmanaged switch providing eight Gigabit Ethernet ports
Crown	DCI 4/300 audio amplifier	DCI4300	4-channel amplifier providing 300 watts per channel both low-impedance (2-16 Ohm) and high-impedance (70V/100V)
Dalite	Advantage Contour Electrol 164" Diagonal w/26" additonal drop	34524L	Dalite motorized projection screen
Dalite	CONTOUR 137D 72.5X116 MW CUSTOM VIEWING AREA 71"x113.5"	70192LSC	Dalite motorized projection screen
Dalite	Contour 180D DM with Custom Black Drop and LVC 108"H x 144"W 60" total Black drop at top	70196LC	Dalite motorized projection screen

Dalite	Contour Electrol 16:10 189" Diagonal 100"x160" Screen	70196L	Dalite motorized projection screen
Dalite	Contour Electrol 10' 16:10 137" Diagonal 72.5"x116" Screen	70192LS	Dalite motorized projection screen
Dalite	Contour Electrol 11.5' 16:10 164" Diagonal 87"x139" Screen	37578L	Dalite motorized projection screen
Dalite	Contour Electrol 8.5' 16:10 123" Diagonal 65"x104" Screen	20877LS	Dalite motorized projection screen
Dalite	Contour Electrol 9' 16:10 130" Diagonal 69"x110" Screen	37574LS	Dalite motorized projection screen
Denon	Denon Blu-ray player	DN-500BD-MKII	professional-grade, 1U rackmount media player that supports playback of Blu-ray, DVD, and CD discs
ELO	Elo 1502L Touch Screen - No Stand	E125496	15.6-inch, Full HD touchscreen monitor featuring PCAP 10-touch technology
Epson	100" Whiteboard for Projection and Dry Erase (16:9)	V12H006A02	combination projection screen and dry-erase whiteboard
Epson	Adjustable Wall Mount for Epson Ultra-Short Throw Laser Displays	V12HA06A05	Adjustable, ultra-short throw wall mount with a telescopic arm
Epson	Epson Brightlink 1485Fi Interactive Projector	V11H919520	1080p 3LCD Interactive Laser ultra-short throw projector
Epson	Epson Projector Replacement Air Filter	V13H134A56	replacement air filter for Epson projector
Epson	Interactive Touch Module	V12H007A23	Interactive Touch Module accessory that adds finger-touch capabilities to Epson projectors
Extron	Air Filter Kit XPA Ultra FX - 10pk	70-1341-01	Replacement Air Filter Kit for use with Extron XPA Ultra FX Series audio power amplifiers

Extron	Audio Amplifier XPA U 4004 FX	60-2034-01	four-channel, 400-watt per channel, audio power amplifier with configurable outputs for simultaneously driving 8 Ω , 4 Ω , 70 V, and 100 V speaker loads
Extron	DisplayPort M-HDMI F Active, 6"	26-713-01	6-inch active adapter cable that converts a DisplayPort source to an HDMI output
Extron	DTP Crosspoint 108 4k 10x8 Seamless 4k Scaling Presentation Matrix switcher	60-1381-01	10x8 matrix switcher that integrates 4K scaling, DTP twisted pair extension, audio DSP with AEC, an audio power amplifier, and an IPCP Pro xi control processor
Extron	DTP Crosspoint 86 4K IPCP Q MA 70	60-1382-93	8x6 matrix switcher featuring 4K scaling, DTP extension, a built-in IPCP Pro control processor, ProDSP audio with AEC, and an integrated 100-watt, 70-volt mono power amplifier
Extron	DTP HDMI 4K 230 Rx	60-1271-13	digital twisted pair receiver that extends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP HDMI 4K 230 Tx	60-1271-12	digital twisted pair transmitter that sends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP T SW4 HD 4K	60-1625-01	Four-input HDMI switcher with an integrated DTP transmitter that automatically selects and sends 4K video, audio, and control signals up to 330 feet

Extron	Extron Cable Cubby 202 AAP Bracket	70-1043-01	AAP bracket designed for the Cable Cubby 202 enclosure, allowing it to hold up to two single-space Extron AAP AV connectivity modules
Extron	Extron Cable Pass-Through AAP	70-267-01	Cable Pass-Through AAP with a right-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Cable Pass-Through AAP	70-270-01	Cable Pass-Through AAP with a Left-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Double Blank AAP	70-090-12	AAP in black used to cover unused openings in compatible Extron AAP mounting frames
Extron	Cable Cubby 222 US	60-1927-02	compact, furniture-mountable access enclosure for AV connectivity and power
Extron	HDMI Pro/25	26-650-25	25-foot HDMI Pro Series cable
Extron	HDMI Ultra/12	26-663-12	12-foot HDMI Ultra Series cable
Extron	HDMI Ultra/16	26-663-06	6-foot HDMI Ultra Series cable
Extron	HDMI Ultra/3	26-663-03	3-foot HDMI Ultra Series cable
Extron	IN1808 IPCP Q MA 70	60-1615-93	eight-input 4K/60 seamless presentation switcher with an integrated control processor and a 100-watt Class D mono amplifier for 70-volt systems

Extron	IN1806	60-1663-01	Six Input 4K/60 Seamless Presentation Switcher that features a high-performance Vector 4K scaling engine, DisplayPort and HDMI inputs, and mirrored HDMI and DTP2 outputs for extending video, audio, and control signals
Extron	IN1808	60-1615-01	eight-input seamless presentation switcher with advanced 4K/60 scaling and DTP2 extension for switching and distributing high-resolution digital video and audio signals.
Extron	IN1808 IPCP Q SA	60-1615-92	eight-input 4K/60 seamless presentation switcher featuring an integrated control processor and a Class D stereo amplifier
Extron	IPCP Pro 360Q xi	60-1916-01	Quad-Core control processor with multiple control ports and dedicated AV LAN ports
Extron	IPCP Pro 550	60-1418-01	IP Link Pro control processor designed for centralized AV system control
Extron	MBU 123 Low-Profile Mount Kit	70-212-01	low-profile mount kit used for discreetly installing Extron 1U high, 1/8, 1/4, and 1/2 rack-width products under surfaces
Extron	MBU 125 1/4 & 1/2 Rack Width Low-Profile Mount Kit	70-077-01	low-profile mount kit used for discreetly installing Extron quarter-rack and half-rack, two-piece enclosure products under surfaces

Extron	MediaPort 200	60-1488-01	HDMI and Audio to USB Scaling Bridge designed to integrate professional AV sources and systems with software-codec conferencing applications
Extron	OCS 100C Occupancy Sensor	60-1664-01	dual-technology ceiling occupancy sensor
Extron	PI 115 - Power Injector for Pro Series Control Systems	60-1233-02	a single port power injector for XTP Extender or control systems
Extron	PS 1242 12 V, 4.2 A, Quarter Rack	70-1246-01	an external 12 VDC, 4.2 A desktop power supply
Extron	RSB 129 Rack Shelf	60-604-02	a 1U, 9.5-inch deep basic rack shelf
Extron	Network AAP	70-491-11	a single-space AAP featuring two female-to-female RJ-45 barrel connectors for a pass-through connection
Extron	TLI Pro 201 Touchlink	60-1669-01	a TouchLink Interface that enables a third-party 4K touchscreen display with HDMI input/output and PoE+ to function as a point of control and video preview within an Extron Pro Series control system.
Extron	TLP Pro 1025T	60-1565-02	10-inch tabletop TouchLink Pro Touchpanel
Extron	TLP Pro 725T	60-1562-12	7-inch black tabletop TouchLink Pro Touchpanel
Extron	Two XTP DTP 24 Couplers AAP	70-1051-11	double-space AAP in black that contains two XTP DTP 24 couplers

Extron	USB Extender Plus R	60-1471-13	USB Extender Plus R Receiver when paired with a transmitter, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Extender Plus T	60-1471-12	USB Extender Plus T Transmitter when paired with a Receiver, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Plus Matrix Controller	42-267-01	provides a simple management interface for creating and controlling USB matrix switching systems of up to 64 Extron USB Extender Plus Series transmitters and receivers
Extron	USB-C to HDMI adapter	USBC-HDF/0.5	USB-C male to HDMI female adapter cable designed to connect USB-C sources supporting DisplayPort Alt Mode to HDMI displays
Extron	USBC-A/6	26-723-06	USB-C to USB-A cable (USBC-A/6) that supports SuperSpeed USB 5 Gbps data transfer
Extron	XPA 4002 Two Channel Amp - 400 Watts/Ch	60-1244-01	two-channel amplifier that delivers 400 watts rms per channel into 4 ohms, or 800 watts bridged into 8 ohms

Extron	XTP 3200 Frame	60-1546-01	XTP II CrossPoint 3200 Frame, a modular digital matrix switcher configurable from 4x4 up to 32x32 for routing 4K video, audio, bidirectional control, and Ethernet signals over twisted pair
Extron	XTP CP 4i 4K Four Input Board, XTP - 26W Remote Power Capable	70-940-31	four-input board for an XTP CrossPoint matrix switcher that receives 4K video, audio, bidirectional control, and Ethernet signals over shielded CATx cable and can supply 26 watts of remote power to XTP endpoints.
Extron	XTP CP 4o 4K Four Output Board, XTP - 26W Remote Power Capable	70-943-31	4K four-output board for an XTP CrossPoint matrix switcher that transmits video, audio, bidirectional control, and Ethernet signals over shielded CATx cable up to 330 feet and can supply 26 watts of remote power to XTP receivers.
Extron	XTP CP 4o SA	70-944-01	four-output, single-slot board for an XTP CrossPoint matrix switcher that provides four independent analog stereo audio outputs
Extron	XTP DTP 24/25	26-702-25	25-foot pre-terminated, non-plenum shielded twisted pair
Extron	XTP DTP 24P/75' cable	26-695-75	75-foot pre-terminated, plenum shielded twisted pair

Extron	XTP II CP 4i HD 4K PLUS	70-1112-01	four-input board for an XTP II CrossPoint matrix switcher that provides four HDMI inputs with stereo audio
Extron	XTP II CP 4o HD 4K PLUS	70-1113-01	four-output board for an XTP II CrossPoint matrix switcher that provides four HDMI outputs with stereo audio
Extron	XTP II CrossPoint 1600 Frame w/ RPS	60-1545-11	modular digital matrix switcher frame, configurable up to 16x16 I/O, featuring a 50 Gbps backplane that supports high-performance switching and extension of video, audio, control, and Ethernet
Extron	XTP R HD 4K	60-1524-13	XTP HDMI receiver that extends 4K video, embedded audio, bidirectional control (RS-232 and IR), and Ethernet signals up to 330 feet
Extron	XTP SR HD 4K	60-1524-02	XTP HDMI scaling receiver that uses Vector 4K technology to scale HDMI video up to 4K and extends video, embedded audio, RS-232, IR, and Ethernet up to 330 feet (
Extron	XTP T HD 4K	60-1524-12	XTP HDMI transmitter that extends 4K video, audio, bidirectional control (RS-232 and IR), and Ethernet up to 330 feet

Extron	XTP T USW 103 4K	60-1717-12	three-input multi-format switcher and integrated XTP transmitter that automatically selects between DisplayPort, HDMI, or VGA sources and extends 4K video, audio, control, and Ethernet up to 330 feet
Extron	XTP T UWP 202 4K NL	60-1530-12	two-input decorator-style wallplate transmitter for HDMI and VGA that extends 4K video, audio, and bidirectional RS-232/IR control signals up to 330 feet
Furman	Furman M4315-PRO	M4315-PRO	1U rack-mountable power management system that provides 15 Amp power conditioning, with BlueBOLT IP
JBL	JBL Control 26CT Speakers	CONTROL26CT	6.5" two-way coaxial ceiling loudspeaker which includes a multitap transformer for use with 70V or 100V
Listen Systems	LCS-121-01 Wi-Fi/RF Advanced System	LCS-121-01	Wi-Fi/RF Advanced System that provides a dual-technology assistive listening solution by broadcasting audio over both 72 MHz RF (to dedicated receivers) and Wi-Fi
Logitech	Logitech Rally Bar Mini	960-001336	an all-in-one video conferencing bar featuring a 4K UHD camera, AI-driven audio/video
Logitech	Logitech TV Mount For Video Bars	952-000041	TV Mount for Rally Video Bars, a VESA-compatible bracket used to securely mount Logitech Rally Bar

Logitech	MK710 Wireless Desktop Keyboard and mouse	920-002416	Wireless Desktop Combo, a full-size wireless keyboard and mouse set
Lumens	Lumens DC 172 - document camera	DC172	4K document camera with a flexible gooseneck arm, HDMI pass-through
Mersive	Solstice Pod Gen3 Power Supply	SP-8301-E	12V DC, 2A power supply unit for the Mersive Solstice Pod Gen3
Mersive	Solstice Pod Gen3 with perpetual Unlimited Enterprise software license (unlimited users) and 5 years	SP-8000-E5	Gen3 Solstice Pod hardware platform with the Unlimited Enterprise Edition software license for wireless collaboration and content sharing
Middle Atlantic	Middle Atlantic 9 Outlet	PD-915RC-20	15-amp, 1U horizontal rackmount power strip with nine outlets
Middle Atlantic	PTRK Series Portable Rolling Rack 27RU	PTRK-2726	a 27U portable rolling rack with a 26-inch depth, locking casters, and front and rear keyed doors
Netgear	Netgear 24x1G PoE+ 480W 2x1G and 4xSFP+ Managed Switch	GSM4230PX	1U managed network switch from the M4250 AV Line, featuring 24 Gigabit PoE+ ports with a 480W budget, four 10G SFP+ uplinks
Netgear	Netgear 12x2.5G and 2xSFP+ Managed Switch	MSM4214X	managed network switch from the M4250 AV Line, featuring 12 Multi-Gigabit (2.5G) Ethernet ports and two 10G SFP+ uplink ports

Netgear	Netgear 8x1G PoE+ 110W 1x1G and 1xSFP Managed Switch	GSM4212PX	managed Ethernet switch from the M4250 AV Line, featuring 8 Gigabit PoE+ ports (240W budget), 2 additional Gigabit Ethernet ports, and 2 10G SFP+ uplink ports
Newline	65" 4k UHD Interactive Display	TT-6524ZPro	65-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	75" 4k UHD Interactive Display	TT-7524ZPro	75-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	86" 4k UHD Interactive Display	TT-8624ZPro	86-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	Intel OPS i7 16gb RAM 1TB SSD	EPR8A67160-000	Open Pluggable Specification (OPS) on-board computer featuring an Intel Core i7 processor, 16GB RAM, and a 256GB SSD
Newline	OPS Hard Drive Upgrade - 1tb SSD	EPR8A6S999-000	1TB Solid State Drive (SSD) upgrade module designed to increase the storage capacity of Newline's Open Pluggable Specification (OPS) on-board computers

Panasonic	Panasonic 65" Display	TH-65SQE1W	65-inch 4K UHD LED-backlit LCD professional display designed for digital signage and commercial use, supporting 24/7 operation
Panasonic	Panasonic PT-RZ790LBU7 Laser DLP HD Projector	PT-RZ790LBU7	7,000 ANSI lumens, WUXGA (1920×1200 resolution) 1-Chip DLP laser projector
Panasonic	Projector Fixed Zoom Lens	ET-DLE250	power zoom lens for Panasonic DLP projectors, to provide a flexible long-throw projection distance with a 2.5-4.0:1 throw ratio
Panasonic	Projector Fixed Zoom Lens	ET-DLE350	power zoom lens for select Panasonic DLP projectors, providing a long-throw projection distance typically with a 3.6-5.4:1 throw ratio
Panasonic	PT-VMZ51U HD Projector	PT-VMZ51U	WUXGA (1920 × 1200) 3LCD laser projector, 5,200 lumens, with 1.6x zoom and lens shift
Samsung	75" Professional display QM75C series	QM75C	75-inch 4K UHD commercial digital signage display with 500 nits of brightness and a non-glare panel designed for 24/7 operation
Shure	Shure UA845UWB Ultra-Wide Band Antenna Distribution System	UA845UWB	active ultra-wide band antenna and power distribution system that allows up to four wireless receivers to share a single pair of antennas while amplifying the RF signal and distributing power to the receivers

Shure	Wireless System with SLXD2/58 Handheld Transmitter, SLXD1 Bodypack Transmitter and WL185 lavalier microphone	SLXD124/85-J52	digital wireless combo microphone system operating in the J52 band that includes an SLXD4 receiver, an SLXD2 handheld transmitter with an SM58 capsule, an SLXD1 bodypack transmitter, and a WL185 cardioid lavalier microphone
Shure	Wireless System with ULXD2/58 Handheld Transmitter, ULXD1 Bodypack Transmitter and WL185 lavalier microphone	SHULXD124DG5	Dual Channel Combo Wireless System, is a professional digital wireless system that includes a dual-channel receiver, an SM58 handheld transmitter, and a bodypack transmitter for lavalier or instrument use
Sonic Foundry	Mediasite RL-940 Streaming Media encoder	MS-RL-940	a rack-mountable Mediasite RL940 MultiView Recorder designed for automated, high-volume video capture and streaming
Sonic Foundry	Mediasite Customer Assurance	MSL-SSS-S09	Mediasite Customer Assurance Support and Maintenance Plan for a Mediasite Rich Media RL Recorder
Spectrum Furniture	Link Lectern	55115	a mid-sized, fixed-height mobile podium with options for an integrated rack cube
Spectrum Furniture	Freedom XRS Elite Lectern	55418	an electrically height-adjustable podium designed with a large worksurface and an integrated 14RU equipment rack

Spectrum Furniture	Freedom One eLift Lectern	55542	an electrically height-adjustable podium with an ergonomic worksurface that is designed to integrate with a separate AV equipment rack.
Spectrum Furniture	IMC 29" Acrylic Door Black	68103B	a black, clear acrylic locking door designed to be an optional security front panel for the 29" H equipment rack of the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" equipment rack	68107	the 29" H (14RU) Equipment Rack for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" radius corner cherry/black	68106CHB	a Wild Cherry and Black laminate 29" H Radius Corner Worksurface component for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" Wall Filler Panel	68101	29" H Wall Filler Panel for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Double worksurface Cherry/Black	68201CHB	a Wild Cherry laminate Double Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Single Work Surface	68200CHB	a Wild Cherry laminate Single Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	Rack Mount Pull out shelf	97503	a 21 3/4" deep Rack Mount Pull-Out Shelf that occupies 2 rack units (RU)

Tannoy	Tannoy VX12Q 12" PowerDual Full-Range Loudspeaker with Q-Centric Waveguide	VX12Q	passive, 12-inch PowerDual full-range loudspeaker with a Q-Centric waveguide that provides a tight 75° x 40° dispersion
Tannoy	VX VMB WALL HANGING MOUNT	8001 2800	pole-mount top hat accessory for the Tannoy V12 loudspeaker series
Tannoy	Yoke Horizontal for VX12	TA-VX12.2YOKE-BK	black yoke accessory bracket that allows for angular adjustment of compatible Tannoy VX series loudspeakers
Tannoy	Tannoy Qflex 24	80040121	a powered, digitally steerable column array loudspeaker featuring 24 channels of integrated DSP
Tascam	MZ-123BT Line Mixer	MZ-123BT	1U rack-mountable multi-zone audio mixer with Bluetooth and microphone inputs
Trendnet	Gigabit Power Over Ethernet Plus Injector	TPE-115GI	a Gigabit PoE+ Injector that combines electrical power and data onto a single Ethernet cable
Vaddio	RoboSHOT 30E HDBT OneLINK HDMI PTZ Camera System	999-99630-100W	professional PTZ camera bundle that uses HDBaseT technology to extend power, HD video, and control over a single network cable
Vaddio	Thin Profile Wall Mount for RoboSHOT PTZ Cameras	535-2000-240W	wall mount bracket designed for use with various Vaddio RoboSHOT PTZ cameras

Vaddio	Vaddio AV Bridge MatrixMIX Production System	999-5660-500	professional AV production kit that includes an 8x2 video mixer and an 11x7 audio mixer, along with a PCC MatrixMIX Camera Controller for live event streaming
Vaddio	Vaddio TeleTouch 27" USB Touch-Screen Multiviewer	999-80000-027	Touch-Screen Multiviewer Display that provides an intuitive Full HD user interface for video switching and camera control in live production environments
Vaddio	DocCAM 20 HDBT OneLINK HDMI System	999-9968-200	a recessed in-ceiling Full HD document camera with 20x optical zoom and a OneLINK HDMI interface for transmitting video, power, and control over a single Cat cable
Vaddio	Single 1/2 Rack Mounting Kit	998-6000-004	a Single 1/2 Rack Mounting Kit used to securely mount one compatible Vaddio half-rack width device

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October 10, 2025

Present by:
District Technology
Support Services (TSS)

RCCD Audio Visual Standards and Design Guidelines

Purpose & Objectives

- Establish a unified AV technology framework across all RCCD colleges.
- Ensure consistency, reliability, and ease of maintenance.
- Provide a standardized user experience for students, faculty, and staff
- Apply standards to new construction and renovation projects.
- Promote flexibility while maintaining district-wide compatibility.

Overview

- Includes instructional, collaborative, informational audio visual.
- Promotes interoperability and a centralized approach to support.
- Enables remote and hybrid learning via HyFlex configurations.

Categories

Classrooms

- Standard
- HyFlex
- Enhanced HyFlex
- Demonstration Space
- Divisible Room
- Lecture Hall

Conference Rooms/Meeting Rooms

- Small, Medium, Large
- Study Room
- Multipurpose Room

Digital Signage

- Used for communication, alerts, and campus events.

Classroom Baseline Standard

All classrooms at minimum will include:

- Integrated multimedia system (PC, document camera, laptop inputs).
- Extron control system with 7" + Touchscreen.
- Ceiling-mounted laser projector (min 5000 lumens).
- ADA-compliant assistive listening systems.
- Ceiling speakers for audio reinforcement.
- Wireless or hand held microphone

HyFlex & Enhanced HyFlex

HyFlex

- Supports in-person and remote learning.
- Auto-tracking camera & wireless microphones.
- Wireless casting device.

Enhanced HyFlex

- Adds ceiling array & confidence monitor.
- Improves audio capture and hybrid collaboration.
- Includes dedicated streaming device.

Specialized Learning Environments

Demonstration Spaces

- Multiple displays and matrix switching capabilities.
- Ceiling mic array & streaming integration.

Divisible Classrooms

- Configurable as one large or multiple rooms.
- Multiple control panels and cameras.

Lecture Halls

- Tiered design for 50+ students.
- Includes HyFlex-ready AV system.

Conference and Meeting Spaces

- **Small** – Up to 6 seats, Interactive 4K touchscreen with OPS PC.
- **Medium** – Up to 20 seats, integrated AV & wireless casting.
- **Large** – Up to 50 seats, auto-tracking cameras & ceiling mic array.
- **Study Rooms** – Interactive 4K touchscreen with OPS PC.
- **Multipurpose Room** – Flexible layouts with full AV rack and streaming.

Core AV Components

- **Displays:** Projectors (e.g., Epson, Panasonic), 4K Panels (e.g., Samsung, Newline)
- **Visual Presenter:** Lumens document camera
- **Audio:** Ceiling Speakers (e.g., JBL), Wireless microphones (e.g., Shure, Biamp)
- **Control Systems:** Extron
- **Collaboration:** Mersive Solstice
- **Streaming & Recording:** Live streaming encoder appliance.
- **Digital Signage:** Brightsign Digital signage players

Instructor Station

- Integrated AV rack (PC, Extron controller, touch panel, document camera).
- ADA-compliant cable ramp cover.
- Multi-input ports (HDMI/USB-C/MiniDP/VGA).
- Floor box for power, network, and AV.

Benefits

- Simplified training and user experience
- Ensures interoperability across campuses.
- Streamlined maintenance and support.
- Promotes digital equity and access.

Recommendation For Committee Action

1. Endorse the Development Framework

- Recognize the current draft as a working document and authorize its ongoing refinement through District Technology Support Services (TSS).

2. Establish Governance Oversight

- Form an AV Standards Review Group to guide revisions, ensure college representation, and maintain alignment with district and college strategic goals.

3. Adopt and Institutionalize

- Approve the standards as the official design and implementation for new construction, modernization, and AV refresh projects.

Discussion and Next Steps





ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2025 Fall Plenary Session Resolutions

For Discussion Between the Dates of
October 17, 2025 to October 30, 2025

DISCLAIMER |

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, November 08, 2025, at the 2025 Fall Plenary Session.

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

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PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions, as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- Explore California legal codes via the [California Legislative Information website](#).
- Explore California Code of Regulations, including title 5, via [Westlaw's California Code of Regulations website](#).

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **October 11, 2025 to October 24, 2025** are marked with #
- Amendments and urgent resolutions submitted **October 25, 2025 to November 07, 2025** are marked with ^

ASCCC 2025 FALL PLENARY SESSION RESOLUTIONS TIMELINE

- **September 10, 2025** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **September 26, 2025** | Pre-Area Meeting Resolutions packet distributed to the field.
- **October 10, 2025** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **October 10, 2025** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **October 11 to October 24, 2025** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **October 24, 2025** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **October 25 to November 07, 2025** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2025 Fall In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **October 28, 2025** | *Mandatory Contacts Meeting at 3:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between October 11 to October 24.

- **November 07, 2025** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.
- **November 07, 2025** | *Friday of Plenary Session at 5:00 p.m. Mandatory Contact Meeting.* This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between October 25 to November 07, 2025

In order to propose amendments or urgent resolutions **from October 25, 2025 to November 07, 2025**, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on **October 24, 2025** and new information is presented between **October 25, 2025 to November 07, 2025** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

PARLIAMENTARY MOTIONS |

Any **registered delegate** may make the following motions at the parliamentary microphone during the debate:

Motion	Debatable?	Second Required?	Votes Needed to Pass
Move to Approve by Acclamation*	No	Yes	N/A
Move to Re-Order Items	No	Yes	2/3
Move to Extend Debate (up to five minutes; may be used only once)	No	Yes	Majority
Move to Split the Resolves	No	Yes	Majority
Move to Postpone (within the same plenary session)	Yes	Yes	Majority
Appeal Decision of Chair	Yes	Yes	Majority
Move to Reconsider (by proponent)	Yes	Yes	Majority
Move to Close Debate	No	Yes	2/3

NOTES |

*Acclamation is a specific form of unanimous approval, typically expressed through a voice vote with clapping or cheering. The ASCCC often uses acclamation to highlight strong support for a resolution and to underscore its importance. However, delegates are encouraged to use acclamation selectively to ensure it retains its sense of significance and distinction.

QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2025 Fall Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

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RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

101. CURRICULUM

***101.01 F25 Update the 2016 Paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates**

Whereas, The Academic Senate for California Community Colleges adopted the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*¹ in Spring 2016 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2016 paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* refers to "examples of the appropriate role of the curriculum committee in the consideration of proposed substantive, non-substantive, and technical changes to courses" in the 2017 paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*² that have since been removed in an update to the course outline of record paper; and

Whereas, Guidelines for processes for curriculum committees covering the range from substantive changes to technical changes is useful for the field;

Resolved, That the Academic Senate for California Community Colleges update the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* to include guidance on processes for substantive, non-substantive, and technical changes to course outlines of records and programs and present it to the field for adoption by the 2027 Spring Plenary Session.

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+101.02 F25 Streamlined Articulation Review for Technical Changes to CCN Templates**

Whereas, The Common Course Numbering Project has made significant progress in improving the construction and consistency of course templates, yet subsequent phases have identified needed adjustments to previously approved templates, such as changes to requisites and course titles to make the necessary preparation and content clearer to students;

Whereas, Under current intersegmental articulation practice, the definition of a "substantive change" differs from community college curriculum standards, such that even technical changes³ to University of California transferable courses (e.g., adjustments to requisites due to legislation mandates) are considered "substantive" for articulation purposes and require resubmission for review by the University of California Office of the President (UCOP);

Whereas, The University of California Transfer Course Agreement⁴ guidelines specify that colleges must submit new and substantively revised UC-transferable courses annually during the summer submission cycle and must also be submitted for California General Education Transfer Curriculum consideration, which may create a yearlong gap in articulation continuity and duplicative workload for intersegmental reviewers, articulation officers, curriculum specialists, faculty, while delaying catalog updates and impacting students' degree and transfer progress; and

Whereas, The California Community Colleges (CCC) are held to stricter submission timelines and review criteria than those applied within the four-year segments, and according to longstanding articulation practice outlined

¹ Academic Senate for California Community Colleges. (2016, Spring). Ensuring effective curriculum approval processes: A guide for local senates. <https://www.asccc.org/papers/ensuring-effective-curriculum-approval-processes-guide-local-senates>

² Academic Senate for California Community Colleges. (2017, Spring). The Course Outline of Record: A Curriculum Reference Guide Revisited. <https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>

³ Technical changes are curriculum changes to are course that does not significantly alter the content or outcome.

⁴ [UC TCA guidelines about outline updates and when to submit](#)

in the *California Intersegmental Articulation Council (CIAC) Handbook for Articulation Officers*⁵, community college articulation officers, in consultation with discipline faculty, determine whether a curriculum change is considered substantive or non-substantive for articulation purposes, yet CCCs are still subject to intersegmental re-evaluation requirements that create inequities in the implementation of statewide initiatives, despite maintaining course outlines of record aligned with academic and curricular standards affirmed by the Intersegmental Committee of the Academic Senates;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Council of Academic Senates, the University of California Office of the President (UCOP), and the California State University Chancellor's Office to allow non-substantive curricular revisions to course outlines of record aligned with common course numbering templates to retain their existing articulations for UC transferability, the California General Education Transfer Curriculum, and course-to-course articulations without requiring resubmission and review;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates, the University of California Office of the President, and the California State University Chancellor's Office to develop intersegmental criteria distinguishing technical versus substantive course changes to ensure consistent implementation across the segments; and

Resolved, That the Academic Senate for California Community Colleges advocate for a streamlined intersegmental articulation process that accommodates technical common course number (CCN) revisions outside of the annual University of California Transfer Course Agreement submission cycle, ensuring equitable treatment of colleges participating in CCN implementation and minimizing unintended student impacts.

CONTACT | Mai Her, College of the Sequoias, Area A

102. DEGREE AND CERTIFICATE REQUIREMENTS

***102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Whereas, California community college students beginning their studies prior to Fall 2025 pursuing transfer to the California State University (CSU) could be partially certified for the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education (CSU GE) Breadth pattern, but as of Fall 2025 entering students transferring to the CSU must now either complete and be certified for the California General Education Transfer Curriculum (Cal-GETC) or else they will be required to complete the CSU GE requirements which may result in having to navigate separate general education requirements post-transfer;

Whereas, Partial certification previously benefited all students by making remaining general education requirements clear to students, more importantly, the provision addresses an equity need because it protected transfer students whose educational journeys were disrupted due to life circumstances, including, for example, being economically disadvantaged, first-generation, veterans, student parents, students of mixed immigration and citizenship status families, etc., where educational disruption may result in students losing catalog rights and/or accumulating credit from multiple institutions of higher education;

Whereas, Student transfer options to the California State University are limited without partial certification because existing Associate Degrees for Transfer (ADTs) such as those in Chemistry which allowed a form of partial certification known as the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics are no longer possible if students are required to fully complete the

⁵ [California Articulation Policies and Procedures Handbook \(Revised Spring 2013\)](#)

California General Education Transfer Curriculum, and the Academic Senate for California Community Colleges has taken prior positions in support of partial certification⁶ or alternative pathways to ADTs in STEM⁷ to meet the legislative mandates of AB2057 (Berman, 2023)⁸ and AB928 (Berman, 2021)⁹, while preserving the ADTs as a transfer pathway established by SB1440 (Padilla, 2010)¹⁰ and SB440 (Padilla, 2013)¹¹, but these prior resolutions were primarily focused on ADTs in STEM; and

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹² mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC) as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that include partial certification for students in the California General Education Transfer Curriculum General Education pattern for all majors.

CONTACT | Stephanie Curry, ASCCC Executive Committee

***+102.01.01 F25 Amend 102.01 F25 Support for Partial Certification of Cal-GETC for California Community College Students**

Amend the 4th Whereas |

Whereas, The Academic Senate for the California State University (ASCSU) resolution AS-3736-25-AA¹³ mischaracterizes partial certification of the California General Education Transfer Curriculum (Cal-GETC), which is already permitted by the University of California per University of California Academic Senate Regulation 479¹⁴, as a separate general education pattern and does not acknowledge that transfer students partially certified for the Cal-GETC will still continue to complete outstanding requirements post-transfer at the CSU, remaining on a single general education pattern as opposed to the alternative where no partial certification exists and students are then required to interpret and complete the requirements of a separate and distinct CSU GE pattern post-transfer;

Amend the Resolved |

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, the California State University Office of the Chancellor (CSUCO), and intersegmental faculty from the CSU and the University of California (UC) through the Intersegmental Committee of Academic Senates (ICAS), to implement policies and processes that ~~include~~

⁶ [Resolution 102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors](#)

⁷ [Resolution 104.01 S25 Reimagining Transfer Alignment Efforts](#)

⁸ [AB 2057](#)

⁹ [AB 928](#)

¹⁰ [SB 1440](#)

¹¹ [SB 440](#)

¹² [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹³ [ASCSU Resolution AS-3736-25/AA Proposed Changes to Cal-GETC Standards](#)

¹⁴ [UC Academic Senate Regulation 479](#)

incorporate partial certification for students in the of the California General Education Transfer Curriculum General Education pattern for all majors for students seeking to transfer to the CSU, as is already permitted for students seeking to transfer to the UC.

CONTACT | John Freitas, Los Angeles Community College District, Area C

102.02 F25 Support Optional Competencies for General Education for Direct Assessment Competency-Based Associate Degrees

Whereas, Between June 2021 and June 2025 a collaborative of eight California community colleges¹⁵ were awarded grants from the California Community Colleges Chancellor's Office to design and implement direct assessment competency-based education associate degree programs consistent with title 5 §§55270 – 55270.13¹⁶ that address direct assessment competency-based education and title 5 §§55060-55062,¹⁷ which include the requirement of a general education curriculum for associate degrees;

Whereas, Defining general education standards and criteria requires faculty-wide conversations to provide a holistic review so that general education represents the comprehensive educational experience of the associate degree and aligns with local college definitions of general education student learning outcomes;

Whereas, A workgroup of faculty from the eight colleges in the collaborative and representative of all general education areas convened multiple times, in large and small groups, from October 2024 to April 2025 to design a set of competencies that describe skills and abilities students would be expected to demonstrate after completing a course in one of the required general education areas as defined in title 5 §55061¹⁸; and

Whereas, Colleges that wish to innovate and experiment with creating an associate degree using a direct assessment competency-based education approach can benefit from a set of competencies for general education that are optional and not required by regulation, but they may be adopted, adapted, or used to inspire local conversations regarding how to address general education curriculum in a direct assessment, competency-based education program;

Resolved, That the Academic Senate for California Community Colleges endorse the General Education Competencies developed by faculty representatives from the colleges of the Direct Assessment Competency Based Education Chancellor's Office Collaborative¹⁹ as a tool that colleges may adopt, adapt, or use to aid them in the development of local associate degrees using a direct assessment competency-based approach.

CONTACT | Randy Beach, Southwestern College, ASCCC CTE Leadership Committee

***102.03 F25 Include Climate and the Environment as Options for Natural Science Local Degree Requirements in Title 5**

Whereas, Vision 2030—July 2025 Edition²⁰ prioritizes environmental stewardship, climate literacy, and climate action for the California Community Colleges and includes a climate action workplan²¹;

Whereas, Local associate degree requirements are codified in California Code of Regulations title 5 §55061²² including descriptions of general education areas with the natural science section (title 5 §55061(c)(5)) stating:

¹⁵ [The Direct Assessment Competency-Based Education Collaborative, Rostrum, April 2025](#)

¹⁶ [Article 6 Direct Assessment Competency-Based Education §§55270-55207.13](#)

¹⁷ [Title 5 §55060](#)

¹⁸ [Title 5 §55061](#)

¹⁹ [General Education Competencies for the DACBE Chancellor's Office Collaborative](#)

²⁰ [CCCCO Vision 2030 Report](#)

²¹ [CCCCO Climate Action Work Plan](#)

²² [Title 5 §55061](#)

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”; and

Whereas, Environmental science courses are regularly included in the natural science general education area for local associate degrees and therefore adding environmental science to the list of disciplines in the natural science general education section of Title 5 (title 5 §55061(c)(5)) would simply reinforce current practice;

Resolved, That the Academic Senate for California Community Colleges advocate for the update of California Code of Regulations title 5 §55061(c)(5) so that the definition of the natural sciences general education area for local associate degrees also includes the effects of human activities on climate and the environment and also includes environmental science in the list of disciplines with language such as the following:

“Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. Helping students will learn to appreciate and understand how the scientific method is used to, for example, and study the relationships between science and other human activities, drive innovation, and learn about effects of human activities on climate and the environment. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.”

CONTACT | Erik D. Reese, ASCCC Executive Committee

***+102.04 F25 Support for AI Literacy Integration in General Education and Workforce Development Programs**

Whereas, AI literacy as used within this resolution is defined as the possessing basic competencies to understand the functions of AI, evaluating and applying strategic uses of AI in different real-world scenarios, as well as assessing the ethical and social concerns when utilizing AI²³;

Whereas, A September press release²⁴ from the California Community Colleges Chancellor’s Office announced a partnership with Google whereby artificial intelligence tools and training are being provided to the students and faculty of the California Community Colleges;

Whereas, Faculty have an important role in making recommendations regarding curriculum, degree requirements, program development, and professional learning²⁵, and faculty²⁶ who are duly hired through agreed-upon district process²⁷ are ultimately responsible for delivering the curriculum will also need upskilling to increase awareness of the benefits and limitations of artificial intelligence in teaching, learning, and workforce preparation; and

Whereas, Artificial intelligence skills are becoming increasingly sought-after by employers and artificial intelligence continues to be a tool to which students will have access therefore developing artificial intelligence

²³ Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). *Conceptualizing AI literacy: An exploratory review. Computers and Education: Artificial Intelligence*, 2, Article 100041. <https://doi.org/10.1016/j.caeai.2021.100041>

²⁴ [California Community Colleges and Google Launch Nation’s Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

²⁵ [Title 5 §53200](#)

²⁶ [California Education Code - EDC §87359.2](#)

²⁷ [California Education Code - EDC §87359](#)

literacy among students will be necessary to train our students for future jobs and for their continued educational goals;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to support faculty professional learning in developing artificial intelligence literacy among students;

Resolved, That the Academic Senate for California Community Colleges establish a faculty taskforce to draft language on how artificial intelligence literacy can be included in curriculum across all disciplines, and present this draft language at the 2026 Fall Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore revisions to title 5 regulations and related guidance to integrate artificial intelligence (AI) literacy within general education and workforce development programs.

CONTACT | Liz Encarnacion, Chaffey College, Area D

***+102.05 F25 Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses**

Whereas, California community colleges fulfill their mission of promoting seamless transfer for students to four-year institutions by articulating courses with California State University and University of California courses that are deemed by faculty at the transfer institution to be equivalent in content and rigor;

Whereas, Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses²⁸ directs the Academic Senate for California Community Colleges to work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college Ethnic Studies course that is articulated to any California State University or University of California course approved for Ethnic Studies general education or graduation requirements be automatically approved for California General Education Transfer Curriculum Area 6 Ethnic Studies; and

Whereas, California community college courses in other disciplines and areas besides Ethnic Studies have been denied California General Education Transfer Curriculum approval in general education (GE) areas even when they articulate with California State University (CSU) and University of California (UC) courses that are approved for those same GE areas at the CSU or UC²⁹;

Resolved, That the Academic Senate for California Community Colleges expand the scope of Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses to include all disciplines, and work with the Intersegmental Committee of Academic Senates to develop and implement a policy that any California community college course that is articulated to any California State University or University of California course approved for general education or graduation requirements be automatically approved for Cal-GETC in the same area(s).

CONTACT | Nili Kirschner, Woodland Community College, Area A

***+102.06 F25 Applicability of Cal-GETC courses as CSU GE Breadth courses**

Whereas, California community college students with catalog rights to the California State University General Education (CSU GE) Breadth may register for new course offerings in Fall 2025 and beyond that are California General Education Transfer Curriculum approved but were never historically on the CSU GE Breadth pattern;

²⁸ [Resolution 101.02 S25 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses](#)

²⁹ For example, Woodland Community College AG45 articulates with UC Davis ANS 04I, a general education science course at UCD, but was denied for Cal-GETC Area 5B.

Whereas, AB 928 (Berman, 2021) mandated the creation of a “singular lower-division general education pathway” to reduce barriers and streamline transfer to the California State University (CSU) and University of California (UC) systems³⁰;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards v.1.3, section 10.2.2.³¹ allows Cal-GETC-approved courses to count for Intersegmental General Education Transfer Curriculum certification beginning in Fall 2025 (Intersegmental Committee of Academic Senates, 2025, p.32), suggesting reciprocity across general education patterns, yet the February 14, 2024 Cal-GETC Implementation Guidance Memo defines Cal-GETC as a distinct pattern and prohibits Cal-GETC-only courses from being applied to the California State University General Education Breadth, creating contradictory guidance; and

Whereas, These conflicting policies risk forcing California State University General Education (CSU GE) Breadth students to repeat general education requirements, accrue excess units, and face additional financial burdens (e.g., students completing a newly approved Cal-GETC Area 6 Ethnic Studies course that cannot be applied to CSU GE Breadth Area F Ethnic Studies), undermining the equity-focused intent of AB 928 (Berman, 2021) to streamline transfer and minimize excess coursework;

Resolved, That the Academic Senate for California Community Colleges research the potential impacts of this policy on CSU-bound students, including possible enrollment, transfer-rate, and socioeconomic implications, and communicate this information to the California State University Chancellor’s Office;

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor’s (CSUCO) General Education Advisory Committee (GEAC) to request that all California General Education Transfer Curriculum-only approved courses may also apply to CSU General Education Breadth requirements for students with catalog rights to that pattern, thereby protecting students from accruing unnecessary units, financial burden, and ensuring consistency with the intent of AB 928; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to include an exception in the California General Education Transfer Curriculum (Cal-GETC) standards, section 10.2 for “CSU GE³² Certification Using Cal-GETC courses”.

CONTACT | Jessica Jackson, Butte College, Area A

³⁰ [AB 928 \(Berman, 2021\)](#)

³¹ Intersegmental Committee of the Academic Senates. (2025). *Cal-GETC standards, policies, and procedures: Version 1.3 (Final r-2)* [PDF]. https://icas-ca.org/wp-content/uploads/2025/06/Cal-GETC_Standards_1v3_-Final_r-2.pdf

³² CSU GE is abbreviation for the California State University General Education

103. GRADING POLICIES

***+103.01 F25 Opposing the Use of Online Test Proctoring**

Whereas, The mission of the California Community Colleges is to promote equitable access to quality education for all students, and online test proctoring creates barriers for students who lack stable internet, adequate technology, or private testing spaces³³;

Whereas, The use of online proctoring has been shown to increase student anxiety and stress, negatively affecting learning outcomes, which is inconsistent with the Academic Senate for California Community Colleges' commitment to student success and well-being³⁴;

Whereas, Online proctoring systems raise significant privacy and data security concerns, including the collection and storage of sensitive personal and biometric information³⁵; and

Whereas, Existing, effective, accessible alternatives to proctored exams—such as authentic assessments, open-book exams, and project-based evaluations—can uphold academic integrity without imposing undue burdens or risks on students;

Resolved, That the Academic Senate for California Community Colleges oppose and discourage the use of online test proctoring in California community colleges unless required for accreditation or licensure;

Resolved, That the Academic Senate for California Community Colleges assert its commitment to equitable, student-centered, and privacy-respecting assessment practices;

Resolved, That the Academic Senate for California Community Colleges encourage faculty statewide to develop and implement assessment strategies that maintain academic integrity while supporting student learning and well-being; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide professional development, resources, and guidance to assist faculty in developing and implementing effective and equitable alternative assessment methods.

CONTACT | Margarita Pillado, Los Angeles Pierce College, Area C

104. EDUCATIONAL PROGRAM DEVELOPMENT

105. STUDENT PREPARATION AND SUCCESS

***105.01 F25 CSU GE Approval Process for CCC Courses**

Whereas, The California State University Office of the Chancellor (CSUCO) issued guidance to the 22 CSUs that the “[California General Education Transfer Curriculum] and [CSU General Education] requirements are not the same and should not be referred to interchangeably [as] important differences exist between the two”³⁶;

Whereas, The California State University Office of the Chancellor (CSUCO) further provided guidance that “new students who start at a [California community college (CCC)] in fall 2025 and then transfer without [California

³³ Swauger, S. (2021, January 13). *Why online test proctoring is biased, from an expert.* <https://library.auraria.edu/news/2021/why-online-test-proctoring-biased-expert>

³⁴ [ASCCC Mission and Vision](#)

³⁵ Swauger, S. (2020, August 7). *Software that monitors students during tests perpetuates inequality and violates their privacy.* MIT Technology Review. <https://www.technologyreview.com/2020/08/07/1006132/software-algorithms-proctoring-online-tests-ai-ethics/>

³⁶ [Guidance for Implementation of CSU General Education \(GE\)](#)

General Education Transfer Curriculum] certification are fulfilling [CSU General Education (CSU GE)] requirements”, and since "campus can elect to publish campus specific CSU GE lists on assist.org," transfer students not following the Cal-GETC may not know which CCC courses will articulate to the CSU GE subject areas;

Whereas, Having a separate California State University General Education (CSU GE) course approval process will improve transparency about which California community college (CCC) courses meet the revised CSU GE requirements; and

Whereas, Publishing campus-specific general education (GE) lists and articulation agreements for the California State University GE (CSU GE) requirements will support students by indicating which GE requirements have been fulfilled by students who want to transfer to a CSU and elect not to complete the California General Education Transfer Curriculum, i.e., science, technology, engineering, and mathematics majors, among others;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore the possibility with the California State University Office of the Chancellor (CSUCO) of maintaining or re-developing a review process to determine which CCC courses are approved to meet the revised CSU General Education requirement criteria; and

Resolved, That the Academic Senate for California Community Colleges work with the California State University Office of the Chancellor to continue publishing campus-specific general education lists and articulation agreements between the California Community Colleges for the California State University General Education pattern on websites such as ASSIST.org.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

***+105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges**

Whereas, The dissemination of universal design and accommodating principles of student attendance and participation policies³⁷ as impacted by ongoing detention and deportation policies of the federal government³⁸ is vital to students’ ongoing safety and success;

Whereas, Other California state institutions, like CSULA, have already responded in innovative ways and recognized *“there may be circumstances where faculty choose to offer students facing extraordinary circumstances the option of joining an on-campus class remotely via a zoom link or turning in assignments remotely”*;³⁹ and

Whereas, Limitations to the flexibility available for offering differing options for attending an in-person class (whether in person, hybrid, remotely, or asynchronously) are present in various structural limitations including, but not limited to, lack of distance education addendums⁴⁰ and the inability to change course format once published in the schedule;

³⁷ The Santa Rosa Junior College [Academic Senate passed a local resolution on 3 September 2025 \(draft minutes here\)](#) in support of the dissemination of [universal design and accommodation principles encouraging the adoption of increased flexibility in their curriculum, attendance, and syllabus policies](#) among faculty members.

³⁸ [“ICE is moving to step up arrests, detentions and deportations. We crunched the numbers.”](#) Wall Street Journal (Online); New York, N.Y. 26 September 2025 DeBarros, Anthony; Dapena, Kara; Hackman, Michelle . DeBarros, Anthony; Dapena, Kara; Hackman, Michelle.

³⁹ [“Cal State L.A. allows online classes, excused absences as students express fear amid ICE raids”](#) Los Angeles Times, 10 July 2025, Jaweed Kaleem

⁴⁰ The [Program and Course Approval Handbook](#) (8th edition) references the following: ‘Title 5, § 55206 states that, “If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.” The addendum is to address “...how course outcomes will be achieved in

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office and other interest holders to explore how to accommodate flexible attendance and participation modalities, in addition to the original in-person course modality, while maintaining compliance with state regulations and accreditation and transfer requirements in response to political, social, economic, natural, and health emergencies, as well as other threats to students' safe participation; and

Resolved, That the Academic Senate for California Community Colleges collect and/or create resources that share strategies that are legally permissible within existing attendance regulations used by California community colleges that help mitigate and address attendance issues that emerge due to emergency circumstances.

CONTACT | John A. Stover III, Ph.D., Santa Rosa Junior College, Area B

***+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students**

Whereas, Standards or policies regarding student preparation and success are included as "academic and professional matters" under Academic Senate purview in Title 5 §53200 (b), and the Academic Senate for California Community Colleges is committed to the success and well-being of all students, regardless of their background or immigration status;

Whereas, The Academic Senate for California Community Colleges mission includes, "Empower[ing] faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance" and "Lead[ing] and advocate[ing] proactively for the development of policies, processes, and practices"⁴¹;

Whereas, In September 2025 Governor Gavin Newsom signed SB 98 (Pérez)⁴² into law, strengthening protections for students across California's education system, requiring community colleges to immediately notify students if immigration enforcement is present on campus and update their comprehensive school safety plans by no later than March 1, 2026, to include procedures for notifying parents, guardians, teachers, administrators, and staff when immigration enforcement is confirmed on school grounds and provisions to ensure students who face deportation are supported with seamless transitions back into enrollment and connected to support programs upon their request⁴³; and

Whereas, SB 98 (Pérez) includes an urgency clause, meaning these protections take effect immediately, to ensure that students across California's community colleges will have critical safeguards in place;

Resolved, The Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to provide guidance to the field about how colleges can fully and legally comply with SB 98 (Pérez); and

Resolved, The Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to create promising practices and professional learning tools to support the implementation of SB 98 (Pérez).

CONTACT | Luke Lara, ASCCC Executive Committee, Area B

***+105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion**

a distance education mode..." to include meeting regular and effective contact and Americans with Disabilities Act requirements' (p64).

⁴¹ [ASCCC About Us and Mission](#)

⁴² [SB 98 \(Perez, 2025\)](#)

⁴³ [SSCCC Statement on Governor's Decision Regarding SB 98 \(Pérez\)](#)

Whereas, The California Community Colleges Vision 2030 goals of Equity in Access, Equity in Success, and Equity in Support are centered upon the system's current 2.1 million students as well as the 6.8 million Californians between the ages of 25 and 54 who have not yet earned a postsecondary credential⁴⁴;

Whereas, Being placed on academic or progress warning/probation presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements⁴⁵ and these precarious positions also heighten the improbability of their returning to college⁴⁶;

Whereas, The National Student Clearinghouse Research Center's 2025 report⁴⁷ found that men and persons of Hispanic, African American, and Native American descent are disproportionately represented in the growing, nationwide tally of 37.6 million working age students who have prematurely left the higher education system without earning a credential; and

Whereas, Title 5 §55034⁴⁸ requires that California community colleges provide counseling and support services to buttress student's efforts to overcome academic difficulties, but the absence of a delineated, uniform set of support services may be contributing to the 48% completion rate across the California system of community colleges⁴⁹;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine the district policies and practices that impact student's ability to regain satisfactory academic and/or progress status and compile best practices that can be utilized systemwide to support student completion by publishing and analyzing a survey administered by a task force on topics related to the following with a report delivered by Spring 2027:

- a) The breadth of the student population that has been placed upon academic or progress warning and dismissed from the college
- b) Which support services are provided to support students return to satisfactory academic and/or progress status?⁵⁰
- c) What types of outreach and reconnection activities/programs are employed to help dismissed students prepare to return to college and earn a credential?

CONTACT | Rhonda Williams, Ph.D., Pasadena City College, Area C

***+105.05 F25 Faculty Counselors and Student Education Plans (SEPs)**

Whereas, The Academic Senate for California Community Colleges affirms that counselors are faculty⁵¹ and, consistent with title 5 §51018⁵² and the *Minimum Qualifications for Faculty and Administrators in California*

⁴⁴ California Community Colleges Chancellor's Office. (2025). *Vision 2030: A roadmap for California Community Colleges* [PDF]. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁴⁵ RP Group. (2022, Fall). *African American Transfer Tipping Point (AATTP) Study: Brief 1* [PDF]. [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf)

⁴⁶ California Competes. (2024, February). *From setback to success: Meeting comebacker students where they are* [PDF]. <https://californiacompetes.org/wp-content/uploads/2024/02/Comebackers-Report-Final.pdf>

⁴⁷ National Student Clearinghouse Research Center. (2025, June). *Some College, No Credential: A 2025 snapshot for the nation and the states* [PDF]. <https://nscresearchcenter.org/wp-content/uploads/SCNCRReport2025.pdf>

⁴⁸ [Title 5 §55034](#)

⁴⁹ California Community Colleges Chancellor's Office. (n.d.). *Vision for Success: Strengthening the California Community Colleges to meet California's needs* [PDF]. Retrieved October 11, 2025, from <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success>

⁵⁰ [U.S. Code Title 20 §1091](#)

⁵¹ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁵² [Title 5 §51018](#)

Community Colleges, they hold unique professional preparation and expertise in guiding students through academic planning, career exploration, and personal challenges that may impact their education;

Whereas, Research demonstrates that counseling and academic advising conducted by qualified counseling faculty significantly increases student retention, success, and completion outcomes, including improved GPA, higher persistence, and greater likelihood of graduation (Mackenzie⁵³, 2023; Kutty, 2022⁵⁴; AASCU, 2023⁵⁵; NSSE findings in Kinzie, 2022⁵⁶);

Whereas, The Academic Senate for California Community Colleges has consistently opposed⁵⁷ the displacement of counseling faculty through outsourcing, automation, or delegation of faculty work to paraprofessionals or non-faculty, affirming that the preparation and monitoring of comprehensive Student Education Plans (SEPs) is an essential counseling faculty role that requires advanced training, student-centered pedagogy, and ethical practice, including the protection of student privacy and the assurance of equity-minded support; and

Whereas, While paraprofessionals and emerging technologies such as artificial intelligence may support counseling services by enhancing access to information or performing clerical functions, they cannot replace the professional judgment, contextual understanding, and relational capacity of counseling faculty in developing, reviewing and approving Student Education Plans;

Resolved, That the Academic Senate for California Community Colleges affirm that counseling faculty should be the primary author, reviewer, and approver of Student Education Plans (SEPs) and SEP automated processes, whether comprehensive or abbreviated, and that such responsibilities should not be delegated to paraprofessionals, automated platforms, or artificial intelligence tools; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with administration, faculty unions, and counseling departments to ensure that policies, staffing structures, and technological adoptions protect the faculty role of counselors in the preparation and approval of Student Education Plans.

CONTACT | Ruby Duran, Reedley College, Area A

106. GOVERNANCE STRUCTURES

***+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment**

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment⁵⁸;

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor’s

⁵³ Mackenzie, J. (2023). *The impact of counseling on retention and graduation*. *Journal of College Student Retention*.

⁵⁴ Kutty, G. (2022). *The effect of academic advising on student GPA*. ERIC Document EJ1347870.

⁵⁵ American Association of State Colleges and Universities (AASCU). (2023). *Integrating Career Advising for Equitable Student Success*.

⁵⁶ Kinzie, J. (2022). *NSSE Findings on Academic Advising and Relationship-Rich Education*. Council of Independent Colleges.

⁵⁷ Academic Senate for California Community Colleges (1997, reaffirmed 2012). *Standards of Practice for California Community College Counseling Programs*.

⁵⁸ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements⁵⁹;

Whereas, Systemwide College and Career Access Pathways full-time equivalent students have grown from 1,763 in 2017–18 to over 24,000 in 2023–24, reflecting rapid program expansion and underscoring the need for faculty involvement and inclusion in governance to ensure that such growth aligns with local academic senate processes⁶⁰; and

Whereas, The implementation of dual enrollment across California community colleges has been inconsistent, with varying levels of faculty input and local academic senate engagement in planning and implementation, leading to uneven governance alignment, and faculty participation in areas that fall under the 10+1⁶¹;

Resolved, The Academic Senate for California Community Colleges affirm that dual enrollment is college instruction fully under faculty purview and local academic senate processes across the 10+1, including curriculum, program development, grading and assessment, professional learning, and academic standards;

Resolved, The Academic Senate for California Community Colleges encourage local academic senates to establish clear governance processes for dual enrollment, including curriculum approval, discipline assignment and minimum qualifications, faculty evaluation, and student support, ensuring consistency with faculty responsibilities and existing collective bargaining agreements; and

Resolved, The Academic Senate for California Community Colleges develop, in a paper and/or resources on dual enrollment that clarifies the alignment of dual enrollment with the 10+1, and provides implementation tools, promising practices, and policy support, to be presented at the Fall 2027 Plenary Session.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

***108.01 Update the Paper, “Guidelines for the Implementation of the Flexible Calendar Program”**

Whereas, Policies for professional development activities are established as an academic and professional matter in title 5 §53200⁶², indicating the role and involvement of faculty in the development of policies related to professional learning and development;

Whereas, In April 1993, the Academic Senate for California Community Colleges adopted Resolution 08.01 S93⁶³, which established the paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁶⁴, co-written in collaboration with the California Community Colleges Chancellor’s Office;

Whereas, In April 2007, the California Community Colleges Chancellor’s Office (CCCCO) revised the Academic Senate for California Community Colleges paper, “Guidelines for the Implementation of the Flexible Calendar Program”⁶⁵, due to regulatory changes, which included the elimination of references to “Average Daily

⁵⁹ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁶⁰ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁶¹ Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).

⁶² [Title 5 §53200](#)

⁶³ [Resolution 08.01 S93 Flex Calendar](#)

⁶⁴ [“Guidelines for the Implementation of the Flexible Calendar Program” 1992 Paper](#)

⁶⁵ [“Guidelines for the Implementation of the Flexible Calendar Program” Revised 2007 Paper](#)

Attendance (ADA)", and an additional appendix with examples of certification documents issued annually by the CCCCCO; and

Whereas, In November 2024, the California Community Colleges' Board of Governors approved final revisions to California Code of Regulations Title 5 relating to the "Flexible Calendar" (title 5 §§55720, 55724, 55726, 55728, 55729, 55730, 55732)⁶⁶, which will take effect on September 18, 2025;

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to update the 2007 revised paper, "Guidelines for the Implementation of the Flexible Calendar Program" to reflect recent regulatory changes and reinforce the role of faculty in recommending policy related to professional development and learning activities by Spring 2027.

CONTACT | Tracy Herzog, Mt. San Jacinto College, ASCCC Faculty Leadership Development Committee

109. PROGRAM REVIEW

***+109.01 F25 Disaggregating Middle Eastern and North African (MENA) Student Data**

Whereas, California is home to approximately one million individuals who identify as Middle Eastern and North African (MENA), and the California Community College system began offering a "Middle Eastern" race/ethnicity category in 2018, and this category rolls into "White", omitting nearly 20 race/ethnicity subcategories, such as Kurdish, Algerian, Afghan, and Sudanese⁶⁷;

Whereas, The aggregation of Middle Eastern and North African (MENA) students into the "White" category renders invisible the significant disparities that MENA students experience in retention, graduation rates, access to scholarships, health outcomes, and translation services⁶⁸ rendering it difficult to identify the challenges faced by MENA students or provide the resources needed to support their success and wellbeing;

Whereas, California Assembly Bill 91 (Harabedian, 2025), The MENA Inclusion Act, was signed into law on October 6, 2025, establishing a distinct Middle Eastern and North African category in state demographic data systems⁶⁹; and

Whereas, The collection of detailed, disaggregated data will empower state institutions to promote health equity, track disparities and ensure culturally responsive care, to build economic resilience and efficiency by increasing access to programs and services, and to strengthen civil rights and democracy through the proper documentation and classification of racial profiling, discrimination, and voter suppression⁷⁰.

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to refine data disaggregation processes beyond the 6 groups currently designated (Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli) to ensure recognition of major Middle Eastern groups, including but not limited to Afghan, Bahraini, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Turkish, and Yemeni, major North African groups including but not limited to Algerian, Djiboutian, Egyptian, Libyan, Mauritanian, Moroccan, Somali, Sudanese, and Tunisian,

⁶⁶ [Final Revisions to California Code of Regulations Title 5 relating to Flexible Calendar](#)

⁶⁷ California Community Colleges, Technology Center. (2018). 2018-18R: New Race & Ethnicity Implementation. <https://cccnext.jira.com/wiki/spaces/PD/pages/731381767/2018-18R+New+Race+Ethnicity+Implementation+2018>

⁶⁸ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

⁶⁹ [California Legislative Information. \(2025\). Bill Text - AB-91 State and local agencies: demographic data](#). This bill has garnered support from more than 200 organizations, cities, counties, agencies, and elected officials across California; furthermore, this legislation is led by the State's largest and only MENA-led, MENA-serving, MENA-constituency based membership organizations.

⁷⁰ Race Counts. (2025). Southwest Asian / North African. <https://www.racecounts.org/stateraces/california/?race=southwest%20asian>

and other transnational Middle Eastern and North African groups, including but not limited to Amazigh or Berber, Armenian, Assyrian, Chaldean, Circassian, and Kurdish;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity⁷¹ within the next academic year⁷²;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to utilize disaggregated data as part of their practices when collecting, examining, and reporting enrollment, success, retention, and persistence data for Middle Eastern and North African students and other minoritized populations (specific to their college demographics); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office within the 2026-2027 academic year to create trainings and webinars on how to center equity and the implementation of utilizing disaggregated Middle Eastern and North African data.

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

***+110.01 F25 Encourage the Development of Protocols for Faculty Experiencing Threats of Workplace Violence or Threats on Social Media**

Whereas, Faculty in the California Community Colleges system have the right of academic freedom in the classroom, free from threats, intimidation, and threats of workplace violence, whether occurring in person or through digital platforms such as social media;

Whereas, The rise of online harassment and social media threats against academic freedom in the classroom has created new safety concerns that can adversely impact faculty well-being, teaching effectiveness, and the ability to carry out professional responsibilities;

Whereas, While some colleges may have existing safety policies or crisis response protocols, there is currently no systemwide requirement or consistent set of guidelines addressing how colleges should respond when faculty members experience threats of workplace violence or targeted threats on social media; and

Whereas, The California Community Colleges Chancellor's Office has authority to provide leadership, guidance, and accountability to ensure that all colleges develop clear, equitable, and supportive protocols that protect faculty safety and reinforce institutional commitments to a healthy campus climate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, collective bargaining units, and other system partners to direct colleges to develop and implement formal protocols to address the threats of workplace violence and social media threats targeting faculty, ensuring timely response, institutional support, and appropriate protections while ensuring that such protocols are transparent, equitable, and prioritize the safety, dignity, and academic freedom of faculty members.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

⁷¹ [Revisions to OMB's Statistical Policy Directive No. 15 \(Federal Register\)](#)

⁷² As has been previously recommended in [Resolution I 14.03 S24 Disaggregating Asian and Pacific Islander Student Data](#)

111.01 F25 Adopt the Paper, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”

Whereas, At the 2024 Fall Plenary Session, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁷³”, which recognized the evolving impact of technological advancements, legislative mandates, and shifting student behaviors on how counseling faculty provides student support;

Whereas, Counseling faculty and allies have contributed their lived experiences and expertise in the drafting of, “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges – A 2025 Update”; and

Whereas, The Academic Senate for California Community College’s paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges⁷⁴”, has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges - A 2025 Update”⁷⁵, and disseminate the paper to local academic senates upon its adoption; and

Resolved, That the Academic Senate for California Community Colleges promote the updated paper through professional learning opportunities to support counseling faculty in navigating their position within the 10+1.

CONTACT | Mark Edward Osea, ASCCC Executive Committee

111.02 F25 Establish Credit for Prior Learning Liaisons

Whereas, The California Community Colleges Chancellor’s Office Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning, and aligns with the core academic and professional matters outlined in the title 5 §53200⁷⁶ by fostering student achievement and seamless transfer pathways;

Whereas, The Academic Senate for California Community Colleges’ Credit for Prior Learning Pathways to Credit⁷⁷ has been established to develop statewide recommendations for local colleges, through their local academic senates and curriculum committees, to adopt or adapt;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate credit for prior learning across the institution through other successful liaison roles; and

Whereas, Purview of faculty in academic and professional matters requires colleges to recognize faculty with the necessary time to effectively oversee the credit for prior learning work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing credit for prior learning requires substantial and ongoing work and coordination by faculty; and

⁷³ [Resolution 111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”](#)

⁷⁴ [The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges \(Adopted Spring 2012\)](#)

⁷⁵ [“The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update”](#) draft being considered for adoption by the delegates.

⁷⁶ [Resolution 103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCO Vision 2030 \(Apprenticeships, Veterans Sprint, and Rising Scholars\)](#)

⁷⁷ [ASCCC Pathways to Credit Web Page](#)

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to advocate for the establishment of a credit for prior learning (CPL) liaison to facilitate CPL-related communications and efforts between the local academic senate and the ASCCC.

CONTACT | Carrie Roberson, Credit for Prior Learning Pathways to Credit Faculty Director

***111.03 F25 Supporting the Intent of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, The California Community Colleges Chancellor’s Office Burden-Free Instructional Materials Task Force was charged with providing recommendations and regulatory actions to reduce instructional material costs and create sustainable, equitable solutions that prioritize the removal of financial, administrative, and psychological burdens on students, as outlined in its 2024 report *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁷⁸;

Whereas, The Burden-Free Instructional Materials Task Force emphasized that a “burden-free student experience” means the alleviation of all unnecessary burdens, including financial burdens, and noted that sustainable, no-cost course materials options, such as open educational resources, should be prioritized over practices auto-billing program such as “inclusive access”, which impose automatic fees on students and limit their agency when choosing how to obtain course materials (California Community Colleges Chancellor’s Office, 2024, p. 6);

Whereas, Auto-billing programs create new burdens for students by imposing automatic charges for course resources, often without offering meaningful options for opting out, and disproportionately affecting students who rely on financial aid or require print formats, thereby contradicting the intent of title 5 §54221⁷⁹ Burden-Free Access to Instructional Materials to remove cost burdens for students (California Community Colleges Chancellor’s Office, 2024, p. 8); and

Whereas, The California Community Colleges system’s vision for equitable access and success aligns with the goals of title 5 §54221, which seeks to prioritize the elimination of instructional material costs for students, and the burden-free approach outlined by the Burden-Free Instructional Materials Task Force underscores the importance of fostering student choice and agency without introducing new financial or administrative barriers;

Resolved, That the Academic Senate for California Community Colleges affirm that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to instructional materials at no cost, thereby prioritizing the removal of cost burdens over access burdens;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their respective colleges to avoid adopting auto-billing programs such as “inclusive access” that impose automatic charges on students, and instead support practices that align with the goals of title 5 §54221, including expanding the use of open educational resources and other no-cost instructional materials; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to continue implementing the recommendations of the Burden-Free Instructional Materials Task Force including discouraging practices that limit student choice or create new financial burdens, and providing guidance on fostering sustainable, no-cost instructional materials solutions.

CONTACT | Julie Bruno, Open Educational Resources Initiative

⁷⁸ California Community Colleges Chancellor’s Office. (2024, April 15). Advancing equity in access, support and success through burden-free instructional materials [PDF]. California Community Colleges Chancellor’s Office.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

⁷⁹ Title 5 §54221

***+111.04 Policy Recommendations for the Implementation of Title 5 §54221 Burden-Free Access to Instructional Materials**

Whereas, Title 5 §54221 requires governing boards to “adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class” and delineates “practices that enable first day access to zero-cost resources”, but does not specify college responsibilities after the first day of class⁸⁰;

Whereas, The California Community College Chancellor’s Office issued a memo on July 22, 2025, Burden-Free Access to Instructional Materials: Regulatory Provisions (ESS 25-43), that states that Title 5 §54221:

“...requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students *throughout the term* [emphasis added]. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by Education Code section 78052, and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations (34 CFR §668.164(i)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability. (Todd, 2025, p. 2)”⁸¹

Whereas, The charge of the Burden-free Instructional Materials Task Force proposed a vision that “when a course begins, students have everything needed for that course, including all instructional materials at no cost” (California Community Colleges Chancellor’s Office, 2024, p. 8), expanding the “burden-free” experience referenced in Title 5 §54221 to all instructional materials (i.e., textbooks, supplemental materials, and supplies) and beyond the first day of class;⁸² and

Whereas, College districts have until January 26, 2026 to conform their policies and procedures to the regulatory requirements associated with title 5 §54221 Burden-Free Access to Instructional Materials;

Resolved, That the Academic Senate for California Community Colleges assert that the intent of title 5 §54221 Burden-Free Access to Instructional Materials is to support students having access to all instructional materials at no cost, not merely free access to resources for a limited part of the term; and

⁸⁰ [Title 5 §54221](#)

⁸¹ Todd, J. (2025, July 22). *Burden-free access to instructional materials: Regulatory provisions* (Memorandum No. ESS 25-43). California Community Colleges Chancellor's Office. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-25-43-burden-free-access-to-instructional-materials-regulatory-provisions-a11y.pdf?la=en&hash=D8EA4728214206D40F6892F7C0F608547E9600DA>

⁸² California Community Colleges Chancellor's Office. (2024). *Advancing equity in access, support and success through burden-free instructional materials*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-burden-free-instructional-materials-4-15-24-a11y.pdf>

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to adopt policies that support the sustainability of local efforts to encourage and support the adoption of open educational resources and other approaches to establishing zero textbook cost pathways as a mechanism for achieving the intent of title 5 §54221 Burden-Free Access to Instructional Materials.

CONTACT | Julie Bruno, Sierra College, Area A

***+111.05 F25 Encourage Systemwide Use of California Community Colleges Canvas Commons**

Whereas, All openly licensed resources created with Zero-Textbook-Cost Degree Program funds must be shared, but California Education Code §78052⁸³ specifies that “Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials.”;

Whereas, Canvas Commons is a platform for sharing complete Canvas courses with all Canvas users who have instructor status, providing a mechanism for limiting the users that can access Canvas Commons, but making resources available to users with specified credentials at over 8000 institutions⁸⁴;

Whereas, There is a California Community College Canvas Commons that could be used to limit the access to resources created by California Community College faculty to only users with the appropriate permissions within the system, decreasing the opportunity for assessments within shared courses to be accessed by inappropriate users, yet less than 25% of colleges in the system have made the California Community College Canvas Commons available to their faculty (G. Grace, personal communication, n.d.); and

Whereas, The use of a Canvas Commons that only houses resources developed and used by faculty in the California Community Colleges would facilitate discovery of these resources;

Resolved, That the Academic Senate for California Community Colleges recognizes the California Community College Canvas Commons as an appropriate platform for faculty to minimize access to Canvas resources that should only be available to faculty; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for making the California Community Colleges Canvas Commons available for local use.

CONTACT | Julie Bruno, Sierra College, Area A

⁸³ [California Education Code - EDC §78052](#)

⁸⁴ [Instructure Customers](#)

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

***112.01 F25 Update the Paper, “Sound Principles for Faculty Evaluation”**

Whereas, The Academic Senate for California Community Colleges’ (ASCCC) paper, “Sound Principles for Faculty Evaluation”⁸⁵ was originally adopted in Spring 1990 and last revised and adopted in Spring 2013;

Whereas, On April 26, 2023, title 5 changes⁸⁶ went into effect for colleges to incorporate inclusion, diversity, equity, anti-racism, and accessibility into the faculty evaluation process; and

Whereas, The Academic Senate for California Community Colleges’ paper, “Sound Principles for Faculty Evaluation” lays a strong foundation that could further include the 2023 title 5 regulations, more promising practices for working with local bargaining units, ways to acknowledge and address bias, and more explicit support for anti-racism in our evaluation processes;

Resolved, That the Academic Senate for California Community Colleges update the paper, “Sound Principles for Faculty Evaluation,” to incorporate Inclusion, Diversity, Equity, Anti-racism, and Accessibility into the faculty evaluation process and present it to the field by no later than Fall 2027.

CONTACT | Heather Eubanks, Sierra College, ASCCC Equity and Diversity Action Committee

113. LEGISLATION AND ADVOCACY

***+113.01 F25 Opposition to the “Compact for Academic Excellence in Higher Education” or any related federal mandates that restrict institutional commitment to academic freedom, free speech and IDEAA principles**

Whereas, The Academic Senate for California Community Colleges has consistently championed inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA-related initiatives⁸⁷;

Whereas, The “Compact for Academic Excellence in Higher Education” requires that “no factor such as sex, ethnicity, race, nationality, political views, sexual orientation, gender identity, religious associations, or proxies for any of those factors shall be considered, explicitly or implicitly, in any decision related to undergraduate or graduate student admissions or financial support,” seeks to impose federalized standards of admissions, hiring, pedagogy, and governance that undermine institutional autonomy and shared governance by explicitly restricting the ability of institutions to engage, barring institutions from engaging in affirmative, equity-minded practices that address historic and ongoing disparities faced by marginalized communities, including but not limited to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and first-generation students by framing discriminatory admissions processes as reflecting a “fundamental misunderstanding” of Civil Rights law and having “damaging impacts,” arguing that treating certain groups as needing preferential treatment “perpetuates a dangerous badge of inferiority”⁸⁸; and

⁸⁵ [“Sound Principles for Faculty Evaluation” Paper Adopted in Spring 2013](#)

⁸⁶ [Title 5 §53602](#)

⁸⁷ Academic Senate for California Community Colleges. (n.d.). *Diversity and equity resolutions*. Retrieved October 11, 2025, from <https://www.asccc.org/category/resolutiontopic/diversity-and-equity>

⁸⁸ American Federation of Teachers. (2025, October 2). *AAUP’s Wolfson and AFT’s Weingarten on Trump’s loyalty pledge for colleges and universities*. <https://www.aft.org/press-release/aaups-wolfson-and-afts-weingarten-trumps-loyalty-pledge-colleges-and-universities>.

Whereas, The Compact marks a continuation of a pattern of intimidation and retaliation against institutions of higher education⁸⁹, academic freedom of faculty, and the wellbeing and educational success of our students belonging to Black, Hispanic/Chicanx, Latine, Asian, Indigenous and Native American, Muslim, Jewish, diverse ability, immigrant, LGBTQIA+, low-income, and other communities by forcing “institutional neutrality at all levels”⁹⁰;

Resolved, That the Academic Senate for California Community Colleges release a statement opposing the Compact or any related federal mandates consistent with its commitment⁹¹ to academic freedom, free speech, inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Vision 2030;

Resolved, That the Academic Senate for California Community Colleges join in opposition with other higher education entities to any form of compliance with the “Compact for Academic Excellence in Higher Education” or related federal mandates that restrict institutional commitment to inclusion, diversity, equity, anti-racism, and accessibility principles, institutional autonomy, and academic freedom⁹²;

Resolved, That the Academic Senate for California Community Colleges create opportunities to educate faculty about current efforts to undermine academic freedom, free speech, and inclusion, diversity, equity, anti-racism, and accessibility, and equip faculty with the tools and methods to resist these efforts and continue to increase student success for marginalized communities; and

Resolved, That the Academic Senate for California Community Colleges integrate into the ongoing professional learning activities how to respond when faculty academic freedom and rights are attacked.

CONTACT | Tiffany Lanoix, West Los Angeles College, Area C

***+113.02 F25 Ensuring the Transparency of Automatic Billing Programs for Students**

Whereas, Automatic-billing programs, also referred to as “inclusive access” programs, typically charge students a per-unit fee for course materials, regardless of the actual cost of the required resources and often fail to clearly notify students of opt-out options, thereby limiting student choice and creating new financial burdens⁹³;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic-billing strategies that maintain reliance on commercial publishers and encourages colleges to consider the long-term impact of such programs on students⁹⁴;

Whereas, As of Fall 2025, at least four California community colleges have adopted automatic-billing programs that charge students a per-unit fee for course materials, even when the cost of the commercial materials is less than the per-unit fee, and often when there are no costs, creating inequities for students; and

Whereas, The 2024 report from the Burden-Free Instructional Materials Task Force, *Advancing Equity in Access, Support, and Success through Burden-Free Instructional Materials*⁹⁵, highlights the importance of fostering

⁸⁹ Binkley, C., & Casey, M. (2025, September 3). Judge reverses Trump administration’s cuts of billions in research funding to Harvard. *PBS News*. <https://www.pbs.org/newshour/politics/judge-reverses-trump-administrations-cuts-of-billions-in-research-funding-to-harvard>

⁹⁰ Department of Education. (2025, October 2). Compact for Academic Excellence in Higher Education.

⁹¹ [Upholding Academic Freedom: Support the AAC&U Call for Constructive Engagement](#)

⁹² Association of American Colleges & Universities. (2025, October 3). AAC&U statement on the Trump administration's “Compact for Academic Excellence in Higher Education”. <https://www.aacu.org/newsroom/aac-u-statement-on-the-trump-administrations-compact-for-academic-excellence-in-higher-education>

⁹³ U.S. PIRG Education Fund. *Automatic Textbooks Billing: An Offer Students Can’t Refuse?* (K. Vitez, Author). (February 2020). https://studentpirgs.org/assets/uploads/2022/12/USPIRG_Textbook-Automatic-Billing_Feb2020_v3-2.pdf

⁹⁴ [Resolution F22 17.02 Textbook Automatic Billing Concerns](#) and [Resolution F19 09.06 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies](#)

⁹⁵ [Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

equitable access to instructional materials by alleviating financial burdens and ensuring that students have agency in their educational choices, recommending practices that prioritize no-cost materials, and discourage automatic-billing mechanisms that limit transparency and choice;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to advocate for regulatory changes that require automatic-billing programs to be opt-in, provide clear and transparent pricing information, and exclude no-cost course materials from cost calculations.

CONTACT | Michelle Pilati, Rio Hondo College, Area C

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

114.01 F25 Ensuring the Consultative Process and Transparency in Technology Procurement Processes

Whereas, The Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office, in partnership with appropriate entities and constituencies collaborate to provide system-wide access to generative artificial intelligence tools, resources, and professional development opportunities and confirms that the governance, content curation, and educational frameworks of such resources are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty⁹⁶;

Whereas, The Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters and that the California Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC when making determinations regarding tool selection and policy decisions⁹⁷;

Whereas, The collaboration with Google announced on September 10, 2025⁹⁸, the Nectir AI pilot initiated in 2024⁹⁹, and the NVIDIA collaboration announced in 2024¹⁰⁰ are agreements that were entered into without prior discussion, bypassing Consultation Council and the Academic Senate for California Community Colleges which are both part of the existing consultative processes established to ensure constituency review and support; and

Whereas, Expediency in decision-making does not negate the need for appropriate consultation when making decisions on behalf of the California Community Colleges as the AI Council members have not been selected according to the Procedures and Standing Orders of the Board of Governors¹⁰¹ and is not cited as a consultative body empowered to make recommendations on behalf of the constituencies present on the AI Council¹⁰²;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to establish and adhere to processes that ensure transparency with respect to establishing systemwide agreements, sharing the details of agreements before they are finalized, gathering the input of impacted constituencies, and seeking recommendations from Consultation Council before finalized; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the constituencies represented on Consultation Council to develop guidelines that delineate the information that needs to be provided about new technology procurements before they are finalized and publicly shared once they are in effect.

⁹⁶ [Resolution III.08 S25 Advocating for Systemwide Access to AI Tools and Training](#)

⁹⁷ [Resolution I08.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use](#)

⁹⁸ [California Community Colleges and Google Launch Nation's Largest Higher Education Systemwide AI Partnership to Equip Millions of Students for the Future Workforce](#)

⁹⁹ [California Community Colleges Launches Groundbreaking Pilot with Nectir AI](#)

¹⁰⁰ [California, NVIDIA Launch first-of-its-kind AI Collaboration](#)

¹⁰¹ [Procedures and Standing Orders of the Board of Governors, July 2024 Edition](#)

¹⁰² [CCCCO's Participatory Governance Webpage](#) and [CCCCO's 2022 Participatory Governance Handbook](#)

***+114.02 F25 Academic Freedom and Academic and Professional Matters in Rising Scholars Programs**

Whereas, The Academic Senate for California Community Colleges has made a commitment in multiple resolutions, including Resolution 114.01 S25, “Empowering Faculty Voice in Rising Scholars Programming,”¹⁰³ 13.03 S22, “Establishing the ASCCC Rising Scholars Faculty Advisory Committee (RSFAC),”¹⁰⁴ and 13.04 S22, “Establishing Rising Scholars Faculty Liaisons,”¹⁰⁵ to student-first practices and effective shared governance through urging collegial consultation between the California Community Colleges Chancellor’s Office, the California Department of Corrections and Rehabilitation and faculty in the Rising Scholars Network;

Whereas, A new Rising Scholars memorandum of understanding (MOU) was distributed by the California Department of Corrections and Rehabilitation (CDCR), with a request for colleges/districts to sign on to this Rising Scholars MOU with CDCR¹⁰⁶; and

Whereas, This memorandum of understanding between the California Department of Corrections and Rehabilitation (CDCR) and the college/district puts conditions and responsibilities on colleges/districts, faculty, and Rising Scholars program students in CDCR facilities that are in need of local clarification per title 5 §53203(a)¹⁰⁷, including a newly added section titled “Instructor Research and Access,” which establishes new CDCR and California Community Colleges Chancellor’s Office permissions and restrictions concerning communications between Rising Scholars program faculty and students, as well as requiring CDCR permissions before Rising Scholars graduates may participate in writing/publishing and speaking about their experiences at academic conferences and other events;

Resolved, That the Academic Senate for California Community Colleges inform local colleges and districts’ Academic Senates of the language in the Fall 2025 Rising Scholars California Department of Corrections and Rehabilitation’s memorandum of understanding (MOU), and recommend that local Rising Scholars faculty and staff thoroughly review the MOU with their campus administrators.

CONTACT | Peter Fulks, Cerro Coso Community College, Area B

***+114.03 F25 Request for CCCCCO Impact Analysis and Timeline Review for Multiple Initiatives**

Whereas, California community colleges are simultaneously implementing multiple statewide initiatives with accelerated and frequent reporting requirements¹⁰⁸;

Whereas, The compressed and restrictive timelines may create an undue burden on colleges, particularly small and under-resourced colleges, by straining limited personnel, data/information technology capacity, and professional development bandwidth, thereby diverting attention from instruction and direct student support;

Whereas, Some initiatives are legislatively mandated and/or aligned with Vision 2030 goals, yet implementation schedules and reporting cadences are often within the purview of the California Community Colleges Chancellor’s Office (CCCCO) and can be informed by interest holder input; and

Whereas, Transparent impact analysis and realistic, phased timelines will improve data quality, compliance, and, most importantly, student outcomes;

¹⁰³ [Resolution 114.01 S25 Empowering Faculty Voice in Rising Scholars Programming](#)

¹⁰⁴ [Resolution 13.03 S22 Establishing the ASCCC Rising Scholars Faculty Advisory Committee](#)

¹⁰⁵ [Resolution 13.04 S22 Establishing Rising Scholars Faculty Liaisons](#)

¹⁰⁶ [A copy of the most recent MOU with the CDCR](#)

¹⁰⁷ [California Code of Regulations Title 5 §53203](#)

¹⁰⁸ [CCCCO Fiscal Standards and Accountability Unit's Reporting Portal](#)

Resolved, That the Academic Senate for California Community Colleges request that California Community Colleges Chancellor's Office conduct and publicly share a comprehensive impact analysis of the cumulative workload and resource implications of concurrent initiatives with accelerated reporting requirements including fiscal, staffing, technology, professional development, and equity impacts, with attention to college size and rural/remote contexts, and based on the findings of the analysis, urge the California Community Colleges Chancellor's Office to adjust implementation and reporting timelines by providing phased rollouts, reasonable extensions or grace periods, and alternative compliance options where appropriate, to reduce undue burden on colleges with limited resources;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to consider co-developing future timelines with system interest holders, including local academic senates, Chief Instructional Officers, Institutional Researchers, information technology professionals, and student representatives, and to establish a standard minimum notice period prior to new or changed reporting requirements, except when precluded by statute; and

Resolved, That the Academic Senate for California Community Colleges advocate, as needed, with the California State Legislature and the California Community College's Board of Governors to align statutory and regulatory deadlines to assess realistic campus capacity, and to secure technical assistance and funding to meet any accelerated mandates.

CONTACT | Sharon Sampson, Ed.D., Grossmont College, Area D

***+114.04 F25 Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption**

Whereas, The Academic Senate for California Community Colleges has long supported lowering course material costs through the adoption of open educational resources¹⁰⁹;

Whereas, The adoption of open educational resources saves students money, but gathering the data to calculate actual cost-savings is labor-intensive and there is no standardized systemwide method to facilitate the calculation of savings that colleges could use to track and quantify savings;

Whereas, A simple standardized method for calculating the cost savings that result from the adoption of open educational resources, such as using a stipulated class size and textbook cost, would allow for the compilation of savings-related data and as well as support the advocacy for ongoing OER funding; and

Whereas, Data demonstrating the return on investment associated with open educational resources (OER) is necessary to advocate for ensuring the sustainability of OER efforts¹¹⁰;

Resolved, That the Academic Senate for California Community Colleges work with system partners to research and develop a standardized method for calculating student savings resulting from the adoption of open educational resources that can be applied across all California community colleges, simplifying the gathering of impact data and allowing for publication and comparisons and to present this recommended method for consideration by local academic senates no later than the 2026 Spring Plenary Session.

CONTACT | Liz Encarnacion, Chaffey College, Area D

¹⁰⁹ [Resolution 17.02 F18 Establish Local Open Educational Resources Liaison](#) and [Resolution 03.05 F21 Zero Means Zero Textbook Cost](#)

¹¹⁰ [Resolution 11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative](#)

Academic Senate for California Community Colleges
One Capitol Mall, Suite 230 Sacramento, CA 95814
(916) 445-4753 info@asccc.org www.asccc.org

DEC NAS 11/3 Report – RSI Templates, Bonus Resources, & Support

The DE RSI Workgroup is thrilled to share five wonderful new RSI resources.

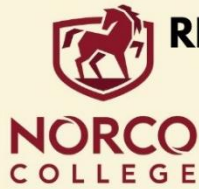
Please share these resources widely to help all of our faculty and students to foster the regular and substantive engagement that promotes student success.

This work is also central to improving alignment with the ACCJC Rubric required for the upcoming **Spring 2026 ACCJC Accreditation Review** of RSI in a random sample of our 100% online courses.

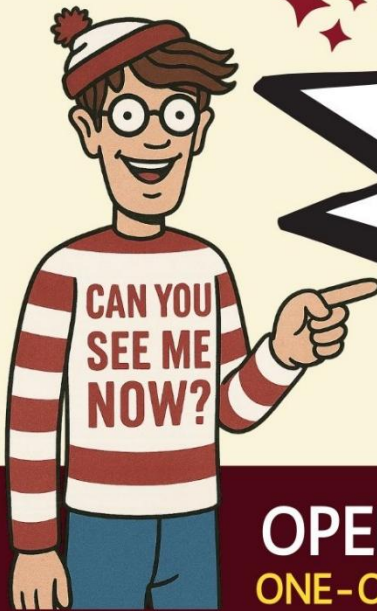
New RSI Resources Include:

1. [NC DEC RSI Webpage](#) - Filled with helpful information about RSI, the ACCJC accreditation requirements and [rubric](#), resources and best practices.
 - Phase 1: Communication and Monitoring Plan
 - Phase 2: Giving Information
 - Phase 3: Providing Feedback
 - **Phase 4: Facilitating Discussions**
 - Come to the Computer Lab Drop-In Session on **Friday 11/14** from 11am-1pm in IT 125
 - **Phase 5: RSI Self-Check**
 - Come to the TLC & DEC training session on **Tuesday 12/2** at 12:50 in IT 127
2. **New RSI NC templates are now available through easy to use - Canvas DesignPlus Wizard.**
 - **Simply open a new Canvas page, click on the Wizard icon**, and follow the easy instructions (**see instructions below**) to start using these time-saving RSI templates.
 - Explore additional helpful **RCCD templates** as well while in Canvas DesignPlus Wizard.

3. **Additional Norco College RSI Templates and full Canvas RSI Modules on each phase of the RSI campaign - Filled with bonus examples and templates are available on Canvas Commons.**
 - Check out all the helpful RSI examples you can easily import and then adapt to save valuable time!
 - **Simply search "Norco College RSI" on Canvas Commons,** review the options and import directly into your Canvas course.
 - Canvas Commons is located on the left-hand global navigation Canvas menu.
4. **RCCD Distance Education [Video Library](#)** also has many great videos of their fall 2025 RSI and accessibility workshop trainings.
5. **Need 1:1 support anytime? [Submit the RSI Support Request Form](#)** and a NC RSI workgroup team member will follow up. We are here to support you!



REGULAR & SUBSTANTIVE INTERACTION (RSI) SERIES



Learn how to make
RSI obvious
with customizable
Canvas templates.

OPEN LAB DROP-IN SESSIONS ONE-ON-ONE HELP FROM YOUR COLLEAGUES

- COMMUNICATION & MONITORING PLAN + HOME PAGE
 - FRIDAY (10/3) FROM 10-12 PM IN IT 125
- GIVING INFORMATION
 - WEDNESDAY (10/15) FROM 11-1 PM IN IT 127
- PROVIDING FEEDBACK
 - WEDNESDAY (10/29) FROM 12 -2 PM IN IT 127
- FACILITATING DISCUSSIONS
 - FRIDAY (11/14) FROM 11-1 PM IN IT 125
- RSI SELF-CHECK
 - TUESDAY (12/2) FROM 12:50-2:50 PM IN IT 127

Visit the Distance Education Committee page for RSI videos, templates, a support request form, and additional resources that will be added throughout the semester.

The Riverside Community College District is committed to providing access and reasonable accommodation to all District programs and activities. Accommodations for persons with disabilities may be requested by contacting the Norco College Disability Resource Center by phone (951) 372-7070, Email: drc@norcollege.edu, or Video Phone (951) 547-1178 (For ASL use only), 5 working days before the scheduled event.

ASL Interpreters provided upon request.
Contact Katie.arnhart@norcollege.edu at least 48 hours before event to make your request.

Requests received after this date will be honored whenever possible.



Importing Norco College RSI Templates Directly from Canvas

10 Easy Steps

Step 1: Select Pages from the course navigation menu.

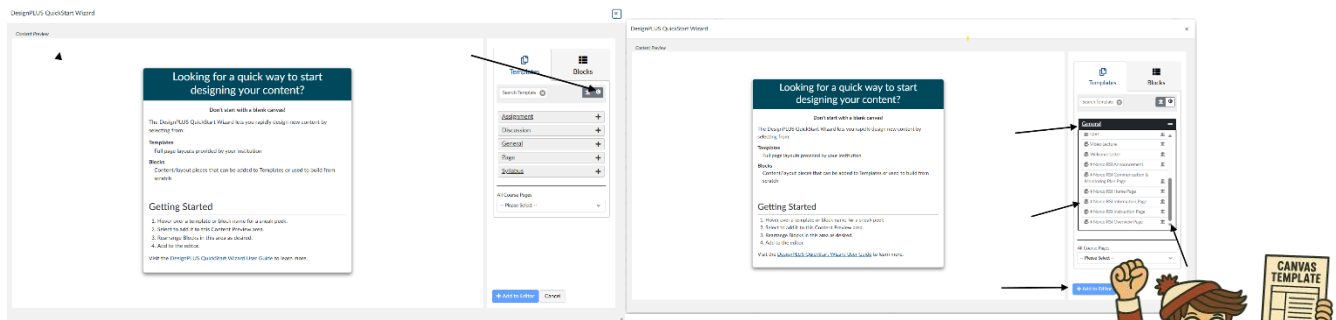
Step 2: Select View All Pages

Step 3: Select the + Page button in the top right corner. Open a new page.

Step 4: Give the page a unique name (one that doesn't already exist in your course).

Step 5: Select the DesignPLUS QuickStart Wizard button.

Step 6: When the templates tab opens, to simplify viewing, you can click on the C icon (Cidi Labs) below the Blocks tab. This will filter out Cidi Labs templates to make the Norco Templates easier to find. The Cidi Labs templates are worth checking out but they are not Norco specific.



Step 7: Select the General link and notice the drop-down menu.

Step 8: Use one or both pull down bars until you can see the *Norco RSI templates.

Step 9: Select one to preview.

Step 10: Select + Add to Editor and Save. **THESE ARE NOT REQUIRED. THEY ARE PROVIDED FOR YOUR CONVENIENCE TO REVIEW/EDIT/USE AS YOU SEE FIT FOR YOUR COURSES.**

TEMPLATES ALREADY THERE

- Announcement
- Communication & Monitoring Plan (CMP)
- Home Page
- Information Page
- Instruction Page
- Overview Page

COMING SOON

- Summary Page
- Discussion Page
- Feedback

For additional information and examples, search Norco RSI in Canvas Commons. Pages can be imported from there as well.

Program Review Notes 10-23-25

Discussion Items

- Program Review Cycle – Draft Annual Update Checklist
 - The committee is evaluating the benefits of aligning the Comprehensive Program Review with the new SPGM and moving from a 3-year to a 5-year cycle.
 - Moving to a longer cycle, the Annual Program Review Update will become even more important for monitoring progress on goals and identifying resource needs.
 - PRC is drafting an annual update checklist to bridge annual and comprehensive program review cycles using a concise checklist with guiding statements.
 - Checklists will also cover student services and administrative areas, with co-chairs drafting and seeking area input before finalization.
 - To support faculty hiring requests, PRC will provide data in advance to assist disciplines with anticipating program growth and the need for additional faculty.
 - The Annual Program Review Update Checklist will be completed, approved by PRC, and sent out when the Annual Update opens at the beginning of December.
- Program Review Evaluation
 - Co-chairs presented a proposal to conduct a comprehensive evaluation of the program review process and platform with the goal of improving the process to make it more meaningful, efficient, and easier to complete.
 - PRC reviewed the evaluation process and timeline with the goal of completing all tasks before the Comprehensive Program Review opens in November of 2026.

Information Items

- The Annual Update will open after Thanksgiving this year, December 1, 2025, to March 31, 2026.

Future Discussion

- PRC will discuss data needs for program review.