Riverside City College Academic Senate

Agenda
Monday, October 19 2026 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
3:05	II.	**Approval of the Agenda**
3:05	III.	**Approval of the Minutes** September 21 & October 5
3:10	IV.	**Public Comments**
3:20	V.	**Officer and Liaison Reports**
		A. President
		B. Vice President
		C. Secretary Treasurer
		D. RCCD Faculty Association
		E. College President or designee
		F. ASRCC Representative
3:40	VI.	**Committee or Council Updates and Reports**
		A. N/A
3:45	VII.	**Information**
		A. Juan Lopez or designee will share Copy Center and Printing Services instructions for color printing.
		B. President Scullin and Secretary Treasurer Henry will provide tips for facilitating course accessibility tasks
		C. Vice President Bottoms will explain the Professor Emeritus status, submission deadlines and approval process
4:15	VIII.	**Ongoing Business**
		A. President Scullin will report on attending the RCCD Artificial Intelligence Council
		B. President Scullin will present a proposal for an Ad Hoc Committee that will assist the Senate in matters regarding Artificial Intelligence.
		a. Proposed action: Establish a Senate Ad Hoc Committee on Artificial Intelligence with a representative membership including defined scope and responsibilities.
		b. Proposed action: Adopt a charge with deliverables for the Senate Ad Hoc Committee on Artificial Intelligence defined by the RCCAS 10+1 responsibilities.
4:35	IX.	**Action Items**
		A. Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils
		c. N/A
4:40	X.	**Open Hearing**
		A. Professor Brown will share a draft resolution entitled “Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College” and highlight additional draft resolutions written for ASCCC Fall 2026 Plenary Session.
4:55	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate “10+1” Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
September 21, 2026 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm; quorum met

Roll Call
Academic Senate Officers (Term ending 2029)
President: Patrick Scullin
Vice President: Megan Bottoms
Secretary-Treasurer: Kayla Henry

Department Senators (Term ending 2027)
Applied Technology: Daniel Eini- Not present
Behavioral Science: Eddie Perez – Not present
Business, Law & CIS: Jennifer Corr
Communication Studies: Lucretia Rose
English: Christine Sandoval
History/Philosophy/Humanities/Ethnic Studies: Deborah Brown
Library & Learning Resources: Sally Ellis
Life Sciences: Gregory Russell
Mathematics: Mary Legner
Music: Steve Mahpar
World Languages: Huda Aljord

Associate Faculty Senator(Term ending 2026)
Virginia McKee- Leone

Department Senators (Term ending 2028)
Art: Will Kim
Chemistry: Leo Truttmann
Cosmetology: Rebecca Kessler
Counseling: Sal Soto
Dance and Theatre: Kristin Nemecek
Economics/Geography/Political Science: Sean Pries
Kinesiology: Jim Elton
Nursing Education: Lee Nelson
Physical Science: Aaron Sappenfield-Arrived at 3:02 pm
School of Education & Teacher Preparation: Kayla Henry

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Ex-Officio Senators
TLLC: Lashonda Carter- Not present
ASC: Jacquie Lesch
EPOC: Wendy McKeen
GEMQLC: Virginia White
RDASLC: Tucker Amidon
SAS LC: Melissa Harman
Curriculum: Kelly Douglass
Parliamentarian: Sal Soto

RCCD Faculty Association
Araceli Calderon

Administrative Representatives
College President: Eric Bishop
VP Academic Affairs: Lynn Wright
VP Business Services: Elia Blount
VP Planning and Development: Kristi Woods -Not present
VP Student Services: FeRita Carter- Not present

ASRCC Representative
Aleida Hill

Recorder of Minutes
Sydney Minter

Guests
Eniya Farquharson- Viewpoints News Reporter
Rosa R. Frazier- Dance and Riverside Assessment Committee
Micherri Wiggs- Dean LHSS
Shari Yates- Dean CTE

3:05 II. Approval of the Agenda
M/S/C: (Nelson/Aljord) approved by consensus

3:05Ill.Approval of the Minutes August 31
M/S/C:(Legner/Soto) approved by consensus

3:10 IV. Public Comments

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- On Friday, September 11th, an English Faculty member woke up to an announcement on their Canvas Dashboard about NECTIR AI, and they are concerned about who decided to implement this tool, the faculty voices involved, whether they opt out, who is paying for this, and how the money is being allocated for this tool. The faculty member feels that this contradicts the values of our institution and the main tenets of our strategic plan and wants to ensure that shared governance procedures and policies are adhered to, and would like to task Academic Senate with proposing a resolution regarding AI use and procurement that aligns with the values of ASCCC.
- ASRCC has partnered with Inland United Nations, and they will be hosting a judges' forum that comes about every 10 years. The forum is to bring awareness to voting on matters that will be on the ballot this year. The forum is September 21st from 6-8 pm. Dinner will be provided, and it is open to the community.
- ASRCC is also hosting their yearly Lowrider Car Show, so if you know of anyone interested, please have them reach out to ASRCC.
- Christine Sandoval would like an item agenized and she will reach out to President Scullin with the details.

3:20 V. Committee or Council Updates and Reports

a. **Rosa Rodriguez-Frazier of the Riverside Assessment Committee (RCC) will present 2022-2026 ILO Assessment findings (information)**

- Since 2022, the Assessment Committee has gone through a few rounds of assessing each of our four institutional learning outcomes (ILO's). In spring of 2026, they finished going through self-development and global awareness.
- Now that the committee has all of this data, they have found some common themes, and they want to put together a game plan that is on the same wavelength as the strategic plan and contribute to the college in terms of assessment.

- Common Themes
- Clarifying ILO language- to encompass all disciplines.
- Intentional Assignment Design
- Reflection Deepens Learning
- Building Shared Understanding of Serving Ness- and understanding its relationship to non-academic indicators. The assessment committee is using Gina Garcia's framework as part of their rubric for assessing some of the student artifacts.
- Helping Students See Purpose
- Students Learn Everywhere

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- In addition to assessing the information from the ILO's, the committee is working on a toolkit to support us all with how to implement these non-academic indicators into our assignment design to make them more thoughtful, so that students can see the purpose in their assignments and have a deeper connection that goes beyond just checking a box, so that they can see the larger context of their lives beyond RCC.
- In common theme 6, Students Learn Everywhere, we noticed that some of the traditional artifacts, like essays, projects, and quizzes, do not show the deeper work that is happening.
- The committee members are team players, and they want to be thoughtful about how to move forward in conjunction with and parallel to the RCC strategic plan.

- Game plan
- Priorities: clarify ILO language specifically for ILOs 2, 3, and 4
- Supporting intentional assignment design with a toolbox that has different examples of how you can create assignments with Gina Garcia's non-academic indicators
- Sharing it with faculty by the end of the spring semester
- Create clarity and a collective understanding of what is serving Ness and what that looks like in our assignments. The assessment committee is teaming up with teaching and learning to get more clarity.

a. **Curriculum chair, Kelly Douglass or designee, committee updates (information)**

- Thank you to everyone who participated in the cycle of the timeline launching and our review process. The tech review and the District Curriculum Committee are reviewing between 600-650 new proposals over four meetings instead of two. The deadline for relaunching is October 2nd, which is next Friday. If something was missing or we needed you to fix something, faculty should have received an email.
- Senator Douglass, in partnership with DRC and the Dean of Equity and Inclusion, presented during flex week on Universal Design for Learning. Inclusive Curriculum and Title V section 55001 has this new requirement. If you launch something on October 3rd, the day after the October 2nd deadline, you have to fill in the box. This is the box where you are to speak to the equity-minded curriculum parts of your course outline of record and where there is universal design for student learning in your course outline of record. So please spread the word. Resources are available on the district curriculum page under resources, and scroll down to Title V, section 55001 compliance policy.
- We have been having robust conversations about the mandates coming from the state, and we don't want our classes to lose our articulation, so we would like to

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write a strongly worded letter on this point. For those going to Plenary in November in San Francisco, if there are resolutions related to curriculum, please reach out to Senator Douglas so that she can provide the language. We need your voice.

a. **EPOC chair, Wendy McKeen or designee, committee updates (information)**

- On September 16, the first joint leadership council retreat was held. A couple of the goals were to help build community among members, reinforce what leadership council members' roles and responsibilities are, and then the main focus was that each leadership council has been assigned objectives from the strategic plan, and there are nine objectives overall. Each leadership council is also supporting the main work.
- The goal is to come up with three things that they really want us to focus on. We talked about budget and financial accountability, facilities and campus environments, and technology services and innovation. Some movement has already been made on some of the metrics of the strategic plan, such as increasing the number of comprehensive ed plans by 33%in trying to operationalize the strategic plan and get stuff done.

3:35 VI. Officer and Liaison Reports

i. **President**

- Welcome to our new senators
- President Scullin attended the EPOC retreat, and he thought it was very productive, and he liked the methodology of really trying to attack the problems and come up with practical ways to fix the issues.
- President Scullin also attended the district budget advisory committee on Friday, and they are building a team to help us attend those meetings and make sure that RCC is well represented and the faculty voice is a part of the conversation.
- Conversations are happening with the DE Committee, which is now a standing committee of the Academic Senate, which we can utilize to help us with different issues that arise as we move forward.
- We have a number of building projects happening on campus, and President Scullin is trying to be available for every planning committee meeting, and he encourages others to participate in the conversation. President Scullin has not received any information or links for our building projects and is waiting on administration for direction and details.
- IETTC Jurupa Valley- long-term project
- ATEC building – meetings to begin this semester, so if there are faculty who have not been invited to meetings regarding this space, please let us know.

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i. Vice President

- We have an event happening on Tuesday, September 22nd for LatineX Heritage Month. The Camino Hacio El Cio event is about how to get the Seal of Excellencia, located in CIS 114 A/B from 11:30 am-1:30 pm.
- At the state level, the nursing department over the last several semesters have been working to pursue a baccalaureate program, which has been halted at the state level due to CSU's and UC's creating a blockade. There has been some progress with SB960/AB2694. The CSU's and UC's have retracted the blockade, and the bill went to Governor Newsom's desk to be signed to allow community colleges the opportunity to start pursuing baccalaureate degrees with a few caveats. Workforce, regional workforces, how many colleges in your district have them, does our nearby campus have them, and so this is something the Academic Senate at the state level is watching.
- At the Federal level, the IRS has a proposed regulation targeting the tax-exempt status of private educational institutions that utilize race- conscious policies or diversity, equity, and inclusion preferences. This tax-exempt status threatens both K-12 and higher education institutions that have race-based preferences in admissions, financial aid, and institutional programming, which could impact things like preferencing in admissions and encourage students to join affinity groups and affinity alumni groups. There is an open comment period for the IRS rulemaking that is open until November 3rd 2026.

i. Secretary Treasurer

- It's the 5th week of the semester; take care of yourself as you can!

i. RCCD Faculty Association

- New contracts were available for faculty to take for themselves and their colleagues.
- There will be a Collective Bargaining Agreement training (2026-2029) on Wednesday, Sept. 23rd from 3 pm-4 pm via Zoom. Another training will be on Friday, Sept. 25th from 10 a.m.- 1 p.m., also via Zoom.
- In regard to accessibility, a mandate needs to come from the district before we can negotiate compensation for the work that has to be done, and the Faculty Association is waiting for that to come in so they can develop a proposal for a demand to bargain.
- In respect to the online certification, some associate faculty completed the Ad1 courses that were not on the approved list from the district. The FA is trying to close the loop regarding the compensation/certification for associate faculty to ensure that they are compensated.
- Araceli and Rhejean facilitated a workshop for tenure-track faculty and first-year tenure-track faculty on the IOI process. Attendance was low, so please encourage your department chairs to give these new tenure-track faculty a nudge to participate in these things. If they have any questions, please have them reach out.

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i. College President or designee

- Following up on VP Bottoms comments about the baccalaureate program, the governor vetoed AB2301, which was the BSN bill for the third year in a row and specifically for PSN. The president is working with the state chancellor's office to see what the implementation looks like and try to figure out how to move forward.
- RCC will be a polling place for the upcoming election. We will have a vote-by-mail drop off site beginning October 5th through October 30th from 10 am-3 pm in BE*108 and we will also be a voting center. The voting center will be from October 31st through November 2nd from 9 am-5 pm in the same location. Election Day is November 3rd from 7 a.m.- 8 p.m. at the same location as above.
- We are working to explore the new regulations and requirements for workforce PELL grants from the federal government, which allow students in our certificate programs to receive PELL grants. We are also working to put together a task force workgroup of programs, and there are some strict requirements that the government has put in place in terms of outcomes and job placement.
- President Bishop is exploring with Think Tank Friday, and the next one is coming up the first Friday in October.
- Dr. Bishop, along with Dr. Wright, is working to launch full-time faculty replacement hires sooner rather than later, and he still has the goal of our hires getting to the April board meeting.
- Dr. Bishop had a conversation with our student leadership last week during Club Rush. For those of you that do not know, Turning Point USA was on our campus speaking to students. We are a free speech institution, and as college educators, we have a responsibility to inform our students on how to respond and engage.

i. ASRCC Representative

- ASRCC is still collecting responses for the RTA survey; please encourage your students to complete the survey so that they can get more information about their experiences.
- ASRCC will be hosting Homecoming October 12th -17th. They will also be hosting a pep rally on October 15th from 12: 30 pm to 2 pm in the Quad.
- Halloween Town is Friday, October 23rd from 5 pm to 8 pm. This event is open to students and the community as well.
- The ASRCC team is working on getting students signed up for shared governance at their next meeting.
- ASRCC recently had their fall special election; they should have 8 or 9 incoming senators because they currently have 4. At their next meeting on Tuesday, they will be getting everyone set up for shared governance.

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4:05 VII. Ongoing Business

i. **VP Wright or designee will provide updates on the accessibility initiative and resources for faculty (information)**

- On Friday, faculty should have received an email on accessibility from District Distance Education. They will be hosting one-on- one appointments, drop-in Zoom hours, and on Tuesdays they will have accessibility workshops during college hour with access to the accessibility guide. The DE Team has also shared the five—step accessibility plan for faculty.
- Here at RCC, in addition to what DE is doing, we will start hosting accessibility workshops.
- Dr. Wright is currently working on a flyer to send out, and on October 2nd we will have a basic introductory accessibility workshop from 10 a.m.- 12 p.m. The DE team, as well as some faculty, will be present to help facilitate the session.
- Another DE workshop will be hosted on October 23rd from 10 a.m.- 12 p.m. that focuses on images and video. Professor Sunny Sui, along with Professor Scott Hernandez and the DE Team, will be present to facilitate this workshop.
- November 13th will be the last workshop, and the topics are to be determined.
- Dr. Bishop has arranged for DE to secure 3 professional experts to be on call for RCC only. More details to follow soon.
- Dr. Wright is looking for more faculty champions to assist with workshops and help other faculty. Please be on the lookout for another email coming out soon.

i. **RCCAS will discuss ongoing DE faculty certification efforts, @ONE courses, Canvas tools, and collect feedback for the RCC DE committee. (discussion)**

- A lot of overlap between initiatives and overlapping interests
- Discussion to be postponed to a later meeting
- The committee meets the 3rd Friday from 10-11, and the meeting location changes.
- If you want to teach online, faculty need to be certified by December 31st.

4:25 VIII. New Business

i. **Carla Reible will present the new Non-credit Faculty Coordinator position (information/discussion)**

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- One of the items brought to Academic Senate last semester was a non-credit faculty coordinator position that was at .2, which was handed off to Dr. Bishop to go to the Faculty Association. The goal is to coordinate our non-credit offerings so that we have more accessibility for our students so that they can access the material.
- Currently, the team is trying to reach out to the other colleges to make sure that the district plan is aligned with what each one of the colleges is actually doing because it is different across all three colleges. In order to do that, the team has put together a college packet of some of the basic information about non-credit courses. All the information gathered will be sent to Dr. Bishop so that he can convene a group to gather some input so that everything is aligned when we write to the district.

i. **President Scullin will discuss faculty participation in planning efforts for campus construction projects, including ATEC, ATEC Secondary Effects, and IETTC. (information/discussion)**

- Faculty participation in the building and planning process
- Cosmetology building coming soon.
- Space utilization and space optimization meeting with consultants to be determined

i. **Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils (action)**

1. Madeline Bettencourt – Appointed to Equivalency Committee replacing Sunny Siu

   M/S/C: (Kessler/Sandoval) approved by consensus

1. Mark Sellick – Appointed as Senate Representative to District Budget Advisory Council (DBAC)

   M/S/C: (Soto/Henry) approved by consensus

4:45 X. Open Hearing

- Request to have items agenized during open hearing. The request is to agendize the NECTIR AI on the Canvas shell.
- Asian Pacific Islanders had their first meeting last week, and thank you to those that showed up and came out and supported the group. Please reach

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out to Will Kim if you have any questions, concerns, or want to offer some support.

- There will be a Cultivate Print exhibition here at RCC in the Quad Gallery on October 1st from 6-8 pm, and it is the first exhibition of the semester by student scholarship recipients of the Los Angeles Printmaking Society.
- Senator Rose had a concern in that the platform is confusing because it combines all the classes and the evaluator cannot accurately speak to the student feedback for the classes that they are evaluating and furthermore the faculty under evaluation has no way of knowing which class to improve upon based on feedback.
- September is Student Parent Month; thank you to all those that have been advocating and supporting parenting students. There is a workshop on September 23rd from 12 pm-1 pm via Zoom. FLEX credit for the workshop is available.
- Friday, September 25th is California Native American People Day, so please add it to your calendars so that we can show our respect. There is a powwow happening here in the community that is affiliated with Cal State San Bernardino; please share the information if you can.
- Sept. 30th, many educators are going to be wearing orange to support All Children Matter to recognize missing and/or killed indigenous people and children from residential schools and elsewhere.

4:45 XI. Learn, Share, Do

- Remove tax exemption from different colleges and K-12 institutions.
- Do CORS again
- RCC will be an early voting location
- Reminder about the new workshops for the contract
- Oct 2 curriculum relaunch
- Share RTA survey
- Comment to IRS by Nov. 3rd

5:00 XII. Adjourn at 4:49 pm
M/S/C: (Nelson/Bottoms)

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Riverside City College Academic Senate

October 5, 2026 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm; quorum met

Roll Call

Academic Senate Officers (Term ending 2029)

President: Patrick Scullin- Not present

Vice President: Megan Bottoms

Secretary-Treasurer: Kayla Henry

Department Senators (Term ending 2027)

Applied Technology: Daniel Eini

Behavioral Science: Eddie Perez

Business, Law & CIS: Jennifer Corr

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Deborah Brown

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

Associate Faculty Senator(Term ending 2026)

Virginia McKee- Leone

Department Senators (Term ending 2028)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Kristin Nemecek

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield

School of Education & Teacher Preparation: Kayla Henry

Ex-Officio Senators

TLLC: Lashonda Carter- Not present

ASC: Jacquie Lesch

EPOC: Wendy McKeen- Not present

GEMQLC: Virginia White

RDASLC: Tucker Amidon- Not present

SAS LC: Melissa Harman- Not present

Curriculum: Kelly Douglass -Not Present

Parliamentarian: Sal Soto

RCCD Faculty Association

Araceli Calderon

Administrative Representatives

College President: Eric Bishop- Not present

VP Academic Affairs: Lynn Wright- Arrived at 3:06 pm

VP Business Services: Elia Blount -Not present

VP Planning and Development: Kristi Woods- Not present

VP Student Services: FeRita Carter- Not present

ASRCC Representative

Aleida Hill- Not present

Recorder of Minutes

Sydney Minter

Guests

Micherri Wiggs, LHSS

Carla Reible, LHSS

Shari Yates, CTE

3:05 II.Approval of the Agenda Oct. 5

M/S/C: (Elton/Nelson) approved by consensus

3:05III.Approval of the Minutes Sept. 21- The minutes will be brought back for approval at our next meeting with two corrections. Senator Rose made a comment in open hearing that wasn't clearly defined and requested that the minutes be modified to accurately reflect her comment that her primary concern was that the platform is confusing because it combines all the classes and the evaluator cannot accurately speak to the student feedback for the classes that they are evaluating. Senator Brown requested that the minutes be modified to reflect the transparency around public-facing stakeholder information for the building plans and making the materials public-facing so that the information about IETTC and the ATEC building could be accessed through a link.

M/S/C:(/)

3:10 IV.Public Comments

- No public comments

3:35 VI.Officer and Liaison Reports

i. President

- Senate colleagues, please excuse President Scullin's absence.
- Regarding NECTIR, President Scullin is aware of the many complaints and questions about implementing this on the Canvas plugin. This item is being discussed at the other colleges and at the district academic senate. President Scullin will continue gathering information to share with Senate. It appears that this tool is a part of a statewide agreement with Canvas, and it is not activated until a faculty member requests it, and faculty are not required to use it.
- For accessibility, please take advantage of the local accessibility training meetings provided by Dr. Wright's office. Professor Siu and others have put together some excellent resources. Please share this information with your departments.
- I encourage faculty to learn more about noncredit education. Depending on the program, it provides an opportunity for enrollment growth while serving student populations in need. Look for more information to follow as the district develops the non-credit strategic plan.
- We have multiple planning meetings and groups projected for the rest of the semester for our campus building projects. If you have not received an invite, please reach out to Vice President Blount's office. The first project is the Inland Empire Trade Technical Center (IETTC), and the faculty representatives are from HVAC and electrical, which encompasses diesel truck services, EV vehicles, electrical, solar, commercial refrigeration, healthcare, allied health, and various student services. We also have ATEC, the advanced technology building project, which will house automotive, autobody, HVAC residential, and welding. The secondary effects of the ATEC building, once Tech B is removed, will encompass applied digital media/printing services, which will be on the first floor of the MLK building, and then existing programs will be relocated to the

second and third floors of the MLK building to include multiple engagement and resource centers.

- The faculty spotlight for the Board of Trustees has selected the HVAC apprenticeship program in coordination with Kafir's work in HVAC to get students out into the workforce, and they will be presenting in December on behalf of RCC.

i. Vice President

- Dr. Star Rivera-Lacey is working on standardizing the CCAP agreements across the three colleges, and so if you teach CCAP, there are some different agreements and criteria with different high schools. The chancellor's office liked the model so much that they are using some portions of the model.
- The Solar project with the car panels is happening this Friday, October 9th. The state chancellor's office, as well as several legislators, are coming to look at the project on all three campuses as a model for other community colleges, and according to the chancellor, they are generating enough income to sustain themselves.

i. Secretary Treasurer

- NA

i. RCCD Faculty Association

- In a previous meeting, it was mentioned that we have an issue with Keenan and our PPO's. Senator Calderon received some information from a colleague on reimbursements for PPO out-of-network. For the PPO out-of-network, they are using a code that is not reflecting the complete amount, so the Faculty Association is investigating this, and they are working to address this issue. If anyone has any issues with the incorrect reimbursement or out-of-network services, please have them email the FA leadership team.

- The Faculty Association is in conversation with Deputy Chancellor Star Rivera Lacey to discuss the faculty contract in regard to counseling faculty, and they are trying to make sure that all three colleges are implementing the contract in the same way.
- The interviews for the chancellor position have concluded!
- Senator Calderon has received about 10 notifications of IOI's being redistributed to other deans, and if there are any issues, please reach out to FA leadership.
- If anyone needs a contract, you can pick them up during their FA meetings weekly on Tuesdays in DL 404 from 1- 3 p.m.

i. College President or designee

- NA

i. ASRCC Representative

- Homecoming is next week, and all the information should go out in students' emails.
- There are a couple of spirit days for students to participate in
- On Tuesday, ASRCC will be hosting a gingerbread house decorating event.
- On Wednesday, there will be a cake walk, which is like musical chairs.
- Thursday is the pep rally during college hour on the MLK steps.
- On Saturday, the ASRCC team will be attending the football game against Southwestern at 2 pm.

3:20 V. Committee or Council Updates and Reports

GLASC Report

- We are recruiting students for:

a. Program to Beijing, China (Spring Break 2027)

1. Recruitment for faculty leaders opening soon; look for an email.

a. Program to Tokyo, Japan (Summer 2027)
b. Deadline for students to apply: 23 October 2026
c. Culinary Institute (for culinary students only) to Lucerne, Switzerland (Summer 2027)

2. The deadline is much more fluid for this one.

a. Ongoing Information Sessions this semester (flyer forthcoming)

b. Other projects we are working on:

c. Developing frameworks and district faculty expertise for virtual exchanges
d. Chemistry faculty virtual exchange with chemistry faculty from Nantong College of Science and Technology (the first virtual meeting is in the process of being planned). We are hopeful this will lead to a presentation during the 2026-27 AY.
e. Certificate of Achievement in Global Studies (in the College Catalog 2026-27). Keep spreading the word to students.
f. We are planning events that highlight Global Learning for each of the colleges. Please be on the lookout for announcements.
g. Fundraiser Community Tour

3. Request for proposals to lead a vacation tour coming soon. Please look for emails.

a. If you haven't heard from your program review representatives about responding to monthly prompts in Nuventive this fall, please ask them about it so that we can prepare ourselves for our spring program review and deadlines. The committee has written out smaller prompts to address throughout the fall to line up with the strategic plan communications calendar.

4:05 VII. Ongoing Business

i. **RCCAS will discuss college accessibility efforts. District DE representative DJ Hawkins or designee will be available to answer questions. (discussion)**

- The DE Team, at the request of the president of the colleges, tracks accessibility numbers every week. The team pulls the numbers, distills them, emails them, and answers questions. As you may or may not know, the numbers continue to increase due to late-start classes and faculty who are preparing for their late 8-week or late 6-week classes and are just now importing content.
- We are seeing, but it is not evident in the data, that faculty are engaging with our 5-step accessibility guide that is available on the Canvas dashboard. When faculty complete the first two steps, they can see a decrease of between 60% and 80% in their overall issues that needed to be addressed.
- October is cleanup month, and the DE Team wants faculty to complete steps 1 and 1.5. Please communicate with your departments and advise your faculty to look at their emails and encourage everyone from all modalities to work on their accessibility issue(s), so when faculty get to the later steps, the DE team and the vendors Dr. Bishop has invested in can come in and support faculty.

i. **Carla Reible will share the non-credit District Strategic Planning initiative and district survey (information)**

- A survey has gone out that will be coming from the district. The team asks that if you have any non-credit classes or if you are thinking about creating any non-credit classes or mirrored classes, you answer some of the questions that are on the survey. The goals are for the team to guide the conversation and provide resources so that they can try to develop the non-credit program.
- Professor Reible encourages everyone to talk to people in their disciplines, admissions & records, and anyone who is doing outreach with non-credit students because these are the individuals who are seeing the glitches that are happening with non-credit, and we would like to target

those issues so that it becomes a smooth process and gets integrated into our college and used as a useful tool.
    - As Dr. Bishop pointed out at the last meeting, the reason this is at the district level is that right now, our college does not have any structure for non-credit to exist. Right now, a mechanism needs to be developed, and as we think about program review, we need to think about how we can embed our non-credit courses.
    - College stakeholder feedback based on the information provided and on your own knowledge of your division and disciplines' non-credit offerings
- How can we enhance support?
- Increase participation and make changes that effectively and efficiently serve working adults and working learners.
- Create student access
- There has been a change in the contract. For our mirrored non-credit courses, everything stays the same, but if you do have non-credit courses, please take a look at the change for the 18-hour lecture and make sure everyone's TAs reflect that.

i. Library representative Sally Ellis will provide guidance regarding accessibility of in-house digitized books. (information)

- Senator Ellis provided a statement and wanted to stay consistent in the messaging that is being shared at Moreno Valley College. Please see the statement below.

    - During COVID, the RCC and MVC Libraries launched a controlled digital lending initiative to ensure students maintained access to essential print textbooks (we digitized them and lent them out in a copyright-compliant manner). While optical character recognition (OCR) was applied to these files, the collection currently does not meet **WCAG 2.1 Level AA accessibility standards**, particularly regarding complex images, charts, and graphs. This collection is separate from the eBooks we license from publishers and other vendors.

To remain compliant with federal guidelines and align with California Community Colleges Chancellor's Office (CCCCO) directives, the library discipline has determined that these digitized titles will be removed from public view at the start of the **Spring 2027 semester**. We are

formally requesting the Academic Senate's support to advocate for a coordinated, funded District-wide remediation plan.

Scope and Usage Impact

The digitized collection represents a vital academic resource for our students (as of 10/5/26 am)

- **1,355** unique titles
- **2,885** total items
- **18,871** views to date (projected up to 50,000 views per semester)

Although the Distance Education team has noted that automated remediation tools can assist, all remediated files require manual verification to ensure compatibility across diverse assistive technologies.

Library Action and Institutional Responsibility

Continuing to provide course materials known to contain accessibility barriers exposes the district to legal risk and compromises our commitment to equity. However, addressing accessibility at scale is an institutional responsibility that exceeds the resource capacity of individual campus libraries.

As emphasized by the CCCCO, accessibility requires cross-departmental coordination, planning, governance, and budget allocation at the district level.

Proposed Action Plan & Request for Academic Senate Support

We request that the Academic Senate support a motion urging the district to establish a coordinated, phased remediation strategy.

Proposed Immediate Steps:

a. **Pilot Phase:** Begin professional remediation with the **10 most heavily used** digitized textbook titles.
b. **Evaluation:** Use this pilot to assess workflow efficiency, vendor accuracy, and precise cost parameters. Preliminary estimates for professional PDF remediation average **$5.00 per page**, underscoring the need for dedicated District funding.

c. **Scaled Rollout:** Establish a sustainable timeline and framework to systematically remediate the remaining collection.

Impact on Faculty and Students

Beginning in **Spring 2027**, un-remediated digitized textbooks will no longer be accessible through the library.

- **Faculty Action:** Faculty members using digitized library textbooks should review their course materials. The library staff is available immediately to help faculty determine if their required texts are impacted.
- **Broader Implications:** This transition directly intersects with student access, instructional planning, Accessibility Services, Distance Education, and institutional compliance.

We welcome the opportunity to present this issue here today and discuss collaborative solutions to ensure equitable, compliant access for all students.

4:25 VIII. New Business

i. Secretary-Treasurer Henry will provide information regarding the Work Experience handbook update. (information)

- The Work Experience Handbook that is used for work experience courses was last revised in July 2016 and is being updated.
- The team revising the handbook will be bringing back the updated version to Academic Senate to get faculty feedback.
- The cosmetology department wants to make sure that the correct information is incorporated into the handbook because there are laws in place for work experience to make sure that their students are industry-level ready.
- More information on the handbook will be coming your way, so if anything comes up for anyone teaching work experience, please reach out to the team that is working on the handbook.

i. **The HVAC program has been selected as the RCC Senate Spotlight for the December BOT meeting.**

- If you are not familiar with the Senate spotlight, each college gets to go before the Board to do a 5–10-minute presentation regarding a specific program. The schedule rotates based on who is the Academic Senate president. Moreno Valley presents in October, Norco College presents in November, and RCC goes to present in December.

- RCC is highlighting HVAC and Kfir's work with the mentorship program, where they bring professionals into the classroom, which is a great innovative program.
- If you have an innovative program that you would like to bring forward in the spring, you can send an email to the Academic Senate leadership team.

i. **Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils (action)**

1. N/A

4:45 X. Open Hearing

- On Wednesday, October 7th, from 3-4:30 p.m., there is a celebration for Filipino American History Month in CIS 114A about the life and legacy of Filipino boxing champion Poncho Villa. There will be a boxing and community uplift and author panel, as well as a retired and current pro-fighter demonstration with lots of Filipino food.
- Rebecca Kessler's statement of discrimination assessments and investigation complaints: I would like to express concern regarding the timeliness of discrimination assessments and investigation complaints. Regardless of the outcome of any individual case, delays in the review process can have significant consequences for all parties involved. Complainants, respondents, and

departments deserve prompt discrimination assessments so that concerns can be addressed fairly, transparently, and in accordance with district policies and legal requirements.

Timely review of discrimination reports is essential to maintaining trust in our institutional processes. When discrimination assessments remain unresolved for extended periods, individuals may experience uncertainty, stress, and diminished confidence in the college's commitment to equity and inclusion.

I respectfully request that the Senate engage in a discussion regarding:

- Current timelines for intake, discrimination assessment, and resolution of discrimination complaints.
- Whether existing staffing and resources are sufficient to meet those timelines.
- Opportunities to improve transparency regarding the status of complaints while maintaining confidentiality.
- Periodic reporting of aggregate data so the campus community can understand whether cases are being addressed in a timely manner.

This is not solely a compliance issue; it is also a matter of institutional integrity. Our commitment to equity is demonstrated not only by our policies but by our ability to respond promptly and effectively when concerns are raised.

I appreciate the Senate's consideration of this issue and its commitment to fostering a fair, safe, and inclusive environment for all members of our college community."

- Communication and transparency related to a mention of RCC being a polling location. On Facebook, this campus notes the dates and times that we will be a polling location. To Senator Brown's knowledge, RCC has not been a polling location since she has been a faculty member here. Moreno Valley College has a webpage with links that help to educate voters and links to registration. Norco College has a similar page, and RCC doesn't have anything. In sharing this with her colleagues and in conversation, a number of questions arose. Is RCC developing a polling location website similar to the other campuses? What is the parking plan for voters, including accessible parking and signage, especially regarding where the BE building is located and because we have classes scheduled on the day of voting? There is a concern on the part of faculty as well as students being able to find parking. Is there a plan? Where does the plan live? Is it transparent? What restrooms will be available to voters? Is there a point

person or a team that will field questions from faculty, staff, students, and the public? The goal is clear public information.

- The AI conversation that Professor Silva asked to be addressed was not on this meeting's agenda, as well as Senator Sandoval's request to have it included in the agenda. Senator Brown would like to hear why the decision was made not to include an AI discussion on the agenda.
- This item is about transparency in and access to either district-funded or college-funded events. What changed this year? How was this year's delegation selected? Why was there no transparency in the processes, and what is expected of those delegates once we find out who they are? What are we and RCC doing as senators to ensure that a continuing board-approved investment that is focused on important black-centered educational opportunities is allocated transparently, equitably, representatively, and in a way that produces benefits that return to the broader college community?
- Transparency processes about ASCCC and Plenary. Senator Brown wrote a statewide resolution called Supporting Equitable Faculty Leadership and Governance Practices in local academic senates, and it passed last year statewide coming out of the Black Caucus. One of the calls was about equitable, transparent, publicly communicated processes when there are fall and spring plenaries. What are the processes? Is there a written procedure? Do we have an open call? Is there a rotation of leadership that goes, and what are the criteria? If we don't have these processes already, how do we work toward getting them so there is not a question about the number of times a person attends a conference?
- We still have a couple more weeks of Hispanic Heritage Month, and there are still some outstanding events happening on campus. On October 6th from 12:50-1:50 in Bradshaw 201, there is a Chicano Soul Capturing Cultura and Identity through Photography event happening. On October 13th from 3-5 pm in the Bradshaw Cafeteria, there is the We are Here Because You were There event, which explores the historical roots of migration, displacement, and identity across America. Lastly, on October 15th from 11 am- 2 pm in the Quad Courtyard, the Sobres en Nuestra Cultura event is happening, celebrating culture, community, and connection. RCC and RIV-All emails to follow

4:45 XI. Learn, Share, Do

- Faculty learned about the five-step program for accessibility, and if faculty do steps one and two, that should clean up about 60% of the issues, and there are resources to help faculty with steps three, four, and five.
- NECTIR is not activated unless faculty activate it
- If anyone is having issues with the PPO out-of-network reimbursement, please contact the Faculty Association.
- LatinX Heritage Month and Filipino American Heritage Month events are happening this week, so please encourage your students to attend.
- Ask a librarian if your textbook has been digitized, maybe without faculty even knowing it, and you may see a drop in engagement if that book comes off.
- Go to homecoming!

5:00 XII. Adjourn at 4:37 pm

M/S/C: (Perez/Nelson) approved by consensus

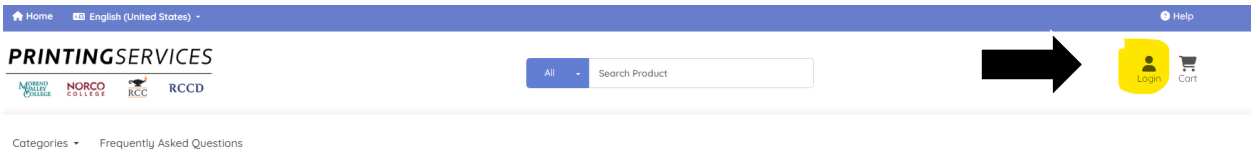
Directions for placing a print request for color copies through RCC Printing Services website.

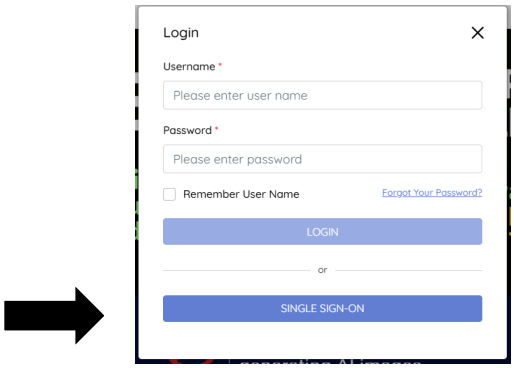
Step 1:

To access RCCD Printing Services, please follow one of the options below:

Option 1: Through the Printing Services Website

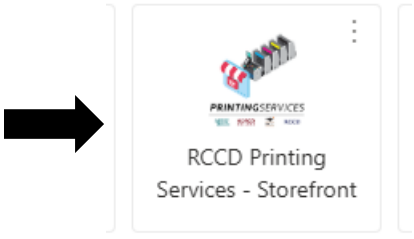
1. Go to www.rccd.edu/printing.
2. Click the **"Login"** button in the upper-right corner of the page.
3. Select **"Single Sign-On"** and follow the prompts to log in.
4. Once you have successfully logged in, you will be redirected to the Printing Services homepage.





Option 2: Through My Apps

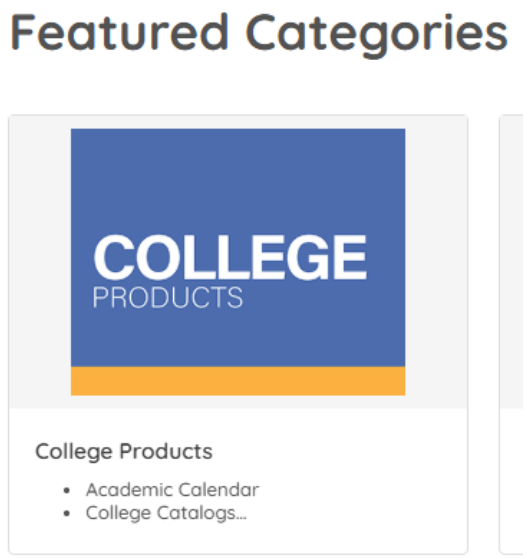
1. Open **My Apps**.
2. Click on **"RCCD Printing Services – Storefront."**



After logging in, please verify that your name appears in the upper-left corner of the page to confirm that you are signed in to your account.

Step 2:

Select "**COLLEGE PRODUCTS**"



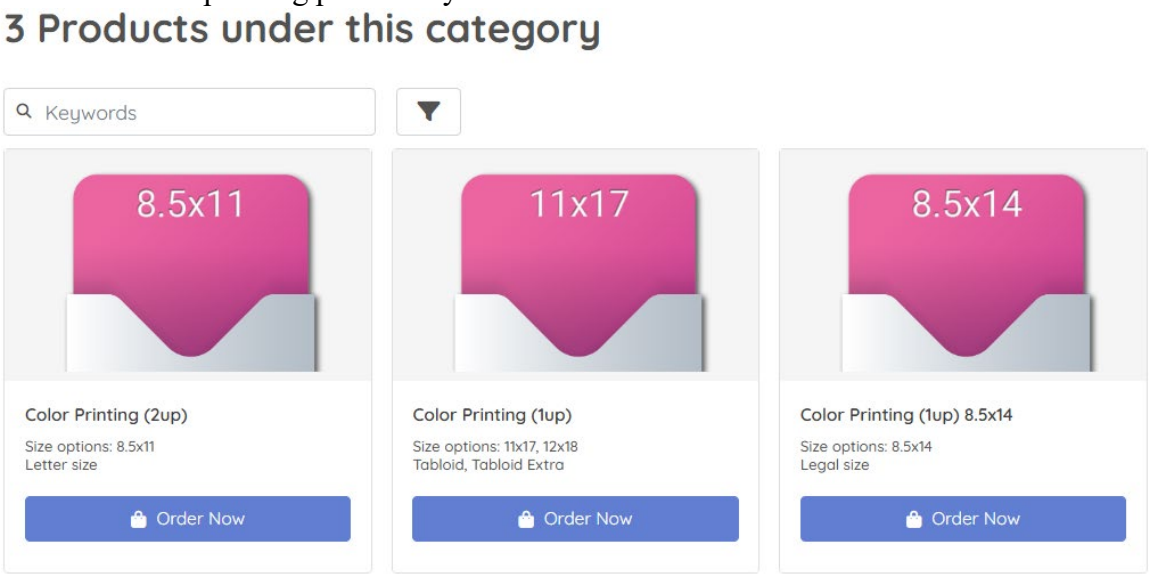
Step 3:

Select "**FACULTY COLOR PRINTS**"

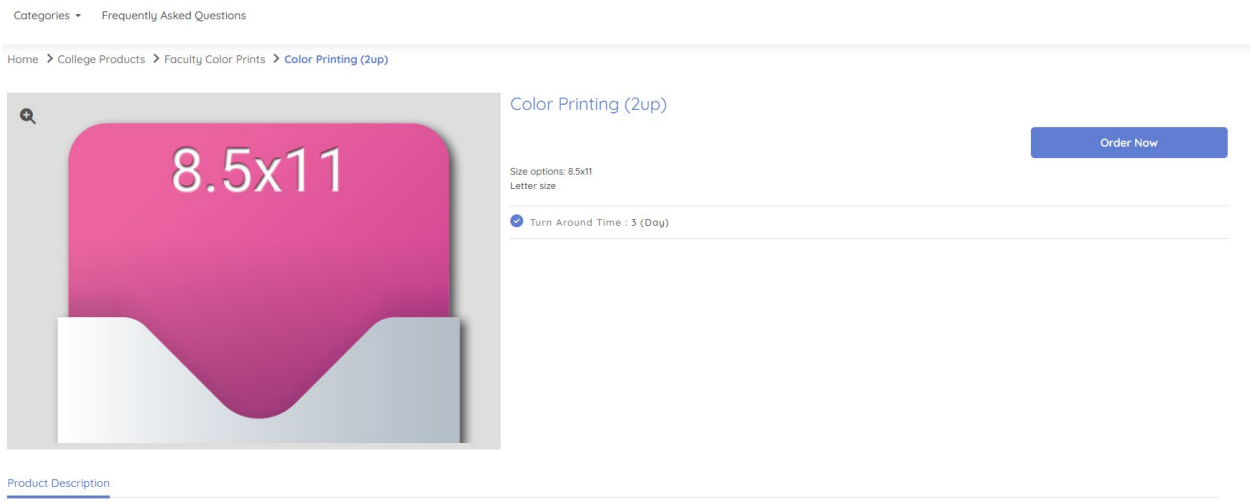


Step 4:

Select the corresponding print size you need.

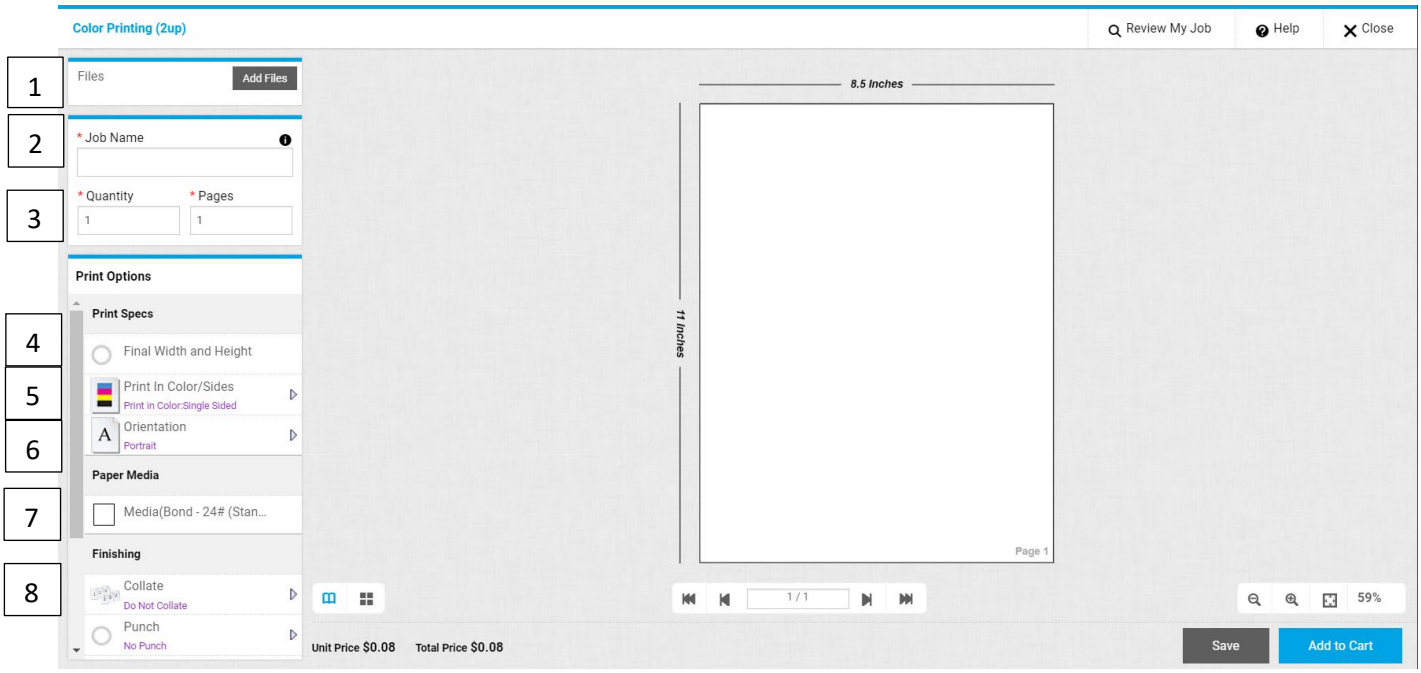


A pop-up window will appear and you will select “Order Now”

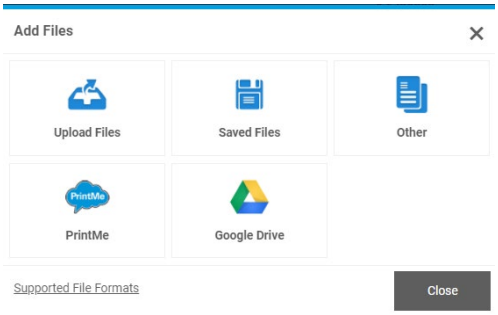


Step 5:

A new pop-up window will appear, allowing you to select the specifications for your print request.

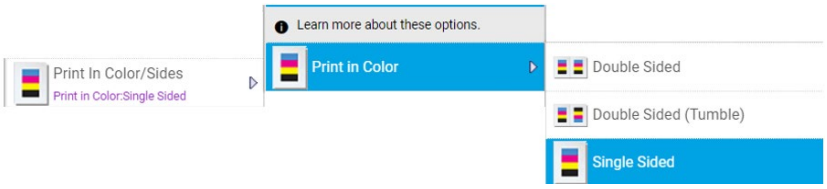


1. **Upload Your File:** Select the file(s) you would like to print, then click **"Upload."** Allow the file(s) to finish uploading, and click **"Done"** to continue.

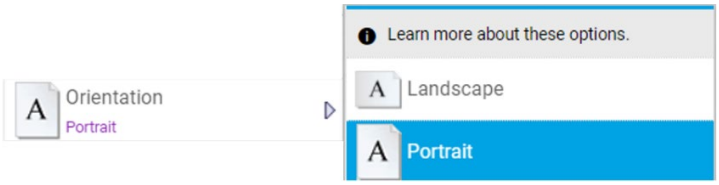


2. **Name Your Job:** Enter a descriptive name for your print job.
3. **Enter the Quantity:** Specify the number of copies you need. The page count will automatically update based on the file you uploaded.
4. **Select the Final Dimensions:** Enter the desired final width and height of your printed product.
5. **Select Color and Sides:** Under **"Print in Color/Sides,"** select the appropriate printing option:
    a. **Single Sided:** Prints on one side of each sheet.
    b. **Double Sided:** Prints on both sides of each sheet, with the back side oriented in the same direction as the front.

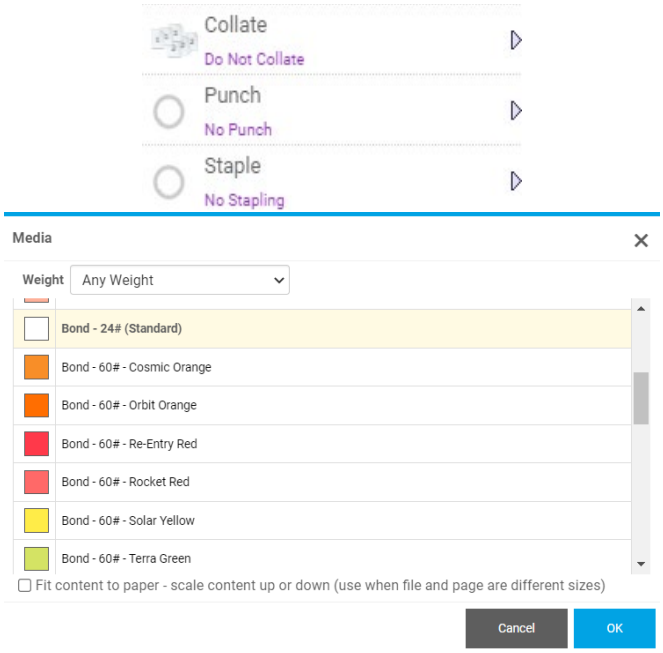
c. **Double Sided (Tumble):** Prints on both sides of each sheet, with the back side flipped so the document can be read by turning the page over along the top edge.



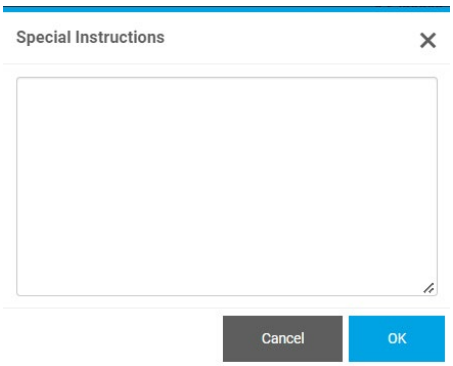
6. Select Orientation.



7. Select Paper Media. Standard paper Media is Bond 24#.



8. Select Finishing options.
   Collate
   Punch
   Staple
9. Special Instructions. Enter any specific instructions here.



10. Blank Pages. This option allows you to add a blank page so that one side of the printed page is left blank or you can add two blank pages in a row to insert a sheet with no printing on either side (e.g., to serve as a slip sheet).

Step 5:

Once you have completed the previous steps select "**Add to Cart**" and "**I agree**" – this states that the Printing Services will not be held responsible for any design or spelling errors.

You will be taken back to "Color Printing Category". You can continue shopping. When finished click on your cart, located on top right-hand corner.

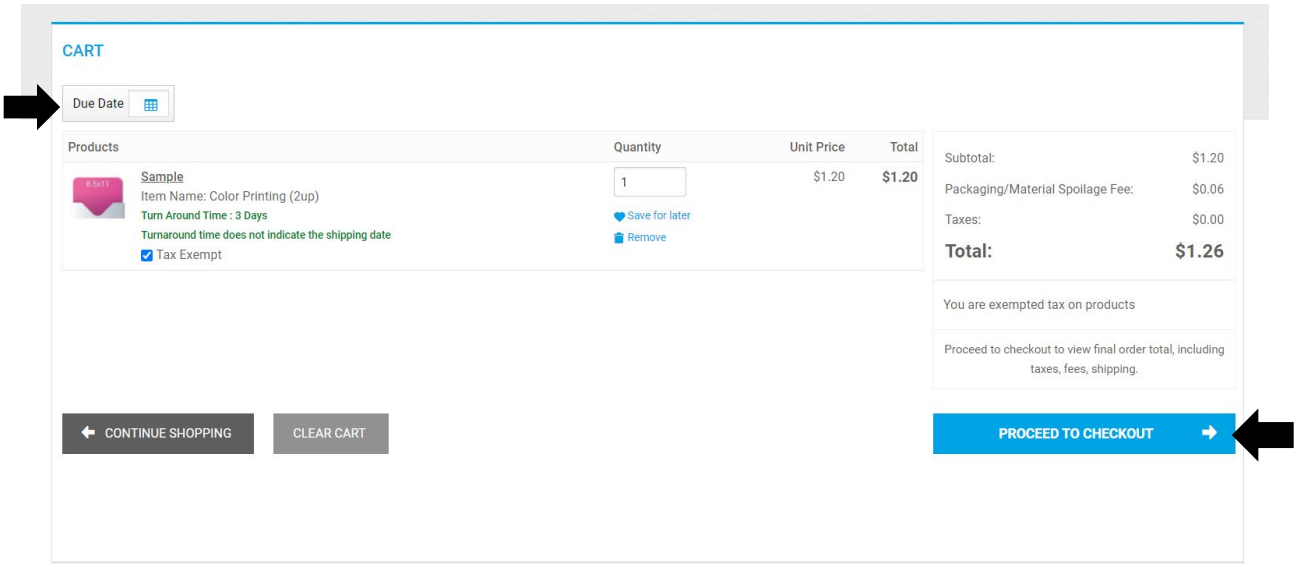


Step 6:

Select and save the Due Date. Left-hand corner.

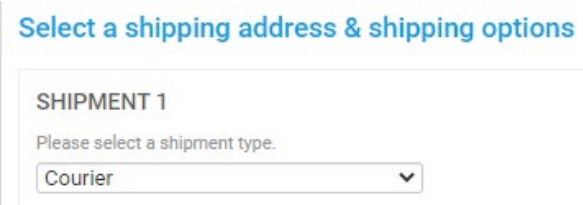
Step 7:

Select "Proceed to Checkout".



Step 8:

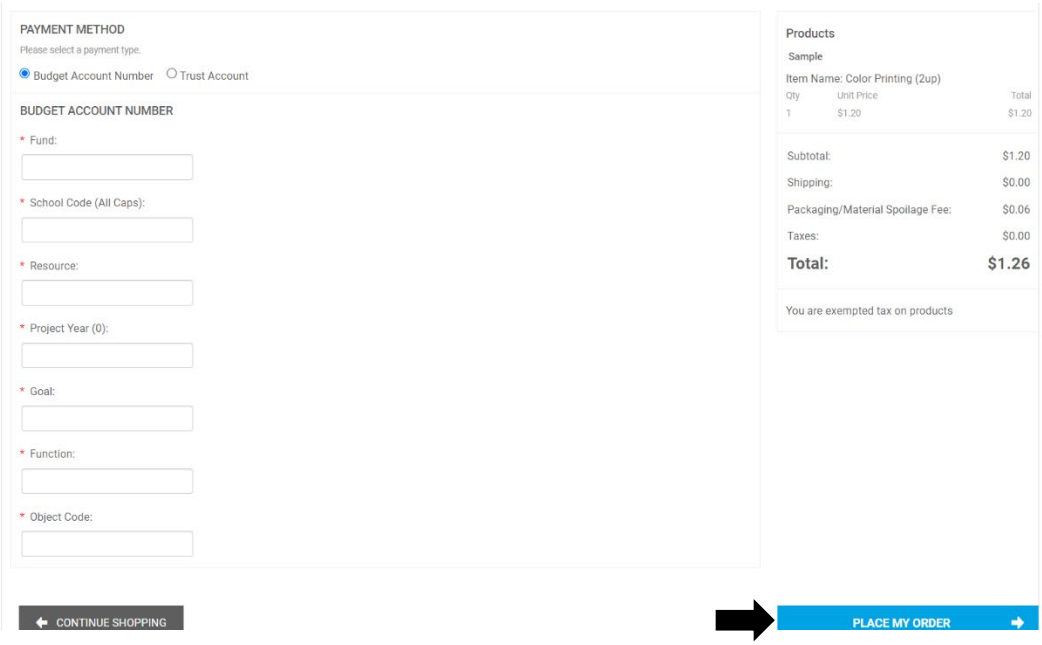
For shipment select the “Courier” option.



Next, fill out the required fields and put your college address as the delivery location. The RCC warehouse will pick up the completed job from the Riverside Printing Services Center and deliver it to your department/College. Once you have filled out all of the required fields, select “Save” and then “Proceed to Payment”.

Step 9:

On the final page, fill out the information regarding your department budget information and finally, select "**Place My Order**".

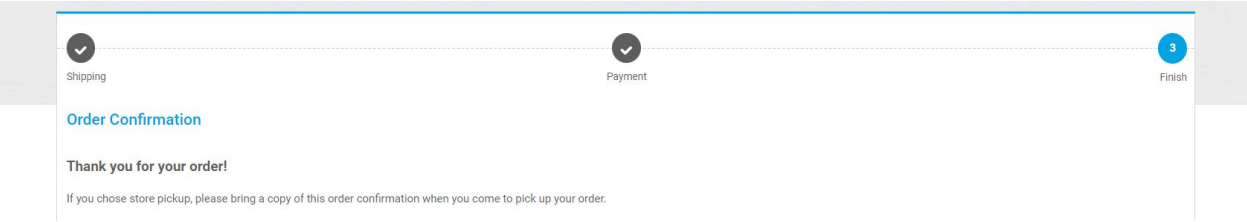


For example.

Fund	**11**
School Code (All Caps)	**ABC**
Resource	**1000**
Project Year (0)	**0**
Goal	**6779**
Function	**0000**
Object Code	**4555**

Step 10:

Order Confirmation. Congratulations you have successfully placed an order.

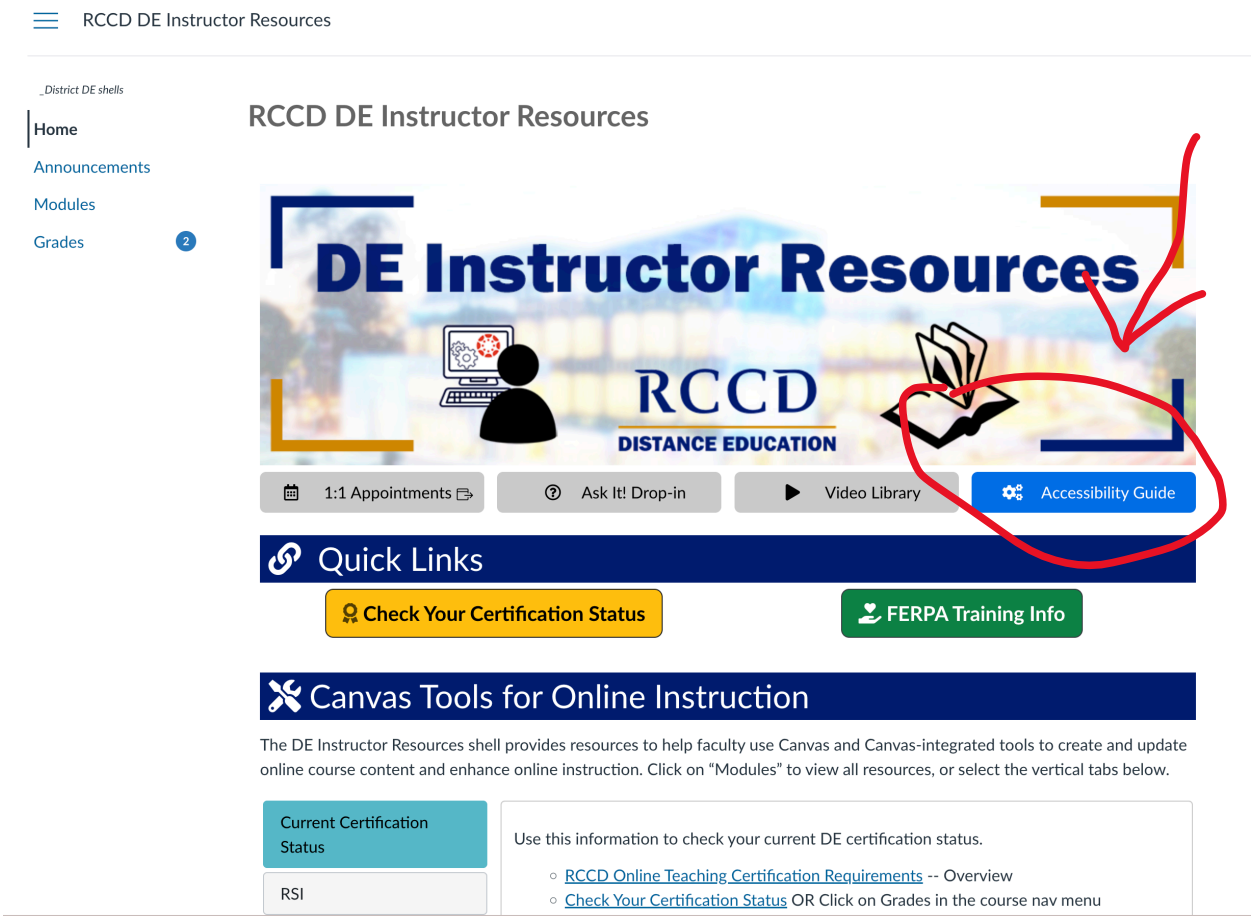


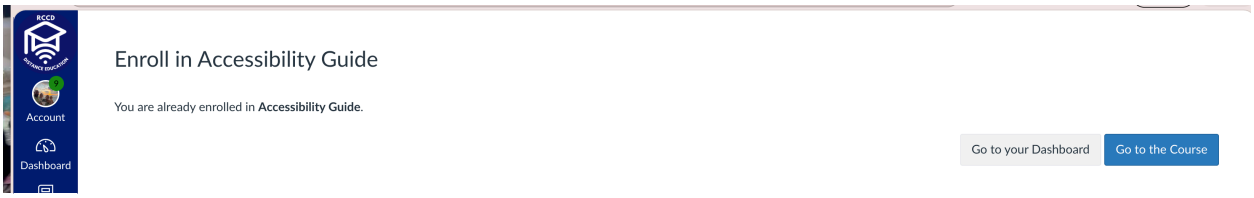
If you have any further questions, please call at (951) 222-8585 or email us at juan.lopez@rcc.edu

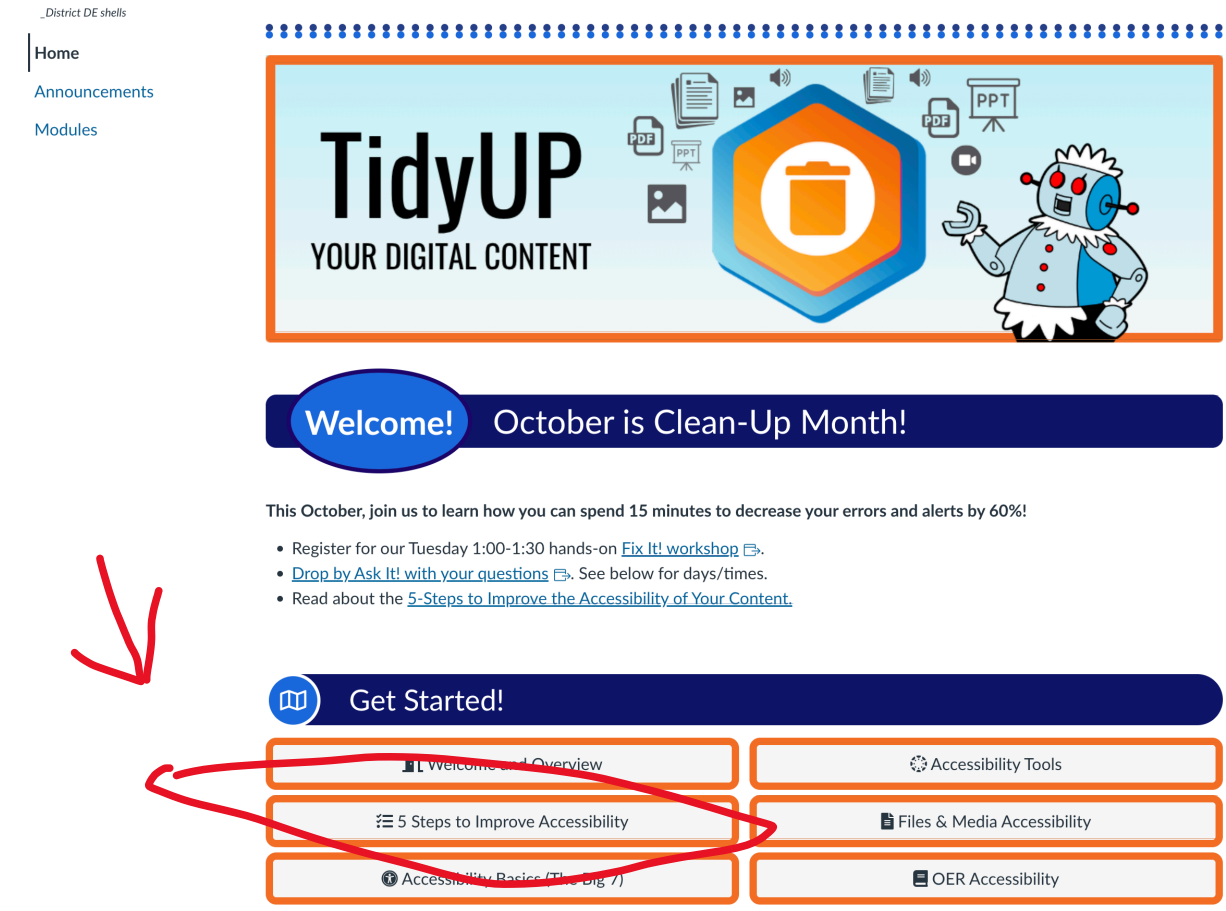
Recipe for finding: 5 Steps for DE on Canvas

Go to Canvas > RCCD DE Instructor Resources > Accessibility Guide (blue tab) > “Enroll in course” or “Go to the Course” > 5 Steps: to Improve Accessibility > 5 Steps: Accessibility Clean-Up Workflow

Here are some screenshots to help determine correct place:




Account
Dashboard
Enroll in Accessibility Guide
You are already enrolled in Accessibility Guide.
Go to your Dashboard
Go to the Course


_District DE shells
Home
Announcements
Modules
TidyUP
YOUR DIGITAL CONTENT
PPT
PDF
Welcome!
October is Clean-Up Month!
This October, join us to learn how you can spend 15 minutes to decrease your errors and alerts by 60%!
Register for our Tuesday 1:00-1:30 hands-on Fix It! workshop.
Drop by Ask It! with your questions. See below for days/times.
Read about the 5-Steps to Improve the Accessibility of Your Content.
Get Started!
Accessibility Tools
5 Steps to Improve Accessibility
Files & Media Accessibility
OER Accessibility



Accessibility Clean-Up Workflow



Accessibility has changed. Federal law (ADA Title II) now requires that all digital content, regardless of the course modality, meet WCAG 2.1 AA standards.

Learn the new 5-step review process, using tools and procedures that make accessibility easier and faster. Get a head start on aligning your course content by working through these 5 steps. Follow these steps to improve accessibility!

Overview

Read the tabs below for more information and how-to links for each step.

1. Minimize and Streamline Content (Tool: TidyUP)
   - ***Bonus Prep-Step: Rosie & The Clean-Up Crew***
2. Canvas Pages (Tool: Pope Tech Dashboard)
3. Files (Tool: Ally & UDOIT--***coming soon!***)
4. Video Captions (Tool: YouTube and Canvas Studio)
5. Missing Content (Tool: Course Link Validator)

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

RCCD AI Council

Meeting Agenda

Date Thursday, October 15, 2026
Time 9:00 - 10:00 a.m.
Location Zoom | Join the meeting | Meeting ID 846 7207 9331
Facilitator Christopher Blackmore, Associate Vice Chancellor, IT and Learning Systems

#	Item	Lead	Type
1	**Welcome and Call to Order**	Facilitator	
2	**RCCD AI Council Purpose** Discuss the proposed purpose and focus of the AI Council.	Facilitator	Discussion
3	**Finalize AI Council Membership** Confirm the AI Council membership roster.	Facilitator	**Decision**
4	**Draft BP/AP 2775 Safe and Ethical Use of Artificial Intelligence** Discuss the working draft of the AI Board Policy and Administrative Procedure.	Facilitator	Discussion
5	**Next Steps and Action Items** Confirm action items and topics for the next meeting.	Facilitator	
6	**Adjournment**	Facilitator	

Packet Materials

Presentation: AI Council Purpose	Item 2
AI Council membership roster (17 seats) and VP rotation schedule	Item 3
Presentation: Draft BP/AP 2775	Item 4
Draft BP/AP 2775 Safe and Ethical Use of AI (pre-council working draft)	Item 4
California AI Legislation and Higher Education brief	Item 2
Norco College English Discipline AI Policy (approved May 19, 2026)	Item 2
Norco College TLC Brown Bag: Building a Discipline AI Use Policy (Sept. 2026)	Item 2

The AI Council is advisory; its recommendations move through the District's approval process.

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

RCCD AI COUNCIL · AGENDA ITEM 2

AI Council Purpose

Areas of AI impact and the Council's proposed focus

Discussion item

October 15, 2026 · Facilitated by Christopher Blackmore, Associate Vice Chancellor, Information Technology and Learning Systems

AI touches four areas of District work

Teaching and learning

Curriculum, instruction, and academic integrity

Led by faculty and the Academic Senates

Employee and working conditions

Workload, evaluation, and other terms of employment

Led by the bargaining units and HR

Technology and data

Vetting, security, privacy, and contracts for new tools

Led by District IT, with ITSC oversight

Policy and procedure

A districtwide AI Board Policy and Administrative Procedure

Proposed focus of the AI Council

AREA 1 · TEACHING AND LEARNING

Teaching and learning already has a home

EXAMPLE

Norco College English AI Policy

Adopted by discipline vote, May 19, 2026

- No AI for composing or revising unless permitted
- A course-specific AI section on every syllabus
- Clear ways for students to dispute an allegation
- Tied to SLOs, GELOs, and the Faculty Agreement

Who decides today

- Discipline faculty
- College Academic Senates
- District Academic Senate
- Curriculum and academic integrity processes

> Curriculum, instruction, and academic standards are academic and professional matters led by faculty and the Senates.

AREA 2 · EMPLOYEE AND WORKING CONDITIONS

Working conditions already have a home

EXAMPLE

SB 947, automated employment decisions

Signed September 30, 2026 · Takes effect July 1, 2027

- Applies to community college districts as employers
- No discipline or termination based only on AI
- Human corroboration, notice, and data access
- CBA exception requires explicit waiver terms

Who decides today

- Faculty Association
- CSEA
- Human Resources and Employee Relations
- Collective bargaining

Workload, evaluation, and other terms of employment are negotiated with the bargaining units.

AREA 3 · TECHNOLOGY AND DATA

Technology vetting already has a home

EXAMPLE

District IT technology review

Before a new tool or application is adopted

- Security, privacy, and vendor use of District data
- Accessibility of the tool and its content
- Contract terms and purchasing requirements
- Follows existing BP/AP 2720, 2721, 2725, and 5330
- Oversight through ITSC

Who decides today

- District Information Technology
- ITSC
- Purchasing (BP 5330)
- Information security (BP 2721)

> New state laws feed this review: AB 2392 leads to systemwide AI procurement standards (due January 1, 2028), and AB 1159 limits vendor use of student data (July 1, 2027).

SUMMARY

Each area already has an owner

Area	Who decides	AI Council role
Teaching and learning	Faculty and Academic Senates	Defer; policy affirms faculty primacy
Working conditions	Faculty Association, CSEA, HR	Defer; policy protects bargaining
Technology and data	District IT, ITSC, Purchasing	Defer; policy points to IT review
Policy and procedure	AI Council (advisory)	Draft and recommend

> Taking on the first three would duplicate existing bodies and risk conflict with Senate purview and collective bargaining.

PROPOSED PURPOSE · FOR DISCUSSION

The RCCD AI Council develops and recommends a districtwide Board Policy and Administrative Procedure that establish clear, principled guardrails for the safe, ethical, and responsible use of artificial intelligence.

> **Peer example:** Ventura County CCD adopted one districtwide AI BP/AP (3775) in 2026 after review by its existing district councils, and kept technology procurement in a separate IT procedure (AP 6330-B).

- Does this purpose fit the Council?
- Is there anything beyond policy the Council should take on?

Riverside Community College District

AI Council — Membership Roster

Total Seats: 17
Status: Proposed for AI Council confirmation, October 15, 2026
Facilitator: Associate Vice Chancellor, Information Technology & Learning Systems

Seat	Representative
Academic Affairs (rotating)	A college Vice President of Academic Affairs or designee, by annual rotation (2026-27: Riverside City College; see schedule)
Student Services (rotating)	A college Vice President of Student Services or designee, by annual rotation (2026-27: Moreno Valley College; see schedule)
Planning & Development (rotating)	A college Vice President of Planning & Development or designee, by annual rotation (2026-27: Norco College; see schedule)
Academic Senate — Riverside City College	RCC Academic Senate President or designee
Academic Senate — Moreno Valley College	MVC Academic Senate President or designee
Academic Senate — Norco College	Norco Academic Senate President or designee
Faculty Association	Faculty Association President or designee
Classified Employees (CSEA) — Riverside City College	RCC classified representative or designee
Classified Employees (CSEA) — Moreno Valley College	MVC classified representative or designee
Classified Employees (CSEA) — Norco College	Norco classified representative or designee
Human Resources	Vice Chancellor of HRER or designee
Business & Financial Services	Vice Chancellor of Business & Financial Services or designee
Risk Management	Director, Risk Management
Legal Counsel	General Counsel
Information Technology (Facilitator)	Associate Vice Chancellor, Information Technology & Learning Systems
Deputy Chancellor & Provost	Deputy Chancellor & Provost
Student Representative	RCCD Student Trustee or designee

College VP Rotation

The three Vice President seats are held one per college and rotate annually, so all three colleges are represented every year and each college serves in each portfolio across a three-year cycle.

Cycle Year	VP of Academic Affairs	VP of Student Services	VP of Planning & Development
Year 1 (2026-27)	RCC	MVC	Norco
Year 2 (2027-28)	Norco	RCC	MVC
Year 3 (2028-29)	MVC	Norco	RCC

Notes

VP rotation: Seats rotate by academic year per the schedule above, beginning with Year 1 in 2026-27, subject to Council confirmation. The “or designee” provision applies to each seat, and a college unable to fill its assigned portfolio in a given year may swap within the cycle.

Student voice: The Student Representative is the RCCD Student Trustee, a single districtwide position.

Facilitator role: The Associate Vice Chancellor of Information Technology & Learning Systems facilitates Council meetings per the Charter.

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

RCCD AI COUNCIL · AGENDA ITEM 4

Draft BP/AP 2775

Safe and Ethical Use of Artificial Intelligence

Working draft · No action requested

October 15, 2026 · Facilitated by Christopher Blackmore, Associate Vice Chancellor, Information Technology and Learning Systems

STRUCTURE

Two documents, two jobs

BOARD POLICY

BP 2775

- Directs the Chancellor to set AI procedures
- Limits sensitive data to approved AI tools
- Requires AI output to be verified and cited
- Weighs AI's environmental and fiscal impact
- Adopted by the Board of Trustees

ADMINISTRATIVE PROCEDURE

AP 2775

- Keeps restricted data out of public AI tools
- Affirms faculty primacy and academic freedom
- Leaves working conditions to bargaining
- Adds sustainability to IT's tool review
- Seven sections; approved by the Chancellor

> Both sit in RCCD's Academic Affairs chapter, beside BP/AP 2720 Computer and Network Use, 2721 Information Security and Data Protection, and 2725 ICT Accessibility.

The procedure has seven sections

Section	What it covers
I. Safeguarding Privacy and Data Security	No restricted data in public tools; IT-approved tools; annual training
II. Mitigating Misinformation	Verify AI outputs before use; acknowledge AI use
III. Addressing Bias in AI Output	Review for bias; districtwide practices need mutual agreement
IV. Copyright and Academic Integrity	Faculty primacy and academic freedom; detection never the sole basis
V. Employees and Working Conditions	Bargaining protected; no AI-only employment decisions
VI. Sustainability and Resource Stewardship	Energy, water, and lifecycle cost in IT review; favor supported tools
VII. Compliance and Support	Education first; Chancellor or designee reviews AP 2775 annually

HOW THE DRAFT RESPECTS THE FOUR AREAS

The draft keeps each area with its owner

Teaching and learning

AP IV: faculty set course AI policies; the Senates develop instructional guidance

Employee and working conditions

AP V: bargaining agreements stand; no AI-only employment decisions

Technology and data

AP I.B and VI: District IT approves tools and weighs security, cost, and sustainability

Policy and procedure

BP/AP 2775: districtwide guardrails, reviewed annually by the Chancellor or designee

DISCUSSION

Questions for the Council

1. Does the draft stay at the right level, leaving instruction, working conditions, and tool vetting to their owners?
2. Does the sustainability language reflect what the Council wants?
3. What is missing from the draft?

Next: Council feedback shapes the next draft of BP/AP 2775, which returns to the Council before it moves through the approval process.

Riverside Community College District Policy **No. 2775**
Academic Affairs

BP 2775 SAFE AND ETHICAL USE OF ARTIFICIAL INTELLIGENCE

References:

California Consumer Privacy Act (CCPA);
California Education Code Sections 76240-76246;
California Confidentiality of Medical Information Act;
California Assembly Bill 1008;
Family Educational Rights and Privacy Act (FERPA);
Gramm-Leach-Bliley Act (GLBA);
HIPAA Security and Data Rules.
[General Counsel to confirm]

The Chancellor shall establish and promote procedures to guide the safe and ethical use of artificial intelligence (AI) tools, including generative AI, meeting assistants, and writing aids, in compliance with federal and state data privacy laws. These procedures mitigate bias, increase the protection of sensitive information, and support intellectual property rights. They are designed to foster innovation while maintaining transparency, accountability, and responsible AI adoption that serves the best interests of students and employees.

Only approved AI tools shall be used to process sensitive or restricted data, including personally identifiable information (PII) and protected health information (PHI).

To maintain academic and professional integrity, AI-generated outputs must be verified against credible sources, assessed for potential bias, and properly cited. AI-generated content shall not replace peer-reviewed research, educational material, or professional recommendations.

The District shall consider the environmental impact of AI tools, including energy use, water use, and emissions, and their long-term fiscal and operational sustainability when adopting and using AI. The District shall favor District-supported AI tools over duplicative tools and align AI use with District sustainability commitments.

Noncompliance with this policy may be addressed through existing District policies, procedures, and applicable laws.

See Administrative Procedure 2775.

Date Adopted: [TBD]
(New policy)

Riverside Community College District Administrative Procedure **No. 2775**
Academic Affairs

AP 2775 SAFE AND ETHICAL USE OF ARTIFICIAL INTELLIGENCE

References:

California Consumer Privacy Act (CCPA);
California Education Code Sections 76240-76246;
California Confidentiality of Medical Information Act;
California Assembly Bill 1008;
Family Educational Rights and Privacy Act (FERPA);
Gramm-Leach-Bliley Act (GLBA);
HIPAA Security and Data Rules.

This administrative procedure establishes guidelines, processes, and responsibilities for implementing BP 2775 on the safe and ethical use of artificial intelligence (AI) tools. These procedures are intended to help mitigate the bias inherent in AI platforms, increase the protection of sensitive information, support intellectual property rights, and reduce the environmental impact of AI use. They are designed to foster innovation while maintaining transparency, accountability, and responsible AI adoption that serves the best interests of students and employees.

Nothing in this procedure is intended to alter or supersede existing collective bargaining agreements. Matters related to discipline, work replacement, or job protection that arise from AI use in the workplace remain subject to applicable agreements and future negotiations with the respective bargaining units (see Section V).

I. Safeguarding Privacy and Data Security

A. Prohibited Data Types

Users must not enter sensitive or restricted data into public AI tools, including:

1. Personally identifiable information (PII) as defined by the California Consumer Privacy Act (CCPA) and FERPA;
2. Protected health information (PHI) governed by HIPAA; and
3. Financial information, proprietary business information, or confidential District data.

B. Secure Use of AI Tools

1. Only AI tools approved by District Information Technology, with integrated security features, may be used for District or college operations that involve the prohibited data types in Section I.A (see BP 2721 Information Security and Data Protection and BP 5330 Purchasing).

2. Information Technology's review of AI tools covers security, privacy, accessibility, contract terms, and the sustainability considerations in Section VI.
3. Employees may use public AI tools only for non-sensitive, general-purpose activities.

C. Training and Awareness

1. Employees will be required to complete annual training on data privacy and the risks associated with AI tools (see CCPA and AB 1008).
2. Guidance on recognizing prohibited data types (Section I.A) and using AI tools securely will be shared through District- and college-approved materials.

II. Mitigating Misinformation

A. Verification of AI Outputs

1. Users are responsible for cross-checking AI-generated outputs against credible and reliable sources before using them for:
   a. Research, publications, or presentations; and
   b. Official District or college communications or documentation.
2. AI outputs must not be presented as factual or authoritative without independent validation.

B. Acknowledgement of AI Use

1. Students and employees are advised to acknowledge the use of AI tools in academic or professional settings.
2. Faculty are advised to include AI use expectations and citation guidelines in course syllabi to support consistency in academic settings.

III. Addressing Bias in AI Output

A. Reviewing AI Content for Bias

1. Users are advised to critically review AI-generated content to identify and address potential biases that may reinforce stereotypes or prejudices.
2. Educational resources will be made available for reviewing and editing AI-generated content to promote accuracy, fairness, accessibility, and respectful representation.

B. Districtwide Collaboration

1. College and District faculty, students, and employees will collaborate to create consistent guidelines and share effective

practices so that AI-generated content aligns with the District's commitment to fairness, inclusivity, and accuracy.

2. Districtwide or collegewide implementation of AI guidelines and practices that affect academic and professional matters must include mutual agreement with faculty and participatory governance before deployment (see BP 1510 Participation in Local Decision Making).

IV. Upholding Copyright and Academic Integrity (see BP 2030 Academic Freedom)

A. Reviewing Copyright and Fair Use (see BP 2710 Intellectual Property and Copyright and BP 2750 Use of Copyrighted Material)

Educational resources will be provided on effective practices for upholding copyright and academic integrity.

B. Avoiding Plagiarism

Students and faculty are advised to ensure that content they create is original and appropriately cited. For AI-assisted work, students and faculty are advised to acknowledge AI use and cite it appropriately.

C. Faculty Guidance

1. Faculty have academic freedom to use or not use AI in the classroom.
2. Faculty are advised to give students clear instructions on acceptable and unacceptable use of AI in coursework. This may include when AI use is permitted and how its output should be cited.

D. Academic Freedom and Faculty Primacy

1. Faculty retain primary authority over curriculum and pedagogy, including decisions about AI use in their courses. This includes:
    a. The right to opt out of AI tools without penalty;
    b. Protection from retaliation for declining to use AI tools;
    c. Authority to set course-specific AI policies that may be more restrictive than District guidelines; and
    d. The right to require non-AI assessment methods when they better serve pedagogical goals.
2. Instructional guidance beyond this procedure is developed by the colleges and their Academic Senates and must be consistent with BP/AP 2775.

3. Consistent with Education Code Section 87359.2, the instructor of record for a course must be a person who meets the minimum qualifications to serve as a faculty member.

E. Academic Integrity Procedures

1. Misuse of AI in coursework is addressed through BP 3500 Standards of Student Conduct and related academic honesty and student discipline procedures, with due process for students.
2. AI detection results must not be the sole basis for a finding of academic dishonesty.

V. Employees and Working Conditions

A. Collective Bargaining

Matters within the scope of bargaining that arise from AI use, including workload, job duties, evaluation, monitoring, discipline, work replacement, and job protection, are subject to negotiation with the appropriate bargaining units.

B. Employee Use

Employees may use approved AI tools, and public AI tools for the general-purpose activities in Section I.B, to support their work. Employees remain responsible for the accuracy and appropriateness of work they produce with AI assistance.

C. Employment Decisions

AI will not be the sole basis for hiring, evaluation, discipline, or other significant employment decisions.

D. Raising Concerns

Employees may raise concerns about AI use in their work with their supervisor, Human Resources, or their bargaining unit, without retaliation.

VI. Sustainability and Resource Stewardship

The District considers environmental impact and long-term cost alongside function, privacy, and security when it adopts and uses AI.

A. Environmental Impact in Tool Review

As part of its review under Section I.B, Information Technology will request available vendor information on energy use, water use, emissions, and data center practices, and weigh it alongside cost and function. A lack of vendor disclosure is noted in the review and does not by itself disqualify a tool.

B. District-Supported Tools

The District will favor AI tools it already supports over new tools that duplicate their functions, to reduce cost, data exposure, and environmental impact. A request for a tool that duplicates an approved tool will state the need it meets that the approved tool does not.

C. Lifecycle and Total Cost

Information Technology's review will consider the full cost of an AI tool over its life, including licensing, support, integration, training, and exit costs, and whether the District can sustain it after initial, pilot, or grant funding ends.

D. Right-Sized Use

Users are advised to choose the simplest AI tool or approach that meets the need and to avoid high-volume generation, such as bulk image or video creation, that adds little value.

E. District Infrastructure

AI workloads hosted on District systems, and hardware purchased mainly for AI, will follow District energy efficiency, procurement, and electronic waste practices

F. Awareness and Alignment

1. Educational resources under Section VII.A will include the environmental impact of AI and practical ways to reduce it.
2. This section is consistent with District sustainability commitments and with California Community Colleges Board of Governors climate and sustainability policy [confirm title and citation].

VII. Compliance and Support

A. Promoting Compliance Through Education

1. The District, in partnership with college administration, bargaining unit representatives, and professional development committees, will coordinate educational resources. These may include training, workshops, videos, articles, or other guidance that supports employee understanding and implementation of this procedure.
2. Students and employees will be advised to learn about the ethical and responsible use of AI tools through educational resources, which may include workshops, webinars, videos, articles, or other accessible materials.

B. Stakeholder Collaboration

1. College administrators, in partnership with District Information Technology and college technology staff, will oversee local

implementation of AI-related practices and work to ensure alignment with districtwide policies.

2. The Chancellor or designee will review AP 2775 annually and revise it as needed through the District's participatory governance process.
3. Regular meetings between college and District stakeholders, including staff, faculty, union, and student representatives, will support ongoing discussion, share challenges, and refine processes to promote compliance without creating unnecessary barriers.

Office of Primary Responsibility: Associate Vice Chancellor, Information Technology & Learning Systems
Administrative Approval: [TBD]
(New procedure)

California AI Legislation and Higher Education

AB 2392 GenAI procurement and training

Signed September 30, 2026 | Chapter 855 | Assemblymember Mike Fong

In brief. AB 2392 has the California Community Colleges Chancellor's Office and CSU, with UC invited, convene a statewide working group to recommend generative AI procurement standards and training by January 1, 2028. The standards will address safety, bias, privacy, and vendor data practices, and the training must be reviewed annually with completion records kept. The law sets no new procurement rules for individual districts yet; RCCD should watch for Chancellor's Office guidance and prepare to align.

Education Code sections 66098–66098.3 require the California Community Colleges Chancellor's Office and CSU to jointly convene an intersegmental working group; UC participation is requested. Representatives include academic senates, student advocates, labor organizations, privacy experts, civil society groups, and researchers. Recommendations must be presented to system leaders by January 1, 2028. [1]

The working group must develop procurement standards addressing documented risk assessments; harmful or illegal outputs; bias; excessive sycophancy; safety monitoring and human escalation; incident reporting; data use, retention, sharing, and deletion; data minimization and audits; training-data disclosure; and specified vendor privacy and labor practices. These are requirements for the standards-development process, rather than a complete district procurement framework already issued by the state. [1]

Training must cover applicable systemwide policies and academic integrity, privacy practices and policy links, and the possibility of inaccurate or misleading outputs. Separate versions may address students, faculty, and staff. Training must be reviewed at least annually, with completion records retained for at least four years, including the individual's name, completion date, and training version. [1]

Until procurement standards are adopted, statewide systems must report systemwide GenAI contracts to the Legislature within 60 days after execution. The final law does not retain a blanket pre-access training condition and does not expressly require a legislative report for each local district contract. RCCD should monitor Chancellor's Office implementation guidance and prepare to align local practices. [1]

AB 1159 Student information protection

Signed September 10, 2026 | Chapter 182 | Assemblymember Dawn Addis

In brief. Beginning July 1, 2027, education technology vendors whose services are designed or marketed for higher education may not knowingly use student information to train or develop AI, and they face new limits on targeted advertising, profiling, and selling or disclosing student data. The law regulates vendors, not colleges, but RCCD should review vendor agreements and product settings to confirm they comply.

AB 1159 creates the Higher Education Student Information Protection Act in Business and Professions Code sections 22587–22587.2, operative July 1, 2027. It also revises K–12 and early-learning privacy laws. The new higher education protections apply to operators that know their service is used for higher education and designed or marketed it for that purpose; institutions themselves are excluded from the definition of operator. [2]

Covered operators may not knowingly use covered student information, including persistent identifiers, to train a generative AI system or service or develop an AI system. The act also restricts targeted advertising, noneducational profiling, sales and disclosures, and handling specified sensitive information. It requires reasonable security, applicable deletion processes, and written retention policies. Students who suffer actual damages may pursue remedies subject to statutory notice and correction procedures. [2]

Scope matters. The law excludes qualifying general-audience services, preserves specified adaptive-learning and deidentified-data uses, and contains exceptions for certain educational disclosures and activities. RCCD should evaluate each product and data flow rather than assume that every AI tool or every use of student data falls within the same prohibition. [2]

Recommended district response: review educational technology agreements and product settings for student-data collection, AI training, subcontractor access, retention, deletion, and deidentification. Obtain written vendor commitments and evidence of compliance. Enterprise branding alone should not substitute for reviewing the applicable terms and configurations.

SB 947 Automated employment decisions

Signed September 30, 2026 | Chapter 859 | Senator Jerry McNerney

In brief. Beginning July 1, 2027, employers, including community college districts, may not rely solely on an automated decision system to discipline or terminate an employee. A human must corroborate the output, and employees receive written notice and may request a description of their data used in the decision. HR and legal counsel should review affected tools and labor agreements before then.

Labor Code sections 1520–1526.7 become operative July 1, 2027. Community college districts are expressly included as employers. An employer cannot rely solely on an automated decision system to discipline or terminate an employee. When primarily relying on an automated output, a human must corroborate it; an inaccurate, incomplete, misleading, or uncorroborated output cannot be used for the decision. [3]

The law requires written postuse notice and provides an employee the right to request a meaningful description of their own data used in the decision. It prohibits specified discriminatory uses and retaliation. Exceptions include collective bargaining agreements meeting the law's explicit waiver and protection requirements; a collective bargaining agreement alone is not sufficient. [3]

Recommended district response: have HR and legal counsel identify automated tools that influence discipline or termination, establish meaningful human review and notice procedures, and assess any applicable labor agreement provisions before July 2027.

Recommended RCCD implementation

The following actions are recommended local preparations. They should be coordinated with forthcoming Chancellor's Office guidance and do not represent additional duties expressly assigned to each district by AB 2392.

Coordinate oversight. Route each action through the body that already owns it: District IT and ITSC for tool review and procurement, HR and legal counsel for employment decisions, and faculty and the Academic Senates for instructional practice. The AI Council's role is to reflect these laws in the draft districtwide AI Board Policy and Administrative Procedure, with faculty, staff, and student perspectives included.

Inventory tools and data. Identify institutionally supplied AI services and AI features embedded in educational and administrative platforms. Record the purpose, users, data involved, vendor terms, and responsible department.

Review vendor safeguards. Prioritize student-facing products and tools processing student records. Request evidence on model training, data retention and deletion, security, incident response, safety escalation, and subcontractors.

Prepare training and records. Develop role-specific materials addressing appropriate use, academic integrity, privacy, and output verification. Establish a way to record names, dates, and training versions and align it with statewide implementation.

Prepare HR procedures. Review automated employment decision workflows and develop corroboration, notice, and data-description procedures for covered uses before July 1, 2027.

Track statewide milestones. Monitor the January 1, 2028 recommendations deadline and any earlier implementation guidance. Distinguish the effective date of legislation from later operative provisions and recommendation deadlines.

Sources and appendix guide

The appendices reproduce the complete chaptered bill text, including the Legislative Counsel's Digest and all enactment sections. AB 1159 is reproduced in full, including its K–12 and early-learning provisions. These texts do not reproduce every separate statute incorporated by reference. Paragraph spacing and typography have been adapted for readability; statutory wording and numbering are preserved.

Appendix A AB 2392 pages 4–6
Appendix B AB 1159 pages 7–24
Appendix C SB 947 pages 25–29

[1] AB 2392 official California Legislative Information

AB 2392 chaptered text reproduced by LegiScan

[2] AB 1159 official California Legislative Information

AB 1159 chaptered text reproduced by LegiScan

[3] SB 947 official California Legislative Information

SB 947 chaptered text reproduced by LegiScan

Appendix A AB 2392 enacted text

Full chaptered text including the Legislative Counsel's Digest

Assembly Bill No. 2392

CHAPTER 855

An act to add Article 14 (commencing with Section 66098) to Chapter 2 of Part 40 of Division 5 of Title 3 of the Education Code, relating to public postsecondary education.

[Approved by Governor September 30, 2026. Filed with Secretary of State September 30, 2026.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2392, Fong. Public postsecondary education: generative artificial intelligence systems: procurement standards: training.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, the California State University, under the administration of the Trustees of the California State University, and the University of California, under the administration of the Regents of the University of California as the 3 segments of public postsecondary education in the state.

This bill would require the office of the Chancellor of the California Community Colleges and the California State University, and would request the University of California, to (1) as specified, jointly convene and participate in an intersegmental working group to develop and present recommendations for generative artificial intelligence (GenAI) system procurement standards and training, which the bill would require to be submitted on or before January 1, 2028, (2) provide the training to students, faculty, or staff, as applicable, (3) review the training developed by the working group at least once per academic year, update the training as necessary, and maintain records of completed trainings for each student, faculty member, and staff member who receives a training, as provided, and (4) within 60 days following the execution of a systemwide contract for a GenAI system and until procurement standards are adopted, submit a written report to the Legislature and certain legislative policy committees with a description of, among other things, the process used in evaluating and selecting the GenAI system, as provided.

Vote: MAJORITY Appropriation: NO Fiscal Committee: YES Local Program: NO

The people of the State of California do enact as follows:

SECTION 1.

Article 14 (commencing with Section 66098) is added to Chapter 2 of Part 40 of Division 5 of Title 3 of the Education Code, to read:

Article 14. Artificial Intelligence

66098.

For purposes of this section, the following definitions apply:

(a) "Artificial intelligence" has the same meaning as defined in subdivision (a) of Section 11549.64 of the Government Code.

(b) "Generative artificial intelligence" or "GenAI" has the same meaning as defined in subdivision (b) of Section 11549.64 of the Government Code.

(c) "Sycophancy" means the tendency of a GenAI system to overly agree with, validate, or flatter a user even when the user is communicating factually inaccurate or illegal ideas or actions for the primary purpose of optimizing engagement.

66098.1.

The office of the Chancellor of the California Community Colleges and the California State University shall, and the University of California is requested to, do both of the following:

(a) Jointly convene and participate in an intersegmental working group to develop standards for responsible GenAI training and procurement, as follows:

(1) The purpose of the working group is to develop responsible training protocols and procurement standards for the purchase, development, and use of GenAI systems for educational purposes that are consistent with current law regarding the regulation, procurement, development, and use of GenAI systems.

(2) (A) The working group shall include, but not be limited to, privacy experts, representatives from student advocacy organizations, systemwide academic senates, community-based organizations, labor organizations that represent employees of the segments, and civil society groups, and academic researchers focused on responsible GenAI procurement, design, and implementation from the three segments.

(B) The office of the Chancellor of the California Community Colleges and the Chancellor of the California State University shall jointly convene the working group and designate a lead convener responsible for coordinating working group activities.

(3) The working group shall do all of the following:

(A) Develop procurement standards that ensure that any procured GenAI system meets all of the following minimum protections:

(i) The system has undergone a documented risk assessment that evaluated potential harms, misuses, abuses, and bias, and has demonstrably effective measures in place to ensure the system does not output harmful content or illegal content, including nonconsensual intimate imagery, suicide and suicidal ideation, disordered eating, and mental health therapy ordinarily administered by a licensed professional.

(ii) The system does not prioritize engagement over factual accuracy by using excessive sycophancy.

(iii) The system's vendor has a safety monitoring protocol that detects a user's intent to harm themselves or others, escalates to human review, and, in cases of imminent threat or grave bodily injury or death, makes appropriate referrals to authorities.

(iv) The vendor has a transparent incident reporting system to report and respond to harmful outputs.

(v) The system is subject to written policies governing data use, retention, sharing with third parties, and deletion timelines.

(vi) The system is configured to collect only data that is strictly necessary for the stated educational purpose and is subject to regular audits.

(vii) The system's vendor discloses all training data sources, including whether copyrighted content, personally identifiable information, or student-generated content was used.

(viii) As it can be reasonably determined, the vendor does not contract with entities that have unlawfully undermined privacy or civil liberties.

(ix) As it can be reasonably determined, the vendor does not use exploitative labor practices.

(B) Develop a training on the use of any procured GenAI system that shall include, but not be limited to, all of the following:

(i) Relevant systemwide policies concerning the use of a GenAI system, including policies related to academic integrity.

(ii) An overview of the privacy policies applicable to a GenAI system, including how user data and prompts may be collected, stored, or used to train GenAI systems, and internet website links to the privacy policies.

(iii) Guidance on the limitations of a GenAI system, including the potential for inaccurate, incomplete, or misleading outputs.

(C) On or before January 1, 2028, present its recommendations for procurement standards and training developed pursuant to subparagraphs (A) and (B) to the respective system leaders.

(b) (1) Provide the training developed pursuant to subparagraph (B) of paragraph (3) of subdivision (a) to students, faculty, or staff, as applicable.

(2) The office of the Chancellor of the California Community Colleges, the California State University, and the University of California may develop distinct versions of a training required pursuant to this section that are tailored to reflect the distinct uses, responsibilities, and applicable policies that are relevant to students, faculty, and staff, respectively. This article shall not be construed to require a single uniform training for all recipients.

66098.2.

The office of the Chancellor of the California Community Colleges and the California State University shall, and the University of California is requested to, do both of the following:

(a) Review the training developed pursuant to Section 66098.1 at least once per academic year and update the training as necessary to reflect changes in systemwide policy, applicable law, or the functionality or privacy practices of the GenAI system.

(b) Maintain records of completed trainings required pursuant to this article for each student, faculty member, and staff member who receives a training. Records shall include, at minimum, the name of the individual, the date of completion, and the version of the training delivered, and shall be retained for a minimum of four years following the date of completion.

66098.3.

Until GenAI procurement standards are adopted, the office of the Chancellor of the California Community Colleges and the California State University shall, and the University of California is requested to, within 60 days following the execution of a systemwide contract for a GenAI system, submit a written report to the Legislature and relevant policy committees of the Legislature with jurisdiction over higher education and privacy and consumer protection, consistent with Section 9795 of the Government Code.

The report shall include, but not be limited to, a description of all of the following:

(a) The GenAI system that was procured, including the vendor name, the intended use, and the population of students, faculty, or staff who will have access to the system.

(b) The process used in evaluating and selecting the system, including any risk assessments conducted, competing systems considered, and how the procurement decision was made.

(c) The training that will be provided to students, faculty, and staff, including the content of the training and the method of delivery.

(d) The data use, retention, and privacy practices of the vendor, including how user data and prompts may be collected, stored, or used to train the system.

Appendix B AB 1159 enacted text

Full chaptered text including the Legislative Counsel's Digest

Assembly Bill No. 1159

CHAPTER 182

An act to amend Sections 22584 and 22586 of, to add Section 22586.1 to, to add Chapter 22.2.6 (commencing with Section 22587) to Division 8 of, to repeal Section 22587 of, and to repeal and add Section 22585 of, the Business and Professions Code, relating to privacy.

[Approved by Governor September 10, 2026. Filed with Secretary of State September 10, 2026.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1159, Addis. Student personal information.

Existing law, the K–12 Pupil Online Personal Information Protection Act (KOPIPA), generally protects the personal information of a student enrolled in a K–12 course of instruction, defined as a "pupil," by prescribing requirements and prohibitions applicable to an operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used primarily for K–12 school purposes and was designed and marketed for K–12 school purposes.

Existing law, the Early Learning Personal Information Protection Act (ELPIPA), generally protects the personal information of a child enrolled in a preschool or prekindergarten course of instruction, defined as a "pupil," by prescribing requirements and prohibitions applicable to an operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used primarily for preschool or prekindergarten purposes and was designed and marketed for preschool and prekindergarten purposes.

This bill would instead apply the provisions of KOPIPA and ELPIPA to an operator, or an entity working on behalf of the operator, of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for the applicable school purposes and was designed or marketed for those purposes, as specified.

The bill would, among other changes to KOPIPA and ELPIPA related to protecting the personal information of students, prohibit an operator from using covered information, as defined, including persistent unique identifiers, created or gathered by the operator's site, service, or application to train a generative artificial intelligence system or service or develop an artificial intelligence system.

This bill would also enact the Higher Education Student Information Protection Act (HESIPA), which would generally protect the personal information of a student enrolled in a higher education institution, as defined, in a similar manner as KOPIPA and ELPIPA. The bill would make HESIPA operative on July 1, 2027.

This bill would authorize a pupil or student actually harmed by noncompliance with KOPIPA, ELPIPA, or HESIPA to bring a civil action against the noncompliant operator, as prescribed, and would require a person bringing that action to furnish a copy of the complaint to the Attorney General within 10 days after filing the action.

Vote: MAJORITY Appropriation: NO Fiscal Committee: YES Local Program: NO

The people of the State of California do enact as follows:

SECTION 1.

Section 22584 of the Business and Professions Code is amended to read:

22584.

(a) For purposes of this chapter:

(1) "Artificial intelligence" has the same meaning as defined in Section 3110 of the Civil Code.

(2) “California Consumer Privacy Act-excluded covered information” or “CCPA-excluded covered information” means covered information that is not subject to the California Consumer Privacy Act of 2018 (Title 1.81.5 (commencing with Section 1798.100) of Part 4 of Division 3 of the Civil Code).

(3) “Covered information” means personally identifiable information or materials, in any media or format that meets any of the following:

(A) Is created or provided by a pupil, or the pupil’s parent, education rights holder, or legal guardian, to an operator in the course of the pupil’s, parent’s, education rights holder’s, or legal guardian’s use of the operator’s site, service, or application for K–12 school purposes.

(B) Is created or provided by an employee or agent of the school or local educational agency to an operator.

(C) Is gathered by an operator through the operation of a site, service, or application described in paragraph (10) and is descriptive of a pupil or otherwise identifies a pupil, including, but not limited to, information in the pupil’s educational record or email, first and last name, home address, telephone number, email address, or other information that allows physical or online contact, demographics, discipline records, test results, special education data, extracurricular activities, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric or behavioral information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, pupil identifiers, device identifiers, search activity, photographs, voice recordings, or geolocation information.

(4) “Deidentified information” means information that cannot reasonably identify, relate to, describe, be capable of being associated with, or be linked, directly or indirectly, to a particular individual, school, or household, if the operator that possesses the information does all of the following:

(A) Takes reasonable measures to ensure that the information cannot be associated with a particular individual, school, or household.

(B) (i) Subject to clause (ii), publicly commits to maintain and use the information in deidentified form and not to attempt to reidentify the information.

(ii) The operator may attempt to reidentify the information solely for the purpose of determining whether its deidentification processes satisfy the criteria of this paragraph.

(C) Contractually obligates any recipient of the information to meet the criteria described in subparagraphs (A) and (B).

(D) Applies deidentification measures consistent with those required of educational agencies and institutions under the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) and implementing regulations, as determined by the local educational agency.

(E) Makes its deidentification processes available for review by the school or local educational agency that the operator serves before any use of deidentified data by the operator.

(F) To the extent the school or local educational agency that the operator serves maintains a deidentification policy or standard, applies deidentification measures in accordance with that policy or standard.

(G) If the school or local educational agency that the operator serves reviews the operator’s deidentification processes under subparagraph (E), the operator shall not use, share, or retain the information as deidentified information unless that school or local educational agency determines that the operator’s deidentification process is sufficient under these standards.

(5) “Generative artificial intelligence” has the same meaning as defined in Section 3110 of the Civil Code.

(6) “K–12 school purposes” means purposes that customarily take place at the direction of the K–12 school, teacher, or local educational agency or aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between pupils, school personnel, or parents, or are for the use and benefit of the school.

(7) “Local educational agency” means a school district, county office of education, charter school, or the state special schools for the blind and the deaf.

(8) “National assessment provider” means a person that develops, sponsors, or administers standardized tests.

(9) “Online service” includes cloud computing services, which must comply with this section if they otherwise meet the definition of an operator.

(10) (A) “Operator” means the operator, or an entity working on behalf of the operator, of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes and was designed or marketed for K–12 school purposes, including a provider of digital educational software or services, including digital course books.

(B) “Operator” does not include the State Department of Education, a local educational agency, or a school.

(11) “Pupil” means a student enrolled in a K–12 course of instruction.

(12) “Standardized test” means a test administered in California at the expense of the test subject that meets either of the following criteria:

(A) The test is used for the purposes of admission to, or class placement in, postsecondary educational institutions or their programs.

(B) The test is used for preliminary preparation for a test described in subparagraph (A).

(13) “Train a generative artificial intelligence system or service” has the same meaning as defined in Section 3110 of the Civil Code.

(b) An operator shall not knowingly engage in any of the following activities with respect to the operator’s site, service, or application:

(1) (A) Engage in targeted advertising on the operator’s site, service, or application, or (B) target advertising on any other site, service, or application, including via email or other direct communication to the pupil, when the targeting of the advertising is based upon any information, including covered information and persistent unique identifiers, that the operator has acquired because of the use of that operator’s site, service, or application described in paragraph (10) of subdivision (a).

(2) Use any information, including covered information and persistent unique identifiers, created or gathered by the operator’s site, service, or application, to amass a profile about a pupil enrolled in a local educational agency, except in furtherance of K–12 school purposes and for the use and benefit of the K–12 school and the teacher, pupil, or parent.

(3) Sell a pupil’s information, including covered information, unless the sale meets either of the following criteria:

(A) The sale is for the purchase, merger, or other type of acquisition of an operator by another entity, provided that the operator or successor entity continues to be subject to the provisions of this section with respect to previously acquired pupil information.

(B) The sale is made pursuant to a written contract that prohibits the recipient from selling or disclosing the information, or any information derived from the information, to any other party other than for a purpose for which the sale is permitted under this paragraph or as required by law and meets either of the following criteria:

(i) The sale is made by a national assessment provider to a K–12 school, local educational agency, higher education institution, as defined in Section 22587, or a scholarship-granting organization, or a service provider acting on behalf of any of those entities or the national assessment provider, solely for assessment, admissions, the awarding of scholarships or financial aid, or other K–12 school purposes or higher education purposes, as defined in Section 22587, for the benefit of the pupil.

(ii) The sale is made by a nonprofit entity established to provide enrollment data reporting services on behalf of higher education institutions to a state or federal agency, a K–12 school, a local educational agency, a higher

education institution, an entity servicing student loans, or an entity with a direct relationship with the pupil, solely for verification of a pupil's graduation from high school for the benefit of the pupil.

(4) Disclose covered information unless the disclosure meets any of the following criteria:

(A) The disclosure is in furtherance of the K–12 purpose of the site, service, or application and the recipient of the covered information disclosed pursuant to this subparagraph meets both of the following criteria:

(i) The recipient does not further disclose the information unless done to allow or improve operability and functionality within that pupil's classroom or school.

(ii) The recipient is legally required to comply with subdivision (d).

(B) The disclosure is necessary to ensure legal and regulatory compliance.

(C) The disclosure is necessary to respond to or participate in judicial process.

(D) The disclosure is necessary to protect the safety of users or others or security of the site.

(E) The disclosure is to a service provider, and the operator contractually (i) prohibits the service provider from using any covered information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the service provider from disclosing any covered information provided by the operator with subsequent third parties, and (iii) requires the service provider to implement and maintain reasonable security procedures and practices as provided in subdivision (d).

(F) The disclosure is made pursuant to a written contract that prohibits the recipient from selling or disclosing the information, or any information derived from the information, to any other party other than for a purpose for which the disclosure is permitted under this paragraph or as required by law and meets either of the following criteria:

(i) The disclosure is by a national assessment provider to a K–12 school, local educational agency, higher education institution, as defined in Section 22587, or to a scholarship-granting organization, or a service provider acting on behalf of any of those entities or the national assessment provider, solely for assessment, admissions, the awarding of scholarships or financial aid, or other K–12 school purposes or higher education purposes, as defined in Section 22587, for the benefit of the pupil.

(ii) The disclosure is made by a nonprofit entity established to provide enrollment data reporting services on behalf of higher education institutions to a state or federal agency, a K–12 school, a local educational agency, a higher education institution, an entity servicing student loans, or an entity with a direct relationship with the pupil, solely for verification of a pupil's graduation from high school for the benefit of the pupil.

(5) Use covered information, including persistent unique identifiers, created or gathered by the operator's site, service, or application to train a generative artificial intelligence system or service or develop an artificial intelligence system.

(6) Collect, use, retain, or disclose covered information relating to a pupil's reproductive or sexual health, immigration status, or sexual orientation or gender identity.

(c) Subdivision (b) does not prohibit the operator's use of information for maintaining, developing, supporting, improving, or diagnosing the operator's site, service, or application.

(d) An operator shall do all of the following:

(1) Implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information, and protect that information from unauthorized access, destruction, use, modification, or disclosure.

(2) (A) Delete a pupil's covered information if the school or local educational agency requests deletion of data under the control of the school or local educational agency.

(B) This paragraph does not require the deletion of pupil records held by a national assessment provider and that only include standardized test results.

(3) (A) Delete a pupil's CCPA-excluded covered information under the operator's control if a pupil's parent, education rights holder, or guardian or, in the case of a former pupil who is 18 years of age or older, the pupil requests an operator to delete the covered information under the operator's control if the pupil has been no longer enrolled in the local educational agency for at least 60 days.

(B) Before deleting any information described in subparagraph (A), the operator shall require documentation that the pupil is no longer enrolled in the local educational agency.

(C) This paragraph does not require deletion of mandatory permanent pupil records, described in Section 430 of Title 5 of the California Code of Regulations, or any official records or files directly related to a pupil and maintained by the operator, school, or local educational agency, including, but not limited to, records of achievement and results of evaluative tests or records encompassing all of the material kept in the pupil's cumulative folder that is maintained by the school or local educational agency, including, but not limited to, general identifying data, records of attendance and of academic work completed, health data, disciplinary status, test protocols, individualized education programs, or pupil records held by a national assessment provider and that only include standardized test results.

(4) (A) Subject to subparagraph (B), retain covered information only as long as reasonably necessary to fulfill the specific purpose for which the information was collected and delete the information using reasonable measures to protect against unauthorized access to, or use or disclosure of, the information in connection with its deletion when the specific purpose for which the information was collected is accomplished.

(B) This paragraph does not require deletion of mandatory permanent pupil records, described in Section 430 of Title 5 of the California Code of Regulations, or any official records or files directly related to a pupil and maintained by the operator, school, or local educational agency, including, but not limited to, records of achievement and results of evaluative tests or records encompassing all of the material kept in the pupil's cumulative folder that is maintained by the school or local educational agency, including, but not limited to, general identifying data, records of attendance and of academic work completed, health data, disciplinary status, test protocols, individualized education programs, or pupil records held by a national assessment provider that include only standardized test results.

(5) (A) Establish, implement, and maintain a written data retention policy, which shall be made available upon request to a pupil, parent, guardian, education rights holder, or K–12 personnel, that states the purposes for which covered information is collected, the purpose for retaining the information, and a timeframe for deleting the information pursuant to paragraph (4).

(B) A written data retention policy under this paragraph shall not exceed the retention period for the same information or record if that information or record is maintained by the school or local educational agency.

(6) Disclose to a pupil the pupil's CCPA-excluded covered information under the operator's control if the pupil's parent, education rights holder, or guardian or, in the case of a former pupil who is 18 years of age or older, the pupil requests an operator to disclose the covered information under the operator's control if the pupil has no longer been enrolled in the school or local educational agency for at least 60 days.

(e) Notwithstanding paragraph (4) of subdivision (b), an operator may disclose covered information of a pupil, as long as paragraphs (1) to (3), inclusive, of subdivision (b) are not violated, under the following circumstances:

(1) If other provisions of federal or state law require the operator to disclose the information, and the operator complies with the requirements of federal and state law in protecting and disclosing that information.

(2) For legitimate research purposes: (A) as required by state or federal law and subject to the restrictions under applicable state and federal law or (B) as allowed by state or federal law and under the direction of a local educational agency or state department of education, if no covered information is used for any purpose in furtherance of advertising or to amass a profile on the pupil for purposes other than K–12 school purposes.

(3) To a state or local educational agency, including schools of local educational agencies, for K–12 school purposes, as permitted by state or federal law.

(f) This section does not prohibit an operator from using deidentified pupil covered information as follows:

(1) Within the operator's site, service, or application or other sites, services, or applications owned by the operator to improve educational products.

(2) To demonstrate the effectiveness of the operator's products or services, including in their marketing.

(g) This section does not prohibit an operator from sharing aggregated deidentified pupil covered information for the development and improvement of educational sites, services, or applications.

(h) This section does not limit the authority of a law enforcement agency to obtain any content or information from an operator as authorized by law or pursuant to an order of a court of competent jurisdiction.

(i) This section does not limit the ability of an operator to use pupil data, including covered information, for adaptive learning or customized pupil learning purposes.

(j) This section does not apply to general audience internet websites, general audience online services, general audience online applications, or general audience mobile applications that are not designed or marketed for K–12 school purposes, even if login credentials created for an operator's site, service, or application may be used to access those general audience sites, services, or applications.

(k) This section does not limit internet service providers from providing internet connectivity to schools or pupils and their families.

(l) This section does not prohibit an operator of an internet website, online service, online application, or mobile application from marketing educational products directly to parents so long as the marketing did not result from the use of covered information obtained by the operator through the provision of services covered under this section.

(m) This section does not impose a duty upon a provider of an electronic store, gateway, marketplace, or other means of purchasing or downloading software or applications to review or enforce compliance of this section on those applications or software.

(n) This section does not impose a duty upon a provider of an interactive computer service, as defined in Section 230 of Title 47 of the United States Code, to review or enforce compliance with this section by third-party content providers.

(o) This section does not impede the ability of pupils to download, export, or otherwise save or maintain their own pupil-created data or documents.

(p) This section shall not be interpreted to limit or supersede any rights or requirements under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and any rules or regulations promulgated pursuant to those laws.

(q) This section does not require a school or local educational agency to review an operator's deidentification processes or to approve an operator's retention or use of deidentified information.

SEC. 2.

Section 22585 of the Business and Professions Code is repealed.

SEC. 3.

Section 22585 is added to the Business and Professions Code, to read:

22585.

(a) A pupil who suffers actual damages as a result of an operator's failure to comply with this chapter, or the pupil's parent, education rights holder, or guardian, may, pursuant to this section, bring an action on that person's behalf and on behalf of a similarly situated class of pupils against that operator to recover or obtain any of the following relief:

(1) The greater of actual damages or five hundred dollars ($500) per plaintiff, per violation.

(2) Injunctive relief.

(3) Punitive damages.

(4) Reasonable attorney's fees and costs.

(b) (1) At least 60 days before bringing an action pursuant to this section, a pupil shall do both of the following:

(A) Provide written notice to the operator alleged to have violated this chapter regarding the nature of the alleged violations.

(B) Demand that the operator correct and remedy the alleged violations.

(2) The notice required by this subdivision shall be sent by certified or registered mail, return receipt requested, to the operator's address on file with the state or to the operator's principal place of business within the state.

(c) An action pursuant to this section brought by a pupil only on that pupil's behalf shall not be maintained upon a showing by an operator that an appropriate correction and remedy has been made, or agreed to be made within a reasonable time, to the pupil within 60 days after receipt of the notice required by subdivision (b).

(d) An action pursuant to this section brought by a pupil on both the pupil's behalf and on behalf of a similarly situated class of pupils shall not be maintained upon a showing by an operator that all of the following are true:

(1) Any pupil similarly situated has been identified, or a reasonable effort to identify the pupil has been made.

(2) Any similarly situated pupil identified has been notified that, upon the pupil's request, the operator shall make the appropriate correction and remedy.

(3) The correction and remedy requested by the pupil has been made, or in a reasonable time will be made.

(4) The operator has ceased, or will cease within a reasonable time, violating this chapter.

(e) (1) Attempts to comply with a demand described in subdivision (b) by an operator shall be deemed an offer to compromise and shall be inadmissible under Section 1152 of the Evidence Code and shall not be deemed an admission of violating this chapter.

(2) A defendant may introduce evidence of compliance or attempts to comply with this section for the purpose of establishing good faith or to show compliance with this chapter.

(f) A pupil, or the pupil's parent, education rights holder, or guardian, who brings an action under this section shall furnish a copy of the complaint to the Attorney General within 10 days after filing the action.

SEC. 4.

Section 22586 of the Business and Professions Code is amended to read:

22586.

(a) For purposes of this chapter:

(1) "Artificial intelligence" has the same meaning as defined in Section 3110 of the Civil Code.

(2) "California Consumer Privacy Act-excluded covered information" or "CCPA-excluded covered information" means covered information that is not subject to the California Consumer Privacy Act of 2018 (Title 1.81.5 (commencing with Section 1798.100) of Part 4 of Division 3 of the Civil Code).

(3) "Covered information" means personally identifiable information or materials, in any media or format that meets any of the following:

(A) Is created or provided by a pupil, or the pupil's parent, education rights holder, or legal guardian, to an operator in the course of the pupil's, parent's, education rights holder's, or legal guardian's use of the operator's site, service, or application for preschool and prekindergarten purposes.

(B) Is created or provided by an employee or agent of the preschool, prekindergarten, school district, local educational agency, or county office of education, to an operator.

(C) Is gathered by an operator through the operation of a site, service, or application described in paragraph (7) and is descriptive of a pupil or otherwise identifies a pupil, including, but not limited to, information in the pupil's educational record or email, first and last name, home address, telephone number, email address, or other information that allows physical or online contact, demographics, discipline records, test results, special education data, extracurricular activities, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric or behavioral information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, pupil identifiers, device identifiers, search activity, photographs, voice recordings, or geolocation information.

(4) "Deidentified information" means information that cannot reasonably identify, relate to, describe, be capable of being associated with, or be linked, directly or indirectly, to a particular individual, preschool, prekindergarten, or household, if the operator that possesses the information does all of the following:

(A) Takes reasonable measures to ensure that the information cannot be associated with a particular individual, preschool, prekindergarten, or household.

(B) (i) Subject to clause (ii), publicly commits to maintain and use the information in deidentified form and not to attempt to reidentify the information.

(ii) The operator may attempt to reidentify the information solely for the purpose of determining whether its deidentification processes satisfy the criteria of this paragraph.

(C) Contractually obligates any recipient of the information to meet the criteria described in subparagraphs (A) and (B).

(D) Applies deidentification measures consistent with those required of educational agencies and institutions under the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) and implementing regulations, as determined by the preschool, prekindergarten, or local educational agency.

(E) Makes its deidentification processes available for review by the preschool, prekindergarten, or local educational agency that the operator serves before any use of deidentified data by the operator.

(F) To the extent the preschool, prekindergarten, or local educational agency that the operator serves maintains a deidentification policy or standard, applies deidentification measures in accordance with that policy or standard.

(G) If the preschool, prekindergarten, or local educational agency that the operator serves reviews the operator's deidentification processes under subparagraph (E), the operator shall not use, share, or retain the information as deidentified information unless that preschool, prekindergarten, or local educational agency determines that the operator's deidentification process is sufficient under these standards.

(5) "Generative artificial intelligence" has the same meaning as defined in Section 3110 of the Civil Code.

(6) "Online service" includes cloud computing services, which must comply with this section if they otherwise meet the definition of an operator.

(7) (A) "Operator" means the operator, or an entity working on behalf of the operator, of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for preschool or prekindergarten purposes and was designed or marketed for preschool or prekindergarten purposes, including a provider of digital educational software or services, including digital course books.

(B) “Operator” does not include the State Department of Education, a local educational agency, a preschool, or a prekindergarten.

(8) “Preschool or prekindergarten purposes” means purposes that customarily take place at the direction of the preschool, prekindergarten, teacher, or school district, or aid in the administration of preschool or prekindergarten activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between pupils, preschool or prekindergarten personnel, or parents, or are for the use and benefit of the preschool or prekindergarten.

(9) “Pupil” means a child enrolled in a preschool or prekindergarten course of instruction.

(10) “Train a generative artificial intelligence system or service” has the same meaning as defined in Section 3110 of the Civil Code.

(b) An operator shall not knowingly engage in any of the following activities with respect to the operator’s site, service, or application:

(1) (A) Engage in targeted advertising on the operator’s site, service, or application.

(B) Target advertising on any other site, service, or application, including via email or other direct communication to the pupil when the targeting of the advertising is based upon any information, including covered information and persistent unique identifiers, that the operator has acquired because of the use of that operator’s site, service, or application described in paragraph (7) of subdivision (a).

(2) Use covered information, including persistent unique identifiers, created or gathered by the operator’s site, service, or application, to amass a profile about a pupil, except in furtherance of a preschool or prekindergarten purpose for the use and benefit of the preschool or prekindergarten and the teacher, pupil, or parent.

(3) Sell a pupil’s information, including covered information. This prohibition does not apply to the purchase, merger, or other type of acquisition of an operator by another entity, provided that the operator or successor entity continues to be subject to the provisions of this section with respect to previously acquired pupil information.

(4) Disclose covered information unless the disclosure meets any of the following criteria:

(A) The disclosure is in furtherance of the preschool and prekindergarten purposes of the site, service, or application, and the recipient of the covered information disclosed pursuant to this subparagraph meets both of the following criteria:

(i) The recipient does not further disclose the information unless done to allow or improve operability and functionality within that pupil’s preschool or prekindergarten.

(ii) The recipient is legally required to comply with subdivision (d).

(B) The disclosure is necessary to ensure legal and regulatory compliance.

(C) The disclosure is necessary to respond to or participate in a judicial process.

(D) The disclosure is necessary to protect the safety of users or others or security of the site.

(E) The disclosure is to a service provider, provided the operator contractually (i) prohibits the service provider from using any covered information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the service provider from disclosing any covered information provided by the operator with subsequent third parties, and (iii) requires the service provider to implement and maintain reasonable security procedures and practices as provided in subdivision (d).

(5) Use covered information, including persistent unique identifiers, created or gathered by the operator’s site, service, or application to train a generative artificial intelligence system or service or develop an artificial intelligence system.

(6) Collect, use, retain, or disclose covered information relating to a pupil's reproductive or sexual health, immigration status, or sexual orientation or gender identity.

(c) Subdivision (b) does not prohibit the operator's use of information for maintaining, developing, supporting, improving, or diagnosing the operator's site, service, or application.

(d) An operator shall do all of the following:

(1) Implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information, and protect that information from unauthorized access, destruction, use, modification, or disclosure.

(2) Delete a pupil's covered information if the preschool, prekindergarten, or district requests deletion of data under the control of the preschool, prekindergarten, or district.

(3) (A) Delete a pupil's CCPA-excluded covered information under the operator's control if a pupil's parent, guardian, or education rights holder or, in the case of a former pupil 18 years of age or older, the pupil requests an operator to delete the covered information under the operator's control if the pupil has been no longer enrolled in the preschool, prekindergarten, or district for at least 60 days.

(B) Before deleting any information described in subparagraph (A), the operator shall require documentation that the pupil is no longer enrolled in the preschool, prekindergarten, or district.

(4) (A) Subject to subparagraph (B), retain covered information only as long as reasonably necessary to fulfill the specific purpose for which the information was collected and delete the information using reasonable measures to protect against unauthorized access to, or use or disclosure of, the information in connection with its deletion when the specific purpose for which the information was collected is accomplished.

(B) This paragraph does not require deletion of mandatory permanent pupil records, described in Section 430 of Title 5 of the California Code of Regulations, or any official records or files directly related to a pupil and maintained by the operator, school, or local educational agency, including, but not limited to, records of achievement and results of evaluative tests or records encompassing all of the material kept in the pupil's cumulative folder that is maintained by the school or local educational agency, including, but not limited to, general identifying data, records of attendance and of academic work completed, health data, disciplinary status, test protocols, individualized education programs, or pupil records held by a national assessment provider that include only standardized test results.

(5) (A) Establish, implement, and maintain a written data retention policy, which shall be made available upon request to a pupil, parent, guardian, education rights holder, or preschool or prekindergarten personnel, that states the purposes for which covered information is collected, the purpose for retaining the information, and a timeframe for deleting the information pursuant to paragraph (4).

(B) A written data retention policy under this paragraph shall not exceed the retention period for the same information or record if that information or record is maintained by the preschool's or prekindergarten's personnel.

(6) Disclose to a pupil the pupil's CCPA-excluded covered information under the operator's control if the pupil's parent, education rights holder, or guardian or, in the case of a former pupil who is 18 years of age or older, the pupil requests an operator to disclose the covered information under the operator's control if the pupil has no longer been enrolled in the preschool, prekindergarten, or local educational agency for at least 60 days.

(e) Notwithstanding paragraph (4) of subdivision (b), an operator may disclose covered information of a pupil, as long as paragraphs (1) to (3), inclusive, of subdivision (b) are not violated, under the following circumstances:

(1) If other provisions of federal or state law require the operator to disclose the information, and the operator complies with the requirements of federal and state law in protecting and disclosing that information.

(2) For legitimate research purposes: (A) as required by state or federal law and subject to the restrictions under applicable state and federal law or (B) as allowed by state or federal law and under the direction of a

preschool, prekindergarten, school district, or state department of education, if no covered information is used for any purpose in furtherance of advertising or to amass a profile on the pupil for purposes other than preschool and prekindergarten purposes.

(3) To a state or local educational agency, including preschools, prekindergartens, and school districts, for preschool and prekindergarten purposes, as permitted by state or federal law.

(f) This section does not prohibit an operator from using deidentified pupil covered information as follows:

(1) Within the operator's site, service, or application or other sites, services, or applications owned by the operator to improve educational products.

(2) To demonstrate the effectiveness of the operator's products or services, including in their marketing.

(g) This section does not prohibit an operator from sharing aggregated deidentified pupil covered information for the development and improvement of educational sites, services, or applications.

(h) This section does not limit the authority of a law enforcement agency to obtain any content or information from an operator as authorized by law or pursuant to an order of a court of competent jurisdiction.

(i) This section does not limit the ability of an operator to use a pupil's data, including covered information, for adaptive learning or customized early learning purposes.

(j) This section does not apply to general audience internet websites, general audience online services, general audience online applications, or general audience mobile applications that are not designed or marketed for preschool or prekindergarten purposes, even if login credentials created for an operator's site, service, or application may be used to access those general audience sites, services, or applications.

(k) This section does not limit internet service providers from providing internet connectivity to preschools, prekindergartens, or pupils and their families.

(l) This section does not prohibit an operator of an internet website, online service, online application, or mobile application from marketing educational products directly to parents so long as the marketing did not result from the use of covered information obtained by the operator through the provision of services covered under this section.

(m) This section does not impose a duty upon a provider of an electronic store, gateway, marketplace, or other means of purchasing or downloading software or applications to review or enforce compliance of this section on those applications or software.

(n) This section does not impose a duty upon a provider of an interactive computer service, as defined in Section 230 of Title 47 of the United States Code, to review or enforce compliance with this section by third-party content providers.

(o) This section does not impede the ability of pupils to download, export, or otherwise save or maintain their own personally created data or documents.

(p) This section shall not be interpreted to limit or supersede any rights or requirements under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and any rules or regulations promulgated pursuant to those laws.

(q) This section does not require a preschool, prekindergarten, or local educational agency to review an operator's deidentification processes or to approve an operator's retention or use of deidentified information.

SEC. 5.

Section 22586.1 is added to the Business and Professions Code, to read:

22586.1.

(a) A pupil who suffers actual damages as a result of an operator's failure to comply with this chapter, or the pupil's parent, education rights holder, or guardian, may, pursuant to this section, bring an action on that

person's behalf and on behalf of a similarly situated class of pupils against that operator to recover or obtain any of the following relief:

(1) The greater of actual damages or five hundred dollars ($500) per plaintiff, per violation.

(2) Injunctive relief.

(3) Punitive damages.

(4) Reasonable attorney's fees and costs.

(b) (1) At least 60 days before bringing an action pursuant to this section, a pupil shall do both of the following:

(A) Provide written notice to the operator alleged to have violated this chapter regarding the nature of the alleged violations.

(B) Demand that the operator correct and remedy the alleged violations.

(2) The notice required by this subdivision shall be sent by certified or registered mail, return receipt requested, to the operator's address on file with the state or to the operator's principal place of business within the state.

(c) An action pursuant to this section brought by a pupil only on that pupil's behalf shall not be maintained upon a showing by an operator that an appropriate correction and remedy has been made, or agreed to be made within a reasonable time, to the pupil within 60 days after receipt of the notice required by subdivision (b).

(d) An action pursuant to this section brought by a pupil on both the pupil's behalf and on behalf of a similarly situated class of pupils shall not be maintained upon a showing by an operator that all of the following are true:

(1) Any pupil similarly situated has been identified, or a reasonable effort to identify the pupil has been made.

(2) Any similarly situated pupil identified has been notified that, upon the pupil's request, the operator shall make the appropriate correction and remedy.

(3) The correction and remedy requested by the pupil has been made, or in a reasonable time will be made.

(4) The operator has ceased, or will cease within a reasonable time, violating this chapter.

(e) (1) Attempts to comply with a demand described in subdivision (b) by an operator shall be deemed an offer to compromise and shall be inadmissible under Section 1152 of the Evidence Code and shall not be deemed an admission of violating this chapter.

(2) A defendant may introduce evidence of compliance or attempts to comply with this section for the purpose of establishing good faith or to show compliance with this chapter.

(f) A pupil, or the pupil's parent, education rights holder, or guardian, who brings an action under this section shall furnish a copy of the complaint to the Attorney General within 10 days after filing the action.

SEC. 6.

Section 22587 of the Business and Professions Code is repealed.

SEC. 7.

Chapter 22.2.6 (commencing with Section 22587) is added to Division 8 of the Business and Professions Code, to read:

CHAPTER 22.2.6. Higher Education Student Information Protection Act

22587.

(a) For purposes of this chapter:

(1) "Artificial intelligence" has the same meaning as defined in Section 3110 of the Civil Code.

(2) “California Consumer Privacy Act-excluded covered information” or “CCPA-excluded covered information” means covered information that is not subject to the California Consumer Privacy Act of 2018 (Title 1.81.5 (commencing with Section 1798.100) of Part 4 of Division 3 of the Civil Code).

(3) “Covered information” means personally identifiable information or materials, in any media or format, that is any of the following:

(A) Created or provided by a student, or if the student is under 18 years of age, the student’s parent, educational rights holder, or legal guardian, to an operator in the course of the student’s, parent’s, education rights holder’s, or legal guardian’s use of the operator’s site, service, or application for higher education purposes.

(B) Created or provided by an employee or agent of a higher education institution to an operator.

(C) Gathered by an operator through the operation of a site, service, or application described in paragraph (11) and is descriptive of a student, or otherwise identifies a student, including, but not limited to, information in the student’s educational record or email, first and last name, home address, telephone number, or other information that allows physical or online contact, demographics, course of study, discipline records, test results, special education data, extracurricular activities, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric or behavioral information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, device identifiers, online search activity, photographs, voice recordings, or geolocation information.

(4) “Deidentified information” means information that cannot reasonably identify, relate to, describe, be capable of being associated with, or be linked, directly or indirectly, to a particular individual, higher education institution, or household, if the operator that possesses the information does all of the following:

(A) Takes reasonable measures to ensure that the information cannot be associated with a particular individual, higher education institution, or household.

(B) (i) Subject to clause (ii), publicly commits to maintain and use the information in deidentified form and not to attempt to reidentify the information.

(ii) The operator may attempt to reidentify the information solely for the purpose of determining whether its deidentification processes satisfy the criteria of this paragraph.

(C) Contractually obligates any recipient of the information to meet the criteria described in subparagraphs (A) and (B).

(D) Applies deidentification measures consistent with those required of educational agencies and institutions under the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) and implementing regulations, as determined by the higher education institution.

(E) Makes its deidentification processes available for review by the higher education institution that the operator serves before any use of deidentified data by the operator.

(F) To the extent the higher education institution that the operator serves maintains a deidentification policy or standard, applies deidentification measures in accordance with that policy or standard.

(G) If the higher education institution that the operator serves reviews the operator’s deidentification processes under subparagraph (E), the operator shall not use, share, or retain the information as deidentified information unless that higher education institution determines that the operator’s deidentification process is sufficient under these standards.

(5) “Generative artificial intelligence” has the same meaning as defined in Section 3110 of the Civil Code.

(6) “Higher education institution” means a postsecondary institution, vocational program, or postgraduate program that is accredited by an accrediting agency or organization recognized by the state or the United States Department of Education.

(7) “Higher education purposes” means purposes that customarily take place at the direction of the instructor or higher education institution or aid in the administration of higher education institution activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between students and higher education institution personnel or are for the use and benefit of the higher education institution.

(8) “Local educational agency” means a school district, county office of education, charter school, or the state special schools for the blind and the deaf.

(9) “National assessment provider” means a person that develops, sponsors, or administers standardized tests.

(10) “Online service” includes a cloud computing service, which shall comply with this section if it is an operator.

(11) (A) “Operator” means the operator, or an entity working on behalf of the operator, of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for higher educational purposes and was designed or marketed for higher educational purposes, including a provider of digital educational software or services, including digital course books.

(B) “Operator” does not include a local educational agency or a higher education institution.

(12) “Student” means a student enrolled in a higher education institution.

(13) “Train a generative artificial intelligence system or service” has the same meaning as defined in Section 3110 of the Civil Code.

(b) An operator shall not knowingly engage in any of the following activities with respect to the operator’s site, service, or application:

(1) (A) Engage in targeted advertising on the operator’s site, service, or application, or (B) target advertising on any other site, service, or application, including via email or other direct communication to the student, when the targeting of the advertising is based upon any information, including covered information and persistent unique identifiers, that the operator has acquired because of the use of that operator’s site, service, or application described in paragraph (11) of subdivision (a).

(2) Use information, including persistent unique identifiers, created or gathered by the operator’s site, service, or application, to amass a profile about a student, unless it is in the furtherance of higher education purposes.

(3) Sell a student’s information, including covered information, unless the sale meets either of the following criteria:

(A) The sale is for the purchase, merger, or other type of acquisition of an operator by another entity, provided that the operator or successor entity continues to be subject to the provisions of this section with respect to previously acquired student information.

(B) The sale is made pursuant to a written contract that prohibits the recipient from selling or disclosing the information, or any information derived from the information, to any other party other than for a purpose for which the sale is permitted under this paragraph or as required by law and meets either of the following criteria:

(i) The sale is made by a national assessment provider to a K–12 school, a local educational agency, a higher education institution, or a scholarship-granting organization, or a service provider acting on behalf of any of those entities or the national assessment provider, solely for assessment, admissions, the awarding of scholarships or financial aid, or other K–12 school purposes or higher education purposes for the benefit of the student.

(ii) The sale is made by a nonprofit entity established to provide enrollment data reporting services on behalf of higher education institutions to a state or federal agency, a higher education institution, an entity servicing student loans, an entity with a direct relationship with the student, or any such entity’s service provider requesting data on behalf of that entity for any of the following purposes for the benefit of the student:

(I) As part of an enrollment verification, credential verification, transcript delivery, an enrollment reporting service, or a service that provides information on a student's subsequent enrollment or credential attainment.

(II) For legal, accreditation, or regulatory compliance purposes.

(III) For a higher education purpose.

(4) Disclose covered information unless the disclosure meets any of the following criteria:

(A) The disclosure is in furtherance of the higher education purposes of the site, service, or application, and the recipient of the covered information disclosed pursuant to this subparagraph meets both of the following criteria:

(i) The recipient does not further disclose the information unless done to allow or improve operability and functionality within that student's higher education institution.

(ii) The recipient is legally required to comply with subdivision (d).

(B) The disclosure is necessary to ensure legal and regulatory compliance.

(C) The disclosure is necessary to respond to or participate in judicial process.

(D) The disclosure is necessary to protect the safety of users or others or security of the site.

(E) The disclosure is to a service provider, provided the operator contractually (i) prohibits the service provider from using any covered information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the service provider from disclosing any covered information provided by the operator with subsequent third parties, and (iii) requires the service provider to implement and maintain reasonable security procedures and practices as provided in subdivision (d).

(F) The disclosure is made pursuant to a written contract that prohibits the recipient from selling or disclosing the information, or any information derived from the information, to any other party other than for a purpose for which the disclosure is permitted under this paragraph or as required by law and meets either of the following criteria:

(i) The disclosure is by a national assessment provider to a higher education institution, K–12 school, local educational agency, as defined in Section 22584, or a scholarship-granting organization, or a service provider acting on behalf of any of those entities or the national assessment provider, solely for assessment, admissions, the awarding of scholarships or financial aid, or other higher education purposes or K–12 school purposes, as defined in Section 22584, for the benefit of the student.

(ii) The disclosure is made by a nonprofit entity established to provide enrollment data reporting services on behalf of higher education institutions to a state or federal agency, a higher education institution, an entity servicing student loans, an entity with a direct relationship with the student, or any such entity's service provider requesting data on behalf of that entity for any of the following purposes for the benefit of the student:

(I) As part of an enrollment verification, a credential verification, a transcript delivery, an enrollment reporting service, or a service that provides information on a student's subsequent enrollment or credential attainment.

(II) For legal, accreditation, or regulatory compliance purposes.

(III) For a higher education purpose.

(G) The disclosure is for legitimate research purposes under the direction of a higher education institution or state department of education and covered information is not used for advertising or to amass a profile on the student for purposes other than higher education purposes.

(H) The disclosure is to a state agency or higher education institution, including schools of local educational agencies, for higher education purposes.

(5) Use covered information, including persistent unique identifiers, created or gathered by the operator's site, service, or application to train a generative artificial intelligence system or service or develop an artificial intelligence system.

(6) Collect, use, retain, or disclose covered information relating to a student's reproductive or sexual health, immigration status, precise geolocation information, or sexual orientation or gender identity.

(c) Subdivision (b) does not prohibit the operator's use of information for maintaining, developing, supporting, improving, or diagnosing the operator's site, service, or application.

(d) An operator shall do all of the following:

(1) Implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information, and protect that information from unauthorized access, destruction, use, modification, or disclosure.

(2) Delete a student's covered information if the higher education institution requests deletion of data under the control of the higher education institution.

(3) (A) Delete a student's CCPA-excluded covered information under the operator's control if a student or, if the student is under 18 years of age, the student's parent, guardian, or education rights holder requests an operator to delete the covered information under the operator's control if the student has been no longer enrolled in the local education agency or higher education institution for at least 60 days.

(B) Before deleting any information described in subparagraph (A), the operator shall require documentation that the student is no longer enrolled in the higher education institution.

(4) (A) Subject to subparagraph (B), retain covered information only as long as reasonably necessary to fulfill the specific purpose for which the information was collected and delete the information using reasonable measures to protect against unauthorized access to, or use or disclosure of, the information in connection with its deletion when the specific purpose for which the information was collected is accomplished.

(B) This paragraph does not require deletion of mandatory permanent student records, described in Section 430 of Title 5 of the California Code of Regulations, or any official records or files directly related to a student and maintained by the operator or higher education institution, including, but not limited to, records of achievement and results of evaluative tests or records encompassing all of the material kept in the student's cumulative folder that is maintained by the higher education institution, including, but not limited to, general identifying data, records of attendance and of academic work completed, health data, disciplinary status, test protocols, individualized education programs, or student records held by a national assessment provider that include only standardized test results.

(5) (A) Establish, implement, and maintain a written data retention policy, which shall be made available upon request to a student or higher education personnel, that states the purposes for which covered information is collected, the purpose for retaining the information, and a timeframe for deleting the information pursuant to paragraph (4).

(B) A written data retention policy under this paragraph shall not exceed the retention period for the same information or record if that information or record is maintained by the higher education institution's personnel.

(6) Disclose to a student the student's CCPA-excluded covered information under the operator's control if the student's parent, education rights holder, or guardian or, in the case of a former student who is 18 years of age or older, the student requests an operator to disclose the covered information under the operator's control if the student has no longer been enrolled in the higher education institution or local educational agency for at least 60 days.

(e) This section does not prohibit an operator from using deidentified student covered information for either of the following purposes:

(1) Within the operator's site, service, or application or other sites, services, or applications owned by the operator to improve educational products.

(2) To demonstrate the effectiveness of the operator's products or services, including in the operator's marketing.

(f) This section does not prohibit an operator from sharing aggregated deidentified student covered information for the development and improvement of educational sites, services, or applications.

(g) This section does not limit the authority of a law enforcement agency to obtain any content or information from an operator as authorized by law or pursuant to an order of a court of competent jurisdiction.

(h) This section does not limit the ability of an operator to use student data, including covered information, for adaptive learning or customized student learning purposes.

(i) This section does not apply to general audience internet websites, general audience online services, general audience online applications, or general audience mobile applications that are not designed or marketed for a higher education purpose, even if login credentials created for an operator's site, service, or application may be used to access those general audience sites, services, or applications.

(j) This section does not limit internet service providers from providing internet connectivity to higher education institutions or students.

(k) This section does not impose a duty upon a provider of an electronic store, gateway, marketplace, or other means of purchasing or downloading software or applications to review or enforce compliance of this section on those applications or software.

(l) This section does not impose a duty upon a provider of an interactive computer service, as defined in Section 230 of Title 47 of the United States Code, to review or enforce compliance with this section by third-party content providers.

(m) This section does not impede the ability of students to download, export, or otherwise save or maintain their own student-created data or documents.

(n) This section shall not be interpreted to limit or supersede any rights or requirements under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and any rules or regulations promulgated pursuant to those laws.

(o) This section does not prohibit an operator of an internet website, online service, online application, or mobile application from marketing educational products directly to students or, if the student is under 18 years of age, the student's parent, guardian, or educational rights holder, if the marketing did not result from the use of covered information obtained by the operator through the provision of services covered under this section.

(p) This section does not require a higher education institution to review an operator's deidentification processes or to approve an operator's retention or use of deidentified information.

(q) This section does not prohibit an operator from communicating with a student regarding course materials that are required or recommended for the student's courses by the student's instructor or higher education institution, payment deadlines, equipment and course material rental and return policies, refunds, returns, and order fulfillment status.

22587.1.

(a) A student who suffers actual damages as a result of an operator's failure to comply with this chapter, or the student's parent, education rights holder, or guardian, may, pursuant to this section, bring an action on that person's behalf and on behalf of a similarly situated class of students against that operator to recover or obtain any of the following relief:

(1) The greater of actual damages or five hundred dollars ($500) per plaintiff, per violation.

(2) Injunctive relief.

(3) Punitive damages.

(4) Reasonable attorney's fees and costs.

(b) (1) At least 60 days before bringing an action pursuant to this section, a student shall do both of the following:

(A) Provide written notice to the operator alleged to have violated this chapter regarding the nature of the alleged violations.

(B) Demand that the operator correct and remedy the alleged violations.

(2) The notice required by this subdivision shall be sent by certified or registered mail, return receipt requested, to the operator's address on file with the state or to the operator's principal place of business within the state.

(c) An action pursuant to this section brought by a student only on that student's behalf shall not be maintained upon a showing by an operator that an appropriate correction and remedy has been made, or agreed to be made within a reasonable time, to the student within 60 days after receipt of the notice required by subdivision (b).

(d) An action pursuant to this section brought by a student on both the student's behalf and on behalf of a similarly situated class of students shall not be maintained upon a showing by an operator that all of the following are true:

(1) Any student similarly situated has been identified, or a reasonable effort to identify the student has been made.

(2) Any similarly situated student identified has been notified that, upon the student's request, the operator shall make the appropriate correction and remedy.

(3) The correction and remedy requested by the student has been made, or in a reasonable time will be made.

(4) The operator has ceased, or will cease within a reasonable time, violating this chapter.

(e) (1) Attempts to comply with a demand described in subdivision (b) by an operator shall be deemed an offer to compromise and shall be inadmissible under Section 1152 of the Evidence Code and shall not be deemed an admission of violating this chapter.

(2) A defendant may introduce evidence of compliance or attempts to comply with this section for the purpose of establishing good faith or to show compliance with this chapter.

(f) A student, or the student's parent, education rights holder, or guardian, who brings an action under this section shall furnish a copy of the complaint to the Attorney General within 10 days after filing the action.

22587.2.

This chapter shall become operative on July 1, 2027.

Appendix C SB 947 enacted text

Full chaptered text including the Legislative Counsel's Digest

Senate Bill No. 947

CHAPTER 859

An act to add Part 5.5.5 (commencing with Section 1520) to Division 2 of the Labor Code, relating to employment.

[Approved by Governor September 30, 2026. Filed with Secretary of State September 30, 2026.]

LEGISLATIVE COUNSEL'S DIGEST

SB 947, McNerney. Employment: automated decision systems.

Existing law requires the Department of Technology to conduct, in coordination with other interagency bodies as it deems appropriate, a comprehensive inventory of all high-risk automated decision systems (ADS) that have been proposed for use, development, or procurement by, or are being used, developed, or procured by, any state agency.

Existing law establishes the Labor and Workforce Development Agency, which is composed of various departments responsible for protecting and promoting the rights and interests of workers in California, including the Division of Labor Standards Enforcement, led by the Labor Commissioner, within the Department of Industrial Relations.

This bill, beginning on July 1, 2027, would prohibit an employer, as defined, from using an ADS to perform certain functions and would limit the purposes for and way in which an ADS may be used. The bill would, when an employer primarily uses an ADS to make a disciplinary or termination decision, authorize an employee to request, and require an employer to provide, a description of the employee's own data primarily used by an ADS to make a disciplinary or termination decision, as specified.

The bill would require an employer that primarily relied upon an ADS to make a disciplinary or termination decision to provide the affected employee with a written postuse notice, as specified.

This bill would prohibit an employer from discharging, threatening to discharge, demoting, suspending, or in any manner discriminating or retaliating against any employee for taking certain actions asserting their rights under the bill. The bill would authorize the Labor Commissioner to enforce the bill's provisions and also authorize a public prosecutor to bring a civil enforcement action, as specified.

The bill would set forth specified types of relief that a plaintiff may seek and specified penalties that an employer that violates these provisions is subject to, including a $500 civil penalty per violation.

This bill would also provide that an employer who complies with the requirements related to notice in this bill is not required to comply with any substantially similar provisions under any other state law, except as specified. The bill would not apply to parties covered by a valid collective bargaining agreement if the agreement contains specified information, including an explicit waiver of the bill's provisions.

The bill would provide that it does not prohibit the use of an automated decision system relating to the development of aircraft for use in the national airspace or the development of products or services for national security, military, space, or defense purposes, if the use of an automated decision system is reasonably necessary to comply with the federal statute, the federal regulation, or the binding federal contract, as specified.

The bill would include a statement that changes proposed by this bill address a matter of statewide concern rather than a municipal affair and, therefore, apply to all cities, including charter cities.

This bill would declare that its provisions are severable.

Vote: MAJORITY Appropriation: NO Fiscal Committee: YES Local Program: NO

The people of the State of California do enact as follows:

SECTION 1.

Part 5.5.5 (commencing with Section 1520) is added to Division 2 of the Labor Code, to read:

PART 5.5.5. Automated Decision Systems in the Workplace

CHAPTER 1. Definitions

1520.

For purposes of this part, the following shall apply:

(a) “ADS output” means any information, data, assumptions, predictions, scoring, recommendations, decisions, or conclusions generated by an ADS.

(b) “Artificial intelligence” means an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer from the input it receives how to generate outputs that can influence physical or virtual environments.

(c) “Automated decision system” or “ADS” means any computational process derived from machine learning, statistical modeling, data analytics, or artificial intelligence that issues simplified output, including a score, classification, or recommendation, that is used to assist or replace human discretionary decisionmaking and materially impacts natural persons.

An automated decision system does not include a spam email filter, firewall, antivirus software, identity and access management tools, calculator, database, dataset, or other compilation of data.

(d) (1) “Employ” means to engage, suffer, or permit to work.

(2) “Employee” means any person employed by an employer.

(3) (A) “Employer” means a person who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of any person.

(B) “Employer” includes all branches of state government, including all cities, counties, charter counties, municipalities, charter municipalities, cities and counties, special districts, transit districts, the University of California upon agreement by the regents, the California State University, community college districts, school districts, or any other governmental entity.

(C) “Employer” includes a labor contractor of a person defined as an employer under subparagraph (A).

(D) “Employer” includes a farm labor contractor as defined in Section 1682 or foreign labor contractor as defined in Section 9998.1 of the Business and Professions Code.

(4) “Employee data” means any information that identifies, relates to, or describes an employee, regardless of how the information is collected, inferred, or obtained.

(e) “Federal government” shall have the same meaning as set forth in Section 52008 of the Government Code.

CHAPTER 2. Employer Requirements

1522.

(a) An employer shall not use an ADS to do any of the following:

(1) Prevent compliance with or violate any federal, state, or local labor, occupational health and safety, employment, or civil rights laws or regulations.

(2) Infer an employee’s protected status under Section 12940 of the Government Code.

(3) Predict and take adverse action against a worker for exercising their legal rights, including, but not limited to, rights guaranteed by state and federal employment and labor law.

(b) (1) An employer shall not rely solely on an ADS when making a disciplinary or termination decision.

(2) If an employer primarily relies upon an ADS output to make a disciplinary or termination decision, the employer shall direct a human to corroborate the decision using data that was collected or used to produce the ADS output or other relevant corroborating or supporting information. For purposes of this paragraph, "corroborating or supporting information" may include, but is not limited to, any of the following:

(A) Supervisory or managerial evaluations.

(B) Personnel files.

(C) Work product of employees.

(D) Peer reviews.

(E) Witness interviews, that may include relevant online customer reviews.

(c) If an employer cannot corroborate the ADS output, or the human reviewer has concluded that the ADS output is inaccurate, incomplete, or misleading, the employer shall not use the ADS output to make a disciplinary or termination decision.

(d) An employee shall have the right to request, and an employer shall provide, a meaningful, objective description of the employee's own data used by the ADS when an employer has primarily used an ADS to make a disciplinary or termination decision.

(e) For purposes of safeguarding the privacy rights of consumers, employees, and individuals, when an employer is required to provide a description of employee data pursuant to this part, that description shall be provided in a manner that anonymizes the customer's, other employee's, or individual's personal information.

CHAPTER 3. Automated Decision System Postuse Notice

1524.

(a) An employer that primarily relied upon an ADS to make a disciplinary or termination decision shall provide the affected employee with a written postuse notice at the time the employer informs the employee of the decision. The notice shall comply with all of the following:

(1) It shall be written in plain language as a separate, stand-alone communication.

(2) It shall be in the language in which routine communications and other information are provided to employees.

(3) It shall be provided via a simple and easy-to-use method, including an email, hyperlink, or other written format.

(b) The postuse notice shall contain all of the following information:

(1) That the employer primarily relied upon an ADS to make a disciplinary or termination decision with respect to the employee.

(2) That a human reviewed the decision and corroborated the ADS output.

(3) Contact information for a human that the employee may contact for more information about the decision and the employee's right to access a description of the employee's own data used by the ADS when an employer has primarily used an ADS to make a disciplinary or termination decision.

(4) That the employer is prohibited from retaliating against the employee for exercising their rights under this part.

CHAPTER 4. Enforcement

1526.

An employer shall not discharge, threaten to discharge, demote, suspend, or in any manner discriminate or retaliate against any employee for using or attempting to use their rights under this part, filing a complaint with the Labor Commissioner, alleging a violation of this part, cooperating in an investigation or prosecution of

an alleged violation of this part, or any action taken by the employee to invoke or assist in any manner the enforcement of this part, or for exercising or attempting to exercise any right protected under this part.

1526.1.

(a) The Labor Commissioner may enforce this part, including investigating an alleged violation, and ordering appropriate temporary relief to mitigate a violation or maintain the status quo pending the completion of a full investigation or hearing through the procedures set forth in Section 98.3, 98.7, 98.74, or 1197.1, including issuing a citation against an employer who violates this part and filing a civil action.

If a citation is issued, the procedures for issuing, contesting, and enforcing judgments for citations and civil penalties issued by the Labor Commissioner shall be the same as those set forth in Section 98.74 or 1197.1, as applicable.

(b) This part may also be enforced by a public prosecutor pursuant to Chapter 8 (commencing with Section 180) of Division 1.

(c) In any civil action or administrative proceeding brought pursuant to this part for a violation of subdivision (b) or (c) of Section 1522, once it has been demonstrated that an ADS was used to make a disciplinary or deactivation decision, the employer must demonstrate that the employer did not primarily rely upon an ADS or that the employer complied with Sections 1522 and 1524 when making the disciplinary or termination decision.

(d) In any civil action brought pursuant to subdivision (a) or (b) in superior court in any county wherein the violation in question is alleged to have occurred, or wherein the person resides or transacts business, the petitioner may seek appropriate temporary or preliminary injunctive relief, including punitive damages, and reasonable attorney's fees and costs in addition to other remedies identified in this section as part of any such action for damages.

(e) An employer who violates this part shall be subject to a civil penalty of five hundred dollars ($500) per violation.

1526.2.

This part does not preempt any city, county, or city and county ordinance that provides equal or greater protection to employees who are covered by this part.

1526.3.

Except as set forth in Section 1526.4, an employer who complies with the requirements related to notice under this part is not required to comply with any substantially similar notice provisions related to automated decision systems used for employment-related decisions required under any other state law. This section shall not apply to any quotas, as defined in Section 2100, or any other automated standards applied to working conditions of employees.

1526.4.

Notwithstanding Section 1526.3, an employer that is a business subject to the California Consumer Privacy Act of 2018 (Title 1.81.5 (commencing with Section 1798.100) of Part 4 of Division 3 of the Civil Code) is subject to any privacy-related automated decisionmaking technology regulation duly adopted by the California Privacy Protection Agency pursuant to Section 1798.185 and subdivision (b) of Section 1798.199.40 of the Civil Code.

1526.5.

The provisions of this part shall not apply to parties covered by a collective bargaining agreement if the agreement explicitly waives this part in clear and unambiguous terms, expressly provides for the wages or earning, working conditions, and other terms and conditions of work, and provides protection from algorithmic management.

1526.6.

(a) This part shall not apply to the use of an automated decision system to the extent that use of the system is required by, or reasonably necessary to comply with, a federal statute, federal regulation, or binding federal contract relating to either of the following:

(1) The development of aircraft for use in the national airspace.

(2) The development of products or services for national security, military, space, or defense purposes.

(b) Subdivision (a) applies only to the operations covered by a federal statute, federal regulation, or binding federal contract outlined in paragraph (1) or (2) of that subdivision.

1526.7.

This part shall become operative on July 1, 2027.

SEC. 2.

The Legislature finds and declares that this act addresses a matter of statewide concern rather than a municipal affair as that term is used in Section 5 of Article XI of the California Constitution. Therefore, Section 1 of this act adding Part 5.5.5 (commencing with Section 1520) to Division 2 of the Labor Code applies to all cities, including charter cities.

SEC. 3.

The provisions of this act are severable. If any provision of this act or its application is held invalid, that invalidity shall not affect other provisions or applications that can be given effect without the invalid provision or application.

English Discipline AI Policy (approved by vote on 5/19/2026)

A) English Discipline Philosophy

It is our objective as an English discipline to empower students to improve critical thinking, reading, and writing skills that will contribute to their ability to develop original ideas and express them effectively in an authentic voice. Further, studies increasingly show that reliance on AI tools significantly decreases critical thinking skills over time and is counterproductive to learning crucial skills such as inquiry, argumentation, research, analysis, and critical reading, all of which our classes aim to foster (see references). To that end, we expect that all work in our courses is created by our students, and any work that is not made by our students will be considered an academic integrity violation and evaluated accordingly.

B) Discipline Policy

Trust and respect are foundational to the student-teacher relationship. Learning is, at its core, a social process in which ideas and skills develop through genuine exchange. The feedback and instruction you receive in this course comes from us, not AI, and we expect the same authenticity from you.

As such, it is the policy of the discipline that artificial intelligence (e.g., Chat GPT, Claude, or other LLMs; Grammarly, translation programs, or other programs and software that reconstruct or complete sentences or thoughts; or any other forms of generative AI) cannot be used for composing or revising on any assignments and students found to have used AI in this manner are subject to Norco College's academic misconduct process.

It is also the policy of the discipline that AI is strongly discouraged for use in reading, thinking, brainstorming, and other writing-related activities. The goal of a writing course is for students to generate their own ideas from their own understanding of sources. AI does not promote this goal.

Unless your instructor explicitly states otherwise (see section B-1 below), AI use is not permitted and will be treated as an academic integrity violation.

B-1) Course-Specific Policy:

In this course, you can expect the following process if unpermitted AI use is detected:

- Upon the first instance, I will hold a conversation with you to discuss my concerns and get your input. I reserve the right, in particularly egregious instances, to proceed immediately to step two.
- If there are subsequent instances, I will refer students to the relevant Dean of Instruction for discipline under Norco College's academic dishonesty policy. Details of this policy can be found in the Student Handbook.

In the space below, each professor may clearly outline whether any limited use of AI is permitted, how students should acknowledge or cite AI use in submissions (if permitted), and any professor-specific policies or procedures for infractions related to AI use.

In this course, I permit the following types of AI use (if any):

In scenarios where limited AI use is permitted, I require that you cite your use of AI tools in the following manner:

Please note: while certain English courses may integrate AI in limited applications, any permitted AI use cannot compromise the students' ability to show competency of the General Education Student Learning Outcomes (GELOs) and Student Learning Outcomes (SLOs), such as:

- Demonstrating critical thinking skills, specifically the ability to analyze, evaluate interpretations, and develop written arguments (GELO: Critical Thinking, ENGL-C1000 SLO-2, ENGL-C1003 SLO-1)
- Locating credible, academic sources, evaluating their reliability, and judging evidence in relation to claims (GELO: Information Competency and Technology Literacy, ENGL-C1000 SLO-2, ENGL-C1003 SLO-1)
- Developing authentic communication skills by engaging in the writing process itself through drafting and revising (GELO: Communication, ENGL-C1000 SLO-1, ENGL-C1003 SLO-2)
- Demonstrating an awareness of what it means to be an ethical member of an academic community by respecting academic integrity guidelines and not presenting the work of others (whether generated by AI or human authors) as your own (GELO: Self-Development & Global Awareness)

Possible Examples of Limited AI Use in an Norco English course:

- Using AI to create an initial outline that is then revised and made more concrete by the student.
- Minimal use of AI translation software by ESL students to check one to five sentences of their work. ESL students should not extensively use AI translation software since we will then be unable to authentically evaluate GELOs and SLOs for accreditation purposes.
- Use of AI to find sources for an essay, which are then vetted, reviewed, and annotated by the students as a research activity. Due to the inaccuracy and lack of nuance of AI-generated summaries, our preference is to encourage students to use library resources such as 24/7 Librarian Chat.
- Use of AI to create bibliographic entries.
- Limited use of Grammarly and similar services to act as a grammar check with the clarification that “say it better” and other rewrite suggestions should be ignored so as to preserve the authentic voice of the student.

C) **Potential Methods of Detection – Some combination of the following circumstances may lead to the detection or flagging of potential unauthorized AI use, including...**

- **Authenticity/consistency of voice** - if the writing doesn't sound like you, feels generic, or reads differently than your previous work, displays inconsistencies in tone, style, or depth of knowledge from a student's established voice from previous papers or classroom conversations
- **Academic relevance/fit**- writing that doesn't engage meaningfully with concepts, frameworks, or materials covered in the course or introduces ideas squarely outside the scope of the class
- **Source and citational problems** - fabricated citations, sources that don't say what's claimed, or references to materials never discussed in class
- **Patterns across multiple submissions** - when multiple students turn in work that sounds strikingly similar in tone, phrasing, or framing
- **Detection tools** - Turnitin and similar software are used to flag AI-generated content alongside traditional plagiarism

D) Methods for Disputing Allegations of Academic Misconduct

It is the experience of English faculty that the methods above are in most instances effective at identifying the use of AI. However, English faculty also recognize that there is no fool-proof method for determining if AI was used in violation of this policy. Consequently, it is important that students be aware of ways in which they can dispute allegations of unauthorized AI usage.

- Revision Histories: Students are strongly encouraged to draft their work using word processing programs that maintain revision histories: examples include Google Docs. Revision histories that demonstrate a student has worked on an assignment across multiple sessions and has engaged in significant revision are useful evidence for determining potential AI usage.
- Multiple Drafts: Similar to Revision Histories, students are strongly encouraged to save multiple drafts of a given assignment. Again, evidence that demonstrates a student has worked on an assignment across multiple sessions and has engaged in significant revision is useful for determining potential AI usage.
- Hand-written notes, outlines, peer reviews, etc.: All of these can serve as evidence that a student has produced the assignment through multiple steps and over multiple sessions.
- Interviews/Discussions: At a professor's discretion, a professor may choose to ask a student to engage in an interview or discussion about a particular assignment. This can be an opportunity for a student to demonstrate their familiarity with the contents of the assignment.

Instructors have wide latitude to determine instances of academic misconduct. At the same time, the English faculty commits to providing opportunities for students to demonstrate that work is their own.

Finally, students are strongly encouraged to submit questions about what is considered acceptable AI usage *before submitting assignments*. English faculty commit to working with students to navigate these rules and the shifting nature of generative AI.

E) **Consequences of Policy Violations**

AI use without specific instructor permission is, by default, considered a violation of the academic honesty policies set forth by RCCD, and may result in disciplinary action including lower or failing grades, suspension, or expulsion. Generally, confirmed and/or repeated misuse will be escalated to the Dean of Students as a formal academic integrity violation.

F) **Impact of Policy on Improvement of Instruction Evaluations**

Our consensus on AI and its use is integral to helping us assess SLOs and GELOs to maintain alignment with accreditation requirements. Assessment of SLOs and GELOs include students' abilities to demonstrate **critical thinking** (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Critical Thinking), **writing skill development** (ENGL-C1000 SLO-1, ENGL-C1003 SLO 2, GELO: Communication), and **research capabilities** (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Information Competency and Technology Literacy). Assessing these SLOs and

GELOs helps us to fulfill our role as English faculty, making these activities key to meeting the faculty expectations outlined in the RCCD Faculty Agreement. Article XI.B.1.e and XI.B.2.b of the Faculty Agreement specifically focus on our role in “promot[ing] optimal student learning, critical thinking, and performance skills.”

Therefore, beginning in **May 2026**, the English Discipline AI Policy should be adopted across all English classes as demonstrated by (a) inclusion of the policy into course syllabi, (b) integration of the policy in Canvas introduction or welcome modules where applicable, and (c) practice. As stated in Article XI.A.1 in the RCCD Faculty Agreement, we as instructors play a “vital role” in the “delivery of a supportive, equitable, and inclusive environment” for our students. Uniform adoption of the English Discipline AI Policy will help us to maintain this environment and ensure our students have a clear understanding about the purpose and role of AI and its use in English classes.

The English Discipline AI Policy will be required on syllabi that are submitted for review during Improvement of Instruction evaluations (Article XI.D.1.7, D.2.7, and D.3.b) and archived each semester for state audits (Article XI.5). This inclusion will help us to meet our stated and outlined faculty roles (Article XI.B.1.e and XI.B.2.b).

Resources for Further Reading:

Arsenault, Mark, et al. "An M.I.T. Report Warns A.I. Is Causing 'Cognitive Surrender.' Universities Are in a Bind." *The New York Times*, 15 Sept. 2026, www.nytimes.com/2026/09/15/us/universities-ai-warnings-enthusiasm.html.

Cook, Timothy. "Adults Lose Skills to AI. Children Never Build Them." *Psychology Today*, 22 Mar. 2026, www.psychologytoday.com/us/blog/the-algorithmic-mind/202603/adults-lose-skills-to-ai-children-never-build-them.

Gerlich, Michael. "AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking." *Societies*, vol. 15, no. 1, 2025, p. 6, www.mdpi.com/2075-4698/15/1/6.

Hasan, Kamrul. "How AI Quietly Undermines the Joy and Effort of Learning: A Call for Rebalancing Education in the Digital Age." *Annals of Medicine and Surgery*, vol. 87, no. 8, Aug. 2025, pp. 4693–4694, doi.org/10.1097/MS9.0000000000003456.

Kosmyna, Nataliya, et al. "Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task." *MIT Media Lab*, Massachusetts Institute of Technology, 2025, www.media.mit.edu/publications/your-brain-on-chatgpt/.

NORCO COLLEGE

Building a Discipline AI Use Policy

TLC Brown Bag · September 2026

Why English Developed Its Policy

*"Our objective is to empower students to build **critical thinking, reading, and writing skills** so they can develop **original** ideas and express them in an **authentic** voice."*

— English Discipline AI Philosophy Statement

- Widespread use of AI in student writing assignments: **62% of ENGL faculty said that AI-generated writing was a "severe problem"** in their classes and **77% felt they had "insufficient" institutional support** around student AI use
- Without a shared policy, expectations varied class to class. We wanted one clear, united position across the discipline
- Research increasingly links habitual AI reliance to reduced critical thinking, inquiry, and analysis (skills our courses are meant to build)

What the Research Shows: Critical Thinking

Heavy users think less critically

Among 666 people, those who relied on AI most scored lowest on critical thinking

666 participants **(Gerlich)**

Youngest users fare worst

Participants aged 17–25 relied on AI most and scored lowest on critical thinking*

666 participants **(Gerlich)**

−20%

on secure exams after AI adoption, even as homework scores rose 18%

26,000 secondary students **(Arsenault et al.)**

Less ownership, less memory

AI users felt the least ownership of their essays and struggled to quote what they had just written

54 participants **(Kosmyna et al.)**

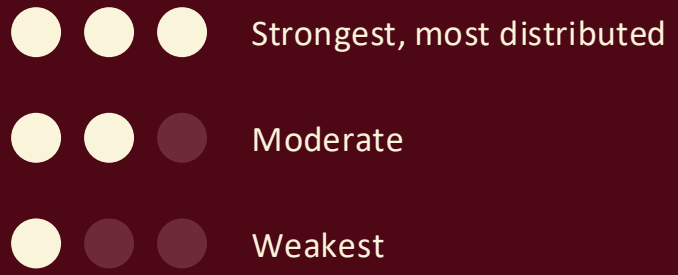
***Young learners may never build critical thinking skills at all.** Adults who offload lose skills they already have (“atrophy”); students who offload may never develop them (“foreclosure”) and can’t check AI output. **(Cook)**

What the Research Shows: Writing & Learning

"Your Brain on ChatGPT"

EEG study of essay writing · 54 participants · 4 months

Brain connectivity while writing



Even after switching to writing unaided, **participants still showed reduced brain engagement. (Kosmyna et al.)**

1 The "illusion of learning"

M.I.T.'s August 2026 committee warned that students who reach for AI "at the first hint of struggle" only appear to learn. **(Arsenault et al.)**

2 Drafting is where thinking happens

An AI-written essay may look polished but student skips the critical thinking / revision that build skills and sense of motivation and purpose **(Hasan)**

3 Students start to sound alike

When a class reasons through the same model, essays converge in language and topic. **(Cook; Kosmyna et al.)**

Precedents: Where Other Schools Draw the Line

While many colleges still leave AI policy to individual instructors, a growing number are establishing clearer institutional boundaries **(Arsenault et al.)**

COURSE-LEVEL BAN

University of Chicago

Banned AI in certain required social sciences courses and adopted new academic integrity rules; the law school banned devices in first-year classrooms.

DRAFTING BAN

UC Berkeley School of Law

Forbids using AI “to conceptualize, outline, draft, revise, and edit” any work submitted for credit.

Our Process

1

Survey + Five Working Sessions

Spring 2026: “AI Impact Survey” distributed to discipline. Full-time and part-time faculty met five times to draft language and align it with our SLOs.

2

Discipline-Wide Feedback

May 2026: The complete draft went out to every discipline faculty member to raise concerns before anything was voted on.

3

Formal Vote

Feedback was incorporated, and the revised policy went to a discipline vote, where it **passed unanimously.**

What Our Policy Covers

A	**Philosophy**	Discipline's stance on why AI use conflicts with what a writing course is for.
B	**The policy & exceptions**	A discipline-wide default, opt-in exceptions instructors may permit in their own course.*
C	**Detection**	Methods faculty may use to notice unauthorized AI use, never just a single tool.
D	**Student recourse**	Ways students can support their own authorship if AI use is questioned.
E	**Consequences**	Tied into the college's existing academic honesty procedure.

***"While certain English courses may integrate AI in limited applications, any permitted AI use cannot compromise the students' ability to show competency of the General Education Student Learning Outcomes (GELOs) and Student Learning Outcomes (SLOs)..."**

Example Policy Language

Trust and respect are foundational to the student-teacher relationship. Learning is, at its core, a social process in which ideas and skills develop through genuine exchange. The feedback and instruction you receive in this course comes from us, not AI, and we expect the same authenticity from you.

…To that end, we expect that all work in our courses is created by our students, and any work that is not made by our students will be considered an academic integrity violation and evaluated accordingly….

…it is the policy of the discipline that artificial intelligence (e.g., Chat GPT, Claude, or other LLMs; Grammarly, translation programs, or other programs and software that reconstruct or complete sentences or thoughts; or any other forms of generative AI) cannot be used for composing or revising on any assignments and students found to have used AI in this manner are subject to Norco College's academic misconduct process…

…The goal of a writing course is for students to generate their own ideas from their own understanding of sources. AI does not promote this goal…

Design Principle: Ground It in SLOs

Every provision was checked against: ***would the use of AI impede students' ability to demonstrate the Critical Thinking & Communication Student Learning Outcomes that we are accountable for teaching and assessing as faculty?***

"Our consensus on AI and its use is integral to helping us assess SLOs and GELOs to maintain alignment with accreditation requirements. Assessment of SLOs and GELOs include students' abilities to demonstrate critical thinking (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Critical Thinking), writing skill development (ENGL-C1000 SLO-1, ENGL-C1003 SLO 2, GELO: Communication), and research capabilities (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Information Competency and Technology Literacy).

Assessing these SLOs and GELOs helps us to fulfill our role as English faculty, making these activities key to meeting the faculty expectations outlined in the RCCD Faculty Agreement. Article XI.B.1.e and XI.B.2.b of the Faculty Agreement specifically focus on our role in "promot[ing] optimal student learning, critical thinking, and performance skills."

Impact on I of I

Therefore, beginning in May 2026, the English Discipline AI Policy should be adopted across all English classes as demonstrated by (a) inclusion of the policy into course syllabi, (b) integration of the policy in Canvas introduction or welcome modules where applicable, and (c) practice. As stated in Article XI.A.1 in the RCCD Faculty Agreement, we as instructors play a "vital role" in the "delivery of a supportive, equitable, and inclusive environment" for our students. Uniform adoption of the English Discipline AI Policy will help us to maintain this environment and ensure our students have a clear understanding about the purpose and role of AI and its use in English classes.

The English Discipline AI Policy will be required on syllabi that are submitted for review during Improvement of Instruction evaluations (Article XI.D.1.7, D.2.7, and D.3.b) and archived each semester for state audits (Article XI.5). This inclusion will help us to meet our stated and outlined faculty roles (Article XI.B.1.e and XI.B.2.b).

Lessons Learned / What Worked

- ✓ Include full-time and part-time faculty
- ✓ Set a shared “line” of restriction, let instructors customize
- ✓ Build in student recourse before you need it
- ✓ Ground policy in your SLOs
- ✓ Model transparency and cultivate trust by clarifying your own use of (or abstention from) AI
- ✓ Circulate a complete draft *before* the vote for feedback

Future Areas of Growth

1 Faculty Voice in District AI Conversations

Make sure faculty voices are represented and valued in larger district-wide conversations about AI adoption and policy

2 Administrative Support with Academic Integrity Concerns

Confirm that academic integrity reports are being recorded amongst DOIs to quantify the scope of the problem, streamline processes, and identify repeat cases of student academic integrity violations

3 Faculty AI Transparency and Accountability

Foster practices of transparency and accountability when it comes to faculty use of AI

Works Cited

Arsenault, Mark, et al. “An M.I.T. Report Warns A.I. Is Causing ‘Cognitive Surrender.’ Universities Are in a Bind.” *The New York Times*, 15 Sept. 2026, www.nytimes.com/2026/09/15/us/universities-ai-warnings-enthusiasm.html.

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Kosmyna, Nataliya, et al. “Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task.” *MIT Media Lab*, Massachusetts Institute of Technology, 2025, www.media.mit.edu/publications/your-brain-on-chatgpt/.

Thank you — happy to share our policy as a starting template or help any discipline think through what this could look like for them!

10/14/26 – Riverside City College Academic Senate Proposal:

Establish an Ad Hoc Committee on Artificial Intelligence

The Riverside City College Academic Senate will establish an Ad Hoc Committee on Artificial Intelligence for the 2026–2027 academic year.

The committee shall consist of seven voting faculty members, selected through an open nomination process to reflect disciplinary diversity, relevant expertise, and a broad range of perspectives on artificial intelligence, subject to Senate confirmation. The committee may also include non-voting advisory members as needed by invitation.

The committee shall elect a chair from among its voting members, subject to Senate confirmation. Membership appointments and committee procedures shall comply with applicable Academic Senate bylaws.

The committee shall serve as an advisory body to the Academic Senate, with its specific charge and deliverables established through a separate Senate action.

Adopt the Charge of the Ad Hoc Committee on Artificial Intelligence

The Riverside City College Academic Senate will adopt the following charge for the Ad Hoc Committee on Artificial Intelligence:

The committee shall research, evaluate, and deliberate on the implications of artificial intelligence within the Academic Senate's 10+1 academic and professional responsibilities.

The committee shall examine relevant research, educational practices, institutional policies, and the potential benefits and challenges of AI implementation in higher education at RCC.

The committee shall also review and evaluate faculty resolutions, proposals, and recommendations concerning artificial intelligence that are formally referred to it by the Academic Senate and shall provide findings and recommendations for Senate consideration.

The committee shall solicit diverse faculty perspectives, consult other campus constituency groups as appropriate, and provide opportunities for balanced and collegial discussion.

The committee shall present a final report to the Academic Senate during Spring 2027, including research findings, recommendations concerning referred resolutions, and proposed guidelines or policy recommendations for Senate consideration.

The committee shall serve in an advisory capacity. All final decisions and official Senate positions shall remain under the authority of the Academic Senate.

Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College

Whereas, The California Community Colleges Chancellor's Office's *Vision 2030: Artificial Intelligence Workplan* (July 2025)[1] outlines the deployment and evaluation of artificial intelligence technologies across instructional, student support, enrollment, and administrative systems while acknowledging equity, privacy, bias, intellectual property, and sustainability concerns; and the Academic Senate for California Community Colleges has affirmed faculty authority over methods and standards for determining AI use, addressed artificial intelligence literacy and academic integrity, and called for transparent technology vetting, protection of student data, and equitable, accessible, and appropriately supported technology solutions;[2] and

Whereas, Riverside City College is a federally designated Hispanic-Serving Institution (HSI) and a state recognized Black-Serving Institution (BSI), reflecting the diversity of the communities RCC serves and the College's commitments to educational equity, accessibility, opportunity, belonging, and the success of historically minoritized students; and

Whereas, Scholarship and public-interest research by leading Africana/Black women scholars and technology researchers, including MacArthur Fellows Dr. Safiya Umoja Noble, Dr. Ruha Benjamin, and Dr. Joy Buolamwini, as well as Dr. Timnit Gebru and Dr. Simone Browne,[3] demonstrate how digital and algorithmic systems can reflect and reproduce existing racial and social inequities through decisions concerning data, classification, representation, language, surveillance, design, and deployment, warranting examination of whether artificial intelligence technologies create, reproduce, or intensify inequitable experiences or outcomes that affect Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students; and

Whereas, Research demonstrates that artificial intelligence technologies can produce negative unintended consequences beyond their stated purposes, including inaccurate or inequitable decisions, racial and algorithmic bias, surveillance, and disproportionate harms to historically minoritized populations,[4] while their development and deployment also carry environmental

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[1] California Community Colleges Chancellor's Office, *Vision 2030: Artificial Intelligence Workplan* (July 2025).
[2] Academic Senate for California Community Colleges (ASCCC), "Selecting and Evaluating Artificial Intelligence for Faculty Use," resolution 108.01 F24 (Fall 2024); "Support for AI Literacy Integration," resolution 102.04 F25 (Fall 2025); "Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies," resolution 108.01 S26 (Spring 2026); and "Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data," resolution 108.02 S26 (Spring 2026).
[3] Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York University Press, 2018); Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code* (Polity, 2019); Joy Buolamwini, *Unmasking AI: My Mission to Protect What Is Human in a World of Machines* (Random House, 2023); Timnit Gebru, *Deep Unlearning* (forthcoming, Simon & Schuster, 2027); Simone Browne, *Dark Matters: On the Surveillance of Blackness* (Duke University Press, 2015); and Distributed AI Research Institute (DAIR), research and publications on algorithmic harms and accountability.
[4] Congressional Black Caucus, letter to Amazon CEO Jeff Bezos concerning facial recognition technology and potential discriminatory consequences (May 24, 2018); Federal Trade Commission, "Rite Aid Banned from Using AI Facial Recognition After FTC Says Retailer Deployed Technology without Reasonable Safeguards" (December 19, 2023).

consequences involving energy consumption, water use, carbon emissions, and resource extraction,[5] underscoring the need for comprehensive evaluation of their educational benefits, social impacts, and environmental sustainability; and

Whereas, Artificial intelligence functionality is increasingly embedded within learning management systems, productivity software, educational technologies, and other digital platforms already licensed or used by colleges, including Canvas, allowing new artificial intelligence capabilities to become available to faculty and students without necessarily undergoing separate and transparent faculty-governance review; and such technologies may access, analyze, retain, transmit, infer from, generate from, or otherwise interact with student work and data, raising concerns regarding privacy, surveillance, consent, ownership, retention, secondary use, model training or improvement, accessibility, algorithmic inference and bias, accuracy, third-party access, student safety, and agency,[6] while their technical availability, licensing, bundling, or activation does not itself establish pedagogical appropriateness, equity, accessibility, security, or faculty approval; and

Whereas, Artificial intelligence technologies raise concerns regarding faculty intellectual labor, including the access, use, retention, or reuse of faculty-created instructional, scholarly, and creative work, while creating potential additional responsibilities related to technology evaluation, professional learning, curriculum and assessment, accessibility, student data protection, and governance, with implications for academic freedom, intellectual property, workload, compensation, working conditions, and rights established under the collective bargaining agreement; and meaningful faculty participation in institutional decisions concerning artificial intelligence technologies is essential to preserving faculty authority over academic and professional matters;

Resolved, That the Riverside City College Academic Senate affirm that artificial intelligence technologies affecting academic and professional matters, including AI functionality embedded within existing instructional, student support, enrollment, and institutionally supported platforms, should be subject to transparent, equitable, ethical, and inclusive faculty-governance processes before implementation and throughout continued use, with meaningful participation by faculty and students from communities disproportionately affected by these technologies; and

Resolved, That the Riverside City College Academic Senate establish, through its existing governance procedures, a temporary, faculty-led Artificial Intelligence Technologies Review Workgroup accountable to RCCAS, with appropriate representation from faculty possessing disciplinary, curricular, pedagogical, technological, accessibility, and equity expertise, including faculty whose scholarship addresses the historical, racial, cultural, and social implications of emerging technologies; and that the workgroup collaborate with appropriate participatory

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[5] Adam Zewe, "Explained: Generative AI's Environmental Impact," *MIT News*, January 17, 2025.

[6] Academic Senate for California Community Colleges (ASCCC), "Selecting and Evaluating Artificial Intelligence for Faculty Use," resolution 108.01 F24 (Fall 2024); "Support for AI Literacy Integration," resolution 102.04 F25 (Fall 2025); "Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence," resolution 105.01 S26 (Spring 2026); "Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies," resolution 108.01 S26 (Spring 2026); and "Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data," resolution 108.02 S26 (Spring 2026).

governance bodies and institutional experts while preserving the Academic Senate's responsibility for academic and professional matters; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup identify and examine artificial intelligence technologies and functionality that are licensed, enabled, embedded, piloted, recommended, or otherwise institutionally supported at Riverside City College, including functionality within Canvas and other instructional, student support, enrollment, and administrative platforms, and recommend transparent evaluation criteria addressing educational necessity, intended and unintended consequences, equity, accessibility, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor and intellectual property, accuracy and known limitations, secondary use of student and faculty content, model training or improvement, and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes; and

Resolved, That the Riverside City College Academic Senate support community-informed evaluation processes that meaningfully include Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms; recognize their lived experiences and disciplinary expertise as essential evidence; and ensure that their perspectives inform recommendations concerning the adoption, modification, restriction, suspension, or discontinuation of artificial intelligence technologies; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup, in collaboration with appropriate institutional research and participatory governance partners, recommend methods for assessing student and faculty experiences with artificial intelligence and algorithmically mediated technologies, including educational benefits and harms, privacy and surveillance concerns, accessibility barriers, effects on academic freedom and faculty workload, and experiences involving inaccurate, biased, stereotypical, or culturally inappropriate outputs; and that such assessment, where methodologically appropriate and consistent with applicable privacy protections, examine disaggregated experiences so that aggregate institutional measures do not obscure varied experiences and outcomes; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup report its findings and recommendations to RCCAS for deliberation and appropriate referral through established college and district governance processes; that the establishment of the workgroup shall not itself constitute endorsement or approval of any artificial intelligence technology, nor substitute for appropriate institutional action concerning identified risks; that institutional licensing or technical availability of artificial intelligence shall not by itself require faculty to incorporate such technology into their curriculum or pedagogy; that RCC and RCCD provide appropriate institutional expertise for privacy, cybersecurity, accessibility, contractual, vendor, procurement, and data-governance review; and that matters involving workload, compensation, working conditions, evaluation, intellectual-property rights, or other rights governed by the collective

bargaining agreement be addressed consistent with the respective responsibilities of RCCAS and the RCCD Faculty Association.

Deborah Anna Brown, HPHES

Faculty Governance and Equitable Review of Artificial Intelligence Technologies in the California Community Colleges

Proposed ASCCC Resolution - Fall 2026 Plenary

Whereas, The California Community Colleges Chancellor's Office's *Vision 2030: Artificial Intelligence Workplan* (July 2025)[1] outlines the deployment and evaluation of artificial intelligence technologies across instructional, student support, enrollment, and administrative systems while acknowledging equity, privacy, bias, intellectual property, and sustainability concerns; and the Academic Senate for California Community Colleges has affirmed faculty authority over methods and standards for determining AI use and called for transparent technology vetting, protection of student data, and equitable, accessible, and appropriately supported technology solutions;[2] and

Whereas, Scholarship and public-interest research by leading Africana/Black women scholars and technology researchers, including MacArthur Fellows Dr. Safiya Umoja Noble, Dr. Ruha Benjamin, and Dr. Joy Buolamwini, as well as Dr. Timnit Gebru and Dr. Simone Browne,[3] demonstrate how digital and algorithmic systems can reflect and reproduce existing racial and social inequities through decisions concerning data, classification, representation, language, surveillance, design, and deployment, warranting examination of whether artificial intelligence technologies create, reproduce, or intensify inequitable experiences or outcomes that affect Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students; and

Whereas, Research demonstrates that artificial intelligence technologies can produce negative unintended consequences beyond their stated purposes, including inaccurate or inequitable decisions, racial and algorithmic bias, surveillance, and disproportionate harms to historically minoritized populations,[4] while their development and deployment also carry environmental consequences involving energy consumption, water use, carbon emissions, and resource

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[1] California Community Colleges Chancellor's Office. *Vision 2030: Artificial Intelligence Workplan.* July 2025.
[2] Academic Senate for California Community Colleges. Resolution 108.01 F24, Selecting and Evaluating Artificial Intelligence for Faculty Use; Resolution 102.04 F25, Support for AI Literacy Integration; Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.
[3] Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York University Press, 2018; Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity, 2019; Buolamwini, Joy. *Unmasking AI: My Mission to Protect What Is Human in a World of Machines*. Random House, 2023; Gebru, Timnit. *Deep Unlearning*. Forthcoming, Simon & Schuster, 2027; Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. Duke University Press, 2015; and Distributed AI Research Institute (DAIR), research and publications on algorithmic harms and accountability, https://www.dair-institute.org/.
[4] Congressional Black Caucus. Letter to Amazon CEO Jeff Bezos concerning facial recognition technology and potential discriminatory consequences. May 24, 2018; Federal Trade Commission. "Rite Aid Banned from Using AI Facial Recognition After FTC Says Retailer Deployed Technology without Reasonable Safeguards." December 19, 2023.

extraction,[5] underscoring the need for comprehensive evaluation of their educational benefits, social impacts, and environmental sustainability; and

Whereas, Artificial intelligence-enabled technologies may access, analyze, retain, transmit, infer from, generate from, or otherwise interact with student and faculty work and data, raising concerns regarding privacy, surveillance, consent, ownership, retention, secondary use, model training or improvement, accessibility, algorithmic inference and bias, accuracy, third-party access, academic freedom, and faculty intellectual labor,[6] while the technical availability, licensing, bundling, or activation of such functionalities does not by itself establish that the technology has been determined to be pedagogically appropriate, equitable, accessible, secure, or consistent with faculty authority over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges affirm that artificial intelligence technologies affecting academic and professional matters, including AI functionality embedded within existing instructional and student support platforms, should be subject to transparent, equitable, ethical, and inclusive faculty-governance processes before implementation and throughout continued use, with meaningful participation by Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized faculty and students from communities disproportionately affected by these technologies;

Resolved, That the Academic Senate for California Community Colleges develop and disseminate a faculty-governance framework to assist local academic senates, in collaboration with their colleges and districts, in identifying and evaluating artificial intelligence technologies, including functionality embedded within existing platforms, that addresses educational necessity, equity, accessibility, intended and unintended consequences, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor and intellectual property, accuracy and known limitations, secondary use of student and faculty content, model training or improvement, and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes;

Resolved, That the Academic Senate for California Community Colleges advocate for community-informed AI evaluation processes that meaningfully include Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms; recognize their lived experiences and disciplinary expertise as essential evidence; examine disaggregated student outcomes and intended and unintended consequences; and ensure their participation in developing recommendations concerning the adoption, modification, or discontinuation of AI technologies within their respective institutions; and

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[5] Zewe, Adam. "Explained: Generative AI's Environmental Impact." *MIT News*, January 17, 2025.
[6] Academic Senate for California Community Colleges. Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to assess student and faculty experiences with and impact of artificial intelligence and algorithmically mediated technologies, in collaboration with accurate and appropriate institutional research and participatory governance partners, and where methodologically appropriate and consistent with applicable privacy protections, examine disaggregated experiences among Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized student communities so that aggregate institutional measures do not obscure varied experiences and outcomes.

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Supporting the Autonomy, Cultural Foundations, Representation, and Development of the Autonomous Disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, Referred to as Ethnic Studies

Proposed ASCCC Resolution - Fall 2026 Plenary

Whereas, The Academic Senate for California Community Colleges has supported the development of the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, for nearly four decades, beginning with resolutions adopted in 1988 addressing programs and services, faculty evaluation, curriculum, associate degrees, and staff development, and continuing through resolutions addressing graduation requirements, faculty qualifications, transfer curriculum, and disciplinary recognition;[1]

[1] Academic Senate for California Community Colleges (ASCCC), "General Education Transfer Curriculum," resolution 04.06 S88 (Spring 1988); "Ethnic Studies – Programs and Services," resolution 05.01 F88 (Fall 1988); "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – All Disciplines," resolution 05.03 F88 (Fall 1988); "Ethnic Studies – AA Degree," resolution 05.04 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Sociology," resolution 07.05 S93 (Spring 1993); "Ethnic Studies Requirement," resolution 03.06 S98 (Spring 1998); "Examine Title 5 Ethnic Studies Requirement," resolution 09.05 S08 (Spring 2008); "Meeting Ethnic Studies Requirement," resolution 09.01 S09 (Spring 2009); "Disciplines List – Political Science," resolution 10.02 S09 (Spring 2009); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General," resolution 07.08 S18 (Spring 2018); "Support for the CSU United States History, Constitution and American Ideals Requirement," resolution 15.02 S19 (Spring 2019); "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements," resolution 09.01 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F," resolution 09.06 S21 (Spring 2021); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Creation of a Separate Transfer Model Curriculum for Women and Gender Studies," resolution 09.04 S22 (Spring 2022); "General Education in the California Community College System Resources," resolution 04.01 F22 (Fall 2022); "Proactive Planning and Support for Articulation and Counseling," resolution 04.02 F22 (Fall 2022); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); "Request Clarification and Support of Area F Requirements," resolution 15.04 F22 (Fall 2022); "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); "Disciplines List–Ethnic Studies," resolution 10.01 S23 (Spring 2023); "Develop Clear Guidelines for Transferability and Articulation Processes," resolution 101.08 F24 (Fall 2024); "Support for Faculty for Implementation of AB 1111 Guidance," resolution 114.01 F24 (Fall 2024); "Cal-GETC Approval of California Community Colleges Ethnic Studies Courses," resolution 101.02 S25 (Spring 2025); "Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o / Latina/o Studies Courses and Programs to Their Appropriate New TOP Code," resolution 101.04 F25 (Fall 2025); "Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses," resolution 102.05 F25 (Fall 2025); "Applicability of Cal-GETC Courses as CSU GE Breadth Courses," resolution 102.06 F25 (Fall 2025); and "Clarification, Recognition, and

Whereas, the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, are autonomous disciplines rooted in the distinct histories, cultures, intellectual traditions, scholarship, and knowledge production of the communities from which they emerged;[2]

Whereas, Faculty expertise in the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, is grounded in their distinct histories, intellectual traditions, scholarship, theories, methodologies, and unique knowledge production within their respective disciplines,[3] is essential to their integrity, growth, and continued development; and

Whereas, The California Community Colleges Ethnic Studies Faculty Council (CCCESFC) represents faculty within the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, statewide and works in coordination and collaboration with the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, and the California State University Council on Ethnic Studies (CSUCES) on the development and implementation of the Ethnic Studies graduation requirement;[4]

Resolved, That the Academic Senate for California Community Colleges recognizes and affirms its support for the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, their cultural and intellectual foundations, continued growth, and development;

Resolved, That when the Academic Senate for California Community Colleges's work concerns or affects the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, that it seeks appropriate faculty participation from these autonomous disciplines; and

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Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[2] ASCCC, "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Assign Ethnic Studies and the Four Autonomous Core Disciplines," resolution 101.04 F25 (Fall 2025); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[3] ASCCC, "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[4] California Community Colleges Chancellor's Office, "Ethnic Studies," institutional resource; "California Community Colleges Governing Board Approves Ethnic Studies Graduation Requirement," press release (2021); ASCCC, "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); and "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023).

Resolved, That the Academic Senate for California Community Colleges continue to collaborate and consult with the California Community Colleges Ethnic Studies Faculty Council (CCCESFC) on statewide academic and professional matters (i.e. degrees/programs and curriculum) concerning the continuous growth and development associated with the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies.

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