



Shasta College

College Council Agenda

October 6th, 2026

3:00 PM – 5:00 PM

Room 804

1. CALL TO ORDER
2. APPROVAL OF COUNCIL MINUTES – 09/15/26
3. SHARING SUCCESS STORIES
4. OPPORTUNITY FOR PUBLIC COMMENT
5. REPORTS
 - a) Accreditation Update
 - b) Research Update
 - c) AI Task Force
 - d) Other
6. DISCUSSION/ACTION
 - a) Board Policies / Administrative Procedures:
 - Review and Approve
 - None
 - Second Reading
 - BP 3250 – Institutional Planning [Revised, Legally Required]
 - AP 3415 – Immigration Enforcement Activities [Revised, Legally Required]
 - BP 5400 – Student Organizations [Revised, Legally Required]
 - AP 5400 – Student Organizations [Revised, Legally Advised]
 - BP 6600 – Capitol Construction [Revised, Legally Required]
 - BP 6620 – Naming of College and District Buildings – Facilities or Grounds [Revised, Suggested as Good Practice]
 - BP 6700 – Civic Center and Other Facilities Use [Revised, Legally Required]
 - BP 6900 – Bookstore [Revised, Legally Required]
 - Information Only
 - BP 4240 – Academic Renewal [Revised, Legally Required]
 - AP 4240 – Academic Renewal [Revised, Legally Required]
 - AP 7211 – Faculty Service Areas, Minimum Qualifications, and Equivalencies [New, Legally Required]
 - First Reading
 - None
 - b) Bylaw Revisions – First Reading

7. INFORMATIONAL/FEEDBACK REQUESTED

a) Annual Plan Report Templates

8. OTHER/ANNOUNCEMENTS

9. REPORT OUT

10. ADJOURNMENT

Upcoming Meeting: October 20th, 2026

**College Council BP-AP Agenda
October 6, 2026**

Board Policies / Administrative Procedures

1st Reading	2nd Reading	Information Only
▪ None at this meeting.	▪ BP 3250 – Institutional Planning [Revised, Legally Required] ▪ AP 3415 – Immigration Enforcement Activities [Revised, Legally Required] ▪ BP 5400 – Student Organizations [Revised, Legally Required] ▪ AP 5400 – Student Organizations [Revised, Legally Advised] ▪ BP 6600 – Capitol Construction [Revised, Legally Required] ▪ BP 6620 – Naming of College and District Buildings – Facilities or Grounds [Revised, Suggested as Good Practice] ▪ BP 6700 – Civic Center and Other Facilities Use [Revised, Legally Required] ▪ BP 6900 – Bookstore [Revised, Legally Required]	▪ BP 4240 – Academic Renewal [Revised, Legally Required] ▪ AP 4240 – Academic Renewal [Revised, Legally Required] ▪ AP 7211 – Faculty Service Areas, Minimum Qualifications, and Equivalencies [New, Legally Required]

Institutional Planning

BP 3250

Reference: *Title 5, Sections 51008, ~~51010~~, 51026, 51027, 53003, 54220, 55080, 55190, ~~55250~~, 55510, and 56270 et seq.; ACCJC Accreditation Standards ~~I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3 and IV.D.5 (formerly I.B)~~ 1.4 and 3.5;*

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning, decision-making, and provide opportunities for stakeholders to participate in the development of plans and budgets.

The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to the following:

- Long Range Educational or Academic Master Plan, which shall be updated periodically as deemed necessary by the Board
- Facilities Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Transfer Center Plan
- Cooperative Work Experience Plan
- EOPS Plan

The Superintendent/President shall submit those plans for which Board approval is required by Title 5 to the Board.

The Superintendent/President shall inform the Board about the status of planning and the various plans.

The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure 3250.

Board Approved 04/11/01

Board Approved 06/11/14

Board Approved 02/18/15

Board Approved 11/13/19

CCLC Update 04/01/26

Cabinet 1st Reading 04/16/26

Cabinet 2nd Reading 04/21/26

College Council 1st Reading 09/15/26

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

*****Revised, Legally Required*****

Institutional Planning

BP 3250

Immigration Enforcement Activities

AP 3415

Reference: *Education Code Sections 66093 and 66093.3*

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer campus employees training addressing law enforcement access to campus buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including campus safety, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.
- Campus safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
- Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
- Sample responses for student housing staff to use in response to officers seeking access for immigration enforcement purposes that avoid instructional interruptions, and that preserves the peaceful conduct of the ~~school's~~ District's activities.

District personnel shall advise all students, faculty, and staff to immediately notify the Office of the Superintendent/President, or designee, and Chief of Campus Safety if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes.

No personnel may consent to entry of non-public District facilities or portions thereof.

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Superintendent/President, or designee, for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should not refuse the officer's orders and immediately contact the Superintendent/President and Chief of Campus Safety.

The Superintendent/President's Office or designee and Chief of Campus Safety shall determine what type of authorization is being provided to support the officer's request for access:

- **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. ~~Employees~~ District personnel ~~must~~ shall inform the officer that they cannot ~~provide~~ consent to any request without first consulting with the Superintendent/President or designee. A copy of the warrant shall be provided to the

Immigration Enforcement Activities

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designated administrator as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.

- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the Superintendent/President or designee before responding. Whenever possible, the administrative designee will consult with legal counsel. Provide a copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the Superintendent/President, or designee, and Chief of Campus Safety before responding. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by the Superintendent/President or designee. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.
- **A notice to appear:** This document is not directed at the District. District personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to the Superintendent/President or designee as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District personnel shall make a record of the contact and forward the information to the Office of the Superintendent / President.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all ~~school~~-District personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany the request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

Immigration Enforcement Activities

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District personnel shall provide a copy of those notes, and associated documents collected from the officer to the Superintendent/President or designee.

In turn, the Superintendent/President or designee shall submit a timely report to the District's Board of Trustees and the Chief of Campus Safety regarding the officer's requests and actions and the District's response(s).

Notification upon Confirmed Immigration Enforcement Presence

The District shall notify all students, faculty, staff, and other campus community members who work on campus when the presence of immigration enforcement is confirmed on campus, to the fullest extent consistent with state and federal law.

The notice shall include all of the following information:

- The date and time the immigration enforcement was confirmed;
- The location of the confirmed immigration enforcement; and
- A hyperlink to additional resources.

The notice shall not include any personally identifiable information.

Responding to Immigration Acts against Students or Family Members

If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

The Associate Vice President of Human Resources is designated as the point of contact for any student, faculty member, or staff person who may or could be subject to an immigration order or inquiry.

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

The District maintains a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it from the Human Resource Department.

If a student is detained or deported, or is unable to attend to their academic requirements because of an immigration order, the College shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

District personnel shall permit a student who is subject to an immigration order to reenroll if and when the student is able to return to the District, subject to and in compliance with its policy and

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*****Revised, Legally Required*****

Immigration Enforcement Activities

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will make reasonable and good-faith efforts to provide for a seamless transition in the student's reenrollment and reacquisition of campus services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

See Academic Procedure 5017 – Responding to in Inquiries of Immigration Status, Citizenship Status, and National Origin Information.

Board Approved 01/15/20

Board's Ad Hoc Committee on Policy Reviewed 12/14/22

Board Approved 12/10/25

[CCLC Update 04/01/26](#)

[Campus Safety Reviewed 05/20/26](#)

[Cabinet 1st Reading 07/14/26](#)

[Cabinet 2nd Reading 07/21/26](#)

[College Council 1st Reading 09/15/26](#)

Student Organizations

BP 5400

Reference: ***Education Code Sections 76060***
Government Code Section 54953.8.5

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Student Senate as the student body association of the District.

The Student Senate is recognized as the official representative voice for the students in the District decision-making processes. It may conduct other activities as approved by the Superintendent/President. The Student Senate activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The Student Senate shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. The Student Senate shall conduct its business, activities, and its use of District property in accordance with state laws and regulations, and District policies and procedures ~~established by the District~~. The use of District property shall not be construed as transferring ownership or control of the property.

The Board may authorize eligible community college student organizations to use teleconferencing pursuant to state law.

Student Senate and all student organization operations shall follow procedures outlined in Administrative Procedure 5400, including meeting requirements and advisor oversight.

Student Activities

A student activity is an extra-curricular event sponsored by a recognized Shasta College club or student organization.

All student activities must have the prior approval ~~of from~~ the Director of Student Life, be scheduled in accordance with ~~following~~ all District use of facility procedures through the Office of Administrative Services, and comply with established ~~be in keeping with the~~ guidelines for student activities.

Clubs

Any five active (5) Shasta College students, along with ~~plus~~ a faculty advisor, may form an interest or service club. Clubs must be established and operated in accordance with the appropriate administrative procedure.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially recognized by the District. These organizations will adhere to all state laws and regulations, and District policies and procedures.

Student Organizations

BP 5400

See Administrative Procedure 5400 – Student Organizations.

Board Approved 04/11/01

Board Approved 12/10/08

Board's Ad Hoc Committee on Policy Reviewed 08/12/09

Board Approved 06/10/20

Board's Ad Hoc Committee on Policy Reviewed 12/14/22

Board's Ad Hoc Committee on Policy Reviewed 12/10/25

[Student Services Managers 1st Reading 04/15/26](#)

[Student Services Managers 2nd Reading 05/06/26](#)

[Cabinet 1st Reading 05/12/26](#)

[Cabinet 2nd Reading 06/02/26](#)

[Student Senate 1st Reading 08/21/26](#)

[Student Senate 2nd Reading 08/28/26](#)

[College Council 1st Reading 09/15/26](#)

Student Organizations

AP 5400

Reference: ***Education Code Section 76060***
Government Code Section 54953.8.5

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Shasta College Student Senate (SCSS) as the student body association of the District. SCSS representatives will oversee the meetings, expenditures, authorizations, and policies established. Day and evening students as well as off-campus students shall be encouraged to participate.

The Student Senate will conduct an annual District election of officers. ~~The officers will oversee the meetings, expenditures, authorizations, and policies established. A 2/3 majority of the Student Senate executive officers shall constitute a quorum~~A simple majority if the elected voting members of the SCSS governing body shall constitute a quorum.

~~The Student Senate shall have student representative positions for each Division and, if possible, for each Campus within the District.~~ Students interested in being an SCSS representative will ~~fill out~~complete an application of interest. Representative applications will be available online on the Student Senate webpage or during regular office hours in the Student Senate office. At the close of the application period, all eligible applicants will undergo a review process conducted by the Student Senate ~~officers~~advisors. All submitted applications will be reviewed using a fair and consistent process, evaluating candidates based on the stated qualifications and leadership potential while ensuring that the review is conducted without discrimination on the basis of any protected characteristic. After elections, aAppointments will be announced at the next regularly scheduled Student Senate meeting. The following should take place:

1. The Student Senate shall conduct weekly meetings and post agendas for each meeting seventy-two (72) hours in advance of the meeting in a designated area accessible to all students. Meetings will be conducted in compliance with the Ralph Brown Act.
2. ~~A District academic~~ employee (usually the Director of Student ~~Success and Basic Needs~~Life and/or the Student Senate advisor/s) must be present at all official Student Senate meetings at which time motions are made, action is taken, and minutes are prepared.
3. All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.

Teleconference Meetings

If authorized by resolution of the Board of Trustees, the student organization may conduct meetings by teleconference only if a majority of its members vote to do so. The student organization shall notify the Board of Trustees of its election and provide its justification for using teleconferencing.

Student Organizations

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If the student organization conducts a teleconference meeting, pursuant to Government Code Section 54953.8.5, it shall comply with all quorum, physical location, public access, and accommodation requirements set forth in that section.

If the student organization conducts a teleconference meeting, pursuant to Government Code Section 54953.8.5, it shall comply with all quorum, physical location, public access, and accommodation requirements.

Student Activities

1. All club sponsored student activities and events must have required documents on file for Use of Facilities with the Office of Administrative Services.
2. The Director of Student ~~Success and Basic Needs~~Life must be notified in writing of the time, place, and nature of a proposed on campus student activity at least ten (10) days prior to the date of the event. The Director of Student Life, in accordance with District Policy and Procedures, will have the authority to approve or disapprove all student activities.
3. All student activities must have adequate faculty or administrative supervision as determined by the Director of Student ~~Success and Basic Needs~~Life.
4. ~~Security supervision of student activities may be required by the Director of Student Success and Basic Needs for athletic events, dances, concerts and other activities in which large numbers of people are likely to congregate. The organization or club sponsoring the event will ordinarily bear the cost of security supervision.~~

Clubs/Student Organizations

Any five (5) Shasta College students plus a faculty advisor (one full-time or two part-time faculty) may form an interest or service club/organization within the District ~~provided the following process is adhered to:~~

by s~~Submitting~~ a completed club application packet to the Student Senate for approval ~~which will include the following:~~

- ~~a. Petition with at least five (5) student signatures and at least one (1) full-time faculty or at least two (2) part-time advisor signature(s).~~
- ~~b. A copy of the club's organizational constitution.~~
- ~~c. A copy of the club's intended budget.~~
- ~~d. A signed copy of the club's Advisor Agreement form.~~
- ~~e. A signed copy of the club's Officer Agreement form.~~

~~2.1.~~ 1. All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.

~~3.2.~~ 2. Have a faculty advisor ~~or designee~~ present at all official club activities and meetings at which time motions are made, actions are~~is~~ taken, and minutes are prepared.

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*****Revised, Legally Advised*****

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Any club that has been inactive for two (2) consecutive academic years shall be deemed null and void and all monies shall become the property of the general fund of the Student Senate.

No student organization may organize or operate with the intent to participate in hazing or commit any act that injures, degrades, or disgraces any fellow student or person.

When certification or decertification of a club is disputed, the question shall be determined by the following appeal procedure:

1. The appeal is taken to the Student Senate for review and discussion.
2. The Student Senate will make a recommendation to the Director of Student ~~Success and Basic Needs~~Life regarding the certification or decertification of the club in question. ~~The Director of Student Success and Basic Needs will then make a recommendation to the Assistant Superintendent/Vice President of Student Services~~The Director of Student Life will review the club's application materials and any relevant documentation or testimony related to the matter and will forward a recommendation to the Vice President for final consideration.
3. The Assistant Superintendent/Vice President of Student Services has the authority to affirm or deny the certification or decertification of the club.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially recognized by the District. These organizations will adhere to all state laws and regulations, and District policies and procedures outlined above.

~~No student organization may organize or operate with the intent to participate in hazing or commit any act that injures, degrades or disgraces any fellow student or person.~~

Board Approved 12/10/08
Board Approved 06/10/20
Board Approved 12/14/22
Board's Ad Hoc Committee on Policy Reviewed 12/10/25
Student Services Managers 1st Reading 04/15/26
Student Services Managers 2nd Reading 05/06/26
Cabinet 1st Reading 05/12/26
Cabinet 2nd Reading 06/02/26
Student Senate 1st Reading 08/21/26
Student Senate 2nd Reading 08/28/26
College Council 1st Reading 09/15/26

Capital Construction

BP 6600

Reference: *Education Code Section 81005 and 81820;*
Title 5 Section s 57150 et seq.

The Superintendent/President is responsible for planning and administrative management of the District's capital outlay and construction program.

District construction projects shall be supervised by the Superintendent/President. The Director of Physical Plant shall monitor the progress of all construction work including inspection of workmanship, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work. The ~~Assistant Superintendent/Vice President of Administrative Services~~ Associate Vice President of Facilities and Capital Construction shall assure compliance with laws related to use of state funds to acquire and convert existing buildings.

The Board shall approve and submit to the Board of Governors a five-year capital construction plan as required by law. The Superintendent/President shall ensure the ~~annually update the plan~~ plan is updated annually and presented ed it to the Board for approval. The plan shall address, but is not limited to, the criteria contained in law.

See Administrative Procedure 6600

Board Approved 04/11/01

Board Approved 12/14/16

Board's Ad Hoc Committee on Policy Reviewed 04/20/22

Administrative Services Reviewed 04/09/26

Cabinet 1st Reading 04/14/26

Cabinet 2nd Reading 04/21/26

College Council 1st Reading 09/15/26

Naming of College and District Buildings, Facilities, or Grounds

BP 6620

References: *No specific legal references*

The Board of Trustees shall have the final responsibility for the naming of buildings, facilities, or grounds within the Shasta-Tehama-Trinity Joint Community College District. It is the policy of the Board to approve names for college and District buildings and facilities ~~and to commemorate such action with a standardized plaque.~~

The name given shall be used for its intended purpose or until the Board decides for good and sufficient ~~reason~~ reason, as determined by the Board of Trustees, that a name change is ~~necessary~~ appropriate or if the building or facility is destroyed or unusable.

A. The name of buildings, facilities, or grounds shall adhere to the following criteria:

1. To honor a living person who has made a unique, extraordinary, or significant personal contribution to the college. That person may not be an employee or trustee at the time of consideration.
2. To honor a deceased person who has made a unique, extraordinary, or significant personal contribution. Such proposals shall be submitted no earlier than one year following the death of the individual to be memorialized.
3. To honor a group, business, or organization that has made a unique, extraordinary, or significant contribution to the college.
4. ~~To recognize~~ honor a person, group, or business that has donated significant resources through ~~the Shasta College Foundation's Major Donor Recognition Plan.~~

B. Naming decisions shall complement the Facilities Master Plan and support clear navigation and building identification for students and employees. The naming of a temporary District facility does not transfer to a replacement permanent structure. ~~The naming of a temporary District facility does not transfer to a replacement permanent structure.~~

For any new and/or current buildings to be renamed, the Superintendent/President shall ensure that ample feedback is collected and considered before it is presented to the Board for approval. The Board of Trustees reserves the right to reconsider or rescind a naming designation if subsequent circumstances materially conflict with the mission, values, or integrity of the District.

~~B.~~ _____

Board Approved 3/12/03
Board's Ad Hoc Committee on Policy Reviewed 04/20/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26
Cabinet 2nd Reading 04/21/26
College Council 1st Reading 09/15/26

Civic Center and Other Facilities Use

BP 6700

Reference: *Education Code Sections 82537 and 82542;
Title 5 Sections 59601 et seq.*

There is a Civic Center at each Shasta College campus location. The Civic Centers are designated facilities that are suitable for public use. Use of the Civic Center shall be granted as provided by law. The Superintendent/President shall establish procedures regarding the use of District property and facilities, including property designated by the District as a Civic Center, by community groups, outside contractors, and others.

The administrative procedure shall reflect the requirements of applicable law, including Education Code Section 82537, regarding Civic Centers. The procedures shall include reasonable rules regarding the time, place, and manner of use of District facilities. They shall assure that persons or organizations using District property are charged such fees as are authorized by law. Public use of District property shall not interfere with scheduled instructional programs or other activities of the District on behalf of students.

No group or organization may use District property to unlawfully discriminate on the basis of race, color, religion, ancestry, national origin, military or veteran status, disability, gender, gender identity, gender expression, or sexual orientation, or the perception that a person has one or more of the foregoing characteristics, or because a person associates with a person or group with one or more of these actual or perceived characteristics, or on any basis prohibited by law.

Use of the District's Civic Centers will be only for the purposes described by the California Legislature in Education Code Section 82537~~(a)~~. These purposes include use by the community and organizations for public, literary, scientific, recreational, educational, or public agency meetings, or for the discussion of matters of general or public interest upon terms and conditions which that the governing board deems proper, and subject to the limitations allowed by law. In granting permission to use the Civic Centers, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above. ~~associations "formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts" in order to "engage in supervised recreational activities" or "meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside" (Education Code Section 82537(a)). In granting permission to use the Civic Centers, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above.~~

See Administrative Procedure 6700

Board's Ad Hoc Committee on Policy Reviewed 04/13/16
Board Approved 05/11/16
Board Approved 12/14/16
Board's Ad Hoc Committee on Policy Reviewed 06/08/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26

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*****Revised. Legally Required*****

Civic Center and Other Facilities Use

BP 6700

[Cabinet 2nd Reading 04/21/26](#)

[College Council 1st Reading 09/15/26](#)

Shasta-Tehama-Trinity Joint Community College District
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Board Policy Manual

*****Revised, Legally Required*****

Bookstore

BP 6900

Reference: *Education Code section 81676;*
Civil Code Section 1798.90

The Shasta College bookstore shall be established and operated by either the District or by a qualified vendor.

The primary purpose of the Shasta College Bookstore is to support instructional programs and provide textbooks and other instructional materials ~~to the students of the college~~ for students. -

~~The college bookstore shall be established and operated by either "the District" or by a qualified vendor.~~

~~The college bookstore shall comply with the requirements of the Reader Privacy Act.~~ The operation of the college bookstore, whether managed by the District or by a qualified vendor, shall comply with the requirements of the Reader Privacy Act.

Option 1—If the bookstore is run by the District:
Operational costs of the college bookstore shall be paid from revenue earned from the bookstore.

Fiscal management of the bookstore shall be in accordance with the California Community Colleges Budget and Accounting Manual. An annual audit of the records and accounts of the bookstore shall be provided to the Board.

Option 2—If a qualified vendor is to provide bookstore services:
Contracts for outside vendors to operate bookstores shall be awarded by competitive bid, submitted to the Board for approval, and awarded in the best interests of the students.

The Assistant Superintendent/Vice President of Administrative Services shall manage the college bookstore contract and assess the vendors quality of services to the District. ~~Contracts for outside vendors to operate bookstores shall be awarded by competitive bid, submitted to the Board for approval, and awarded in the best interests of the students.~~ The Board of Trustees shall have final approval of contracts being awarded to any Bookstore vendor at time of renewal and/or entry into a new contract.

Board Approved 02/15/17
Board Approved 07/13/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/16/26
Cabinet 2nd Reading 04/21/26
College Council 1st Reading 09/15/26

Academic Renewal

BP 4240

Reference: **Title 5 Section 55046;**
Education Code Sections 66700, 70901, 70902, 76220, 76224, and 76225

Previously recorded substandard academic performance may be disregarded in the calculation of the GPA if it is not reflective of a student's demonstrated ability. The Superintendent/President, relying primarily upon the advice of the Academic Senate, shall establish procedures for academic renewal to be followed by students in filing petitions applied to this regulation and those procedures shall stipulate the officers and/or personnel responsible for implementing the procedures or regulations.

The District shall not adopt any regulation or procedure which conflicts with [5CCR 55025](#) or Education Code Section 76224 [pertaining to the finality of grades assigned by instructors](#), or [subchapter 2.5 commencing with section 59020](#) of ~~Division~~ [chapter](#) 10 of Title 5 [pertaining to the retention and destruction of records](#).

See ***Administrative Procedure 4240 – Academic Renewal***.

Board Approved 04/09/03
Board's Ad Hoc Committee on Policy Reviewed 11/14/07
Board Approved 01/16/08
Board's Ad Hoc Committee on Policy Reviewed 11/12/08
Board Approved 06/13/18
Board's Ad Hoc Committee on Policy Reviewed 02/19/19
Board's Ad Hoc Committee on Policy Reviewed 06/12/24
[Student Services Managers 1st Reading 04/15/26](#)
[Student Services Managers 2nd Reading 05/06/26](#)
[Cabinet 1st Reading 05/12/26](#)
[Cabinet 2nd Reading 06/02/26](#)
[Academic Senate 1st Reading 09/14/26](#)
[Academic Senate 2nd Reading 09/28/26](#)

Academic Renewal

AP 4240

Reference: ***Title 5 Section 55046***
Education Code Sections 66700, 70901, 70902, 76220, 76224, 76225

In accordance with Title 5, Section 55046 the following policy regarding Academic Renewal permits removing "D" and "F" grades from grade point calculation when the student's previous substandard academic performance as defined in section 55000 is not reflective of the student's ~~recent performance~~ demonstrated ability. Students may petition the Scholastic Standards Committee to have their academic record reviewed for Academic Renewal of substandard academic performance under the following conditions. Petition forms are available in the Admissions and Records office.

1. Students may request academic renewal multiple times with no unit cap.
~~The maximum amount of course work that may be academically renewed is 30 semester units of D and F grades.~~
- 1.2. To apply for Academic Renewal, the student must have completed a minimum of six (6) semester units with a 2.0 grade point average (GPA), completed those units with a "Pass" grade, or completed 288 hours of noncredit coursework with a "Pass" grade, or a combination of the three aforementioned options, at any accredited institution(s) at any time after the academic term of the coursework to be disregarded. ~~either 12 semester units with at least a 2.5 grade point average (G.P.A.) or 24 semester units with a G.P.A. of at least 2.0 in terms subsequent to the substandard work being petitioned. All lower division units from all colleges attended will be counted from the terms following the substandard work.~~
3. Courses which have been excluded by Academic Renewal may not be used in the fulfillment of requirements for a degree or certificate at Shasta College. Courses which were used in the past to fulfill the requirements of a degree or certificate already granted by any institution may not be excluded by Academic Renewal. After an associate degree, or general education certification is posted, academic renewal without course repetition is not accepted.
4. Courses for which grades of "D" were recorded at the time of degree or certificate conferral shall be eligible for post-award academic renewal, provided that all of the following conditions are met:
 - a. The process does not invalidate or alter the awarded degree or certificate and shall apply solely to the recalculation of the student's grade point average.
 - b. The course(s) in which a grade of "D" was recorded was not required, at the time of degree or certificate conferral, to:
 - (i) Achieve the minimum 2.0 cumulative grade point average;
 - (ii) Complete the minimum degree or certificate-applicable units; or
 - (iii) Satisfy a general education, major, or certificate requirement. If the "D" grade was utilized to satisfy this requirement, a re-evaluation can determine if grades of

Academic Renewal

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"C" or better earned prior to conferral could have satisfied the applicable requirement in lieu of the course(s) with a grade of "D."

- ~~2.5.~~ Units that have been excluded by Academic Renewal cannot be reinstated. Courses which have been excluded by Academic Renewal may not be used to fulfill prerequisites. Academic renewal may not be used to:

(a) Alleviate a passing grade of "C" or better; or

(b) Alleviate the non-evaluative symbols "I" and "IP."

6. Equivalent courses may be substituted for courses no longer offered.

~~3.—~~

~~4. Thirty (30) units combined of below "C" work from the college may be disregarded in the computation of the grade point average. The student may choose the 30 units of substandard grades to disregard. Academic Renewal without course repetition may be granted multiple times by Shasta College but is limited to a total of 30 units.~~

~~5.7. The student's permanent record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history. The permanent academic record of a student benefiting from academic renewal shall reflect all course work attempted and the grades earned along with an annotation explaining the reason a particular grade is not included in the student's grade point average calculation.~~ However, the grades will no longer be included in the computation of the student's G.P.A.

8. Consistent with AB1705, a student may seek grade alleviation without course repetition when the substandard work occurred in an English or Math course that is part of a remedial (pre-transfer level) sequence leading to transfer-level English (~~CSU-GE area A2 or IGETC-GE area 1A~~) once the student has successfully passed the transfer-level course, regardless of the student's overall academic record since the semester in which the "D", "F", or "NP" was earned.

A student seeking alleviation under this scenario will be eligible for alleviation subject to these limitations: If a student received a grade of "C" or better or "P" in a transfer-level English course (~~CSU-GE area A2 or IGETC-GE area 1A approved course~~) or Math / Quantitative Reasoning course (~~CSU-GE Area B4 or IGETC-GE 2A approved course~~), the highest grade earned shall be used when computing the student's cumulative grade point average. Grades earned in courses in a remedial English or math sequence pre-requisite to a transfer-level course may only be alleviated once the student earns a satisfactory grade ("C" or better or "P") in the transfer-level course. Neither the student's academic record since earning the "D", "F", or "NP" grade nor the time elapsed since earning the "D", "F", or "NP" is relevant to this scenario. ~~The units alleviated in this scenario shall not be counted as part of the maximum 30 units of substandard work allowed under the first provision.~~

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Academic renewal procedures may not conflict with [the finality of grades assigned by instructors \(cf. 5CCR 55025; EDC 76224\)](#), or with the retention and destruction of records [\(cf. 5CCR 59020\)](#). ~~the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.~~

Academic Renewal only affects the Shasta College GPA calculation. Per federal regulations, the Satisfactory Academic Progress (SAP) GPA calculation for federal financial aid would continue to include grades from all courses taken at Shasta College.

This academic renewal procedure is solely the policy of Shasta College. Local GPA calculations may not necessarily be used by other institutions or other ~~outside bodies~~ [external entities](#).

[This procedure will be published on the college website and in the college catalog.](#)

Board Approved 06/13/18

Board's Ad Hoc Committee on Policy Reviewed 02/19/19

Board Approved 06/12/24

[Student Services Managers 1st Reading 04/15/26](#)

[Student Services Managers 2nd Reading 05/06/26](#)

[Cabinet 1st Reading 05/12/26](#)

[Cabinet 2nd Reading 06/02/26](#)

[Academic Senate 1st Reading 09/14/26](#)

[Academic Senate 2nd Reading 09/28/26](#)

Faculty Service Areas, Minimum Qualifications, and Equivalencies

AP 7211

Reference: Education Code Sections 87001, 87003, and 87743.2;
Title 5 Sections 53400 et seq.;
ACCJC Accreditation Standard 3~~III~~A.2-4

Faculty Service Areas

District requirements for establishing and maintaining Faculty Service Areas are in accordance with the Academic Master Contract.

Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors and listed in the most current edition of the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) (MQFACCC), or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Equivalencies

An Academic Senate equivalency committee acts to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." In order to ensure that the Board of Trustees relies primarily on the advice and judgment of the Academic Senate, the Academic Senate shall establish an equivalency committee to:

- Determine equivalencies for full-time and part-time faculty hires upon request.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that careful records are kept of all equivalency determinations.
- Periodically review this procedure and recommend necessary changes to the Academic Senate and governing board.
- In general, ensure that the equivalency process works well and meets the requirements of the law.

Criteria for Equivalency

The equivalency procedure shall be applied to determine the qualification for hire of candidates for a faculty position who, though lacking the exact degree or experience specified in the most recent MQFACCC, state that they possess education, training, and/or experience which is at least equivalent to the minimum qualifications established by the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges. The equivalency procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of required qualifications.

All faculty position announcements will state the required qualifications as specified in the most recent MQFACCC, including the possibility of meeting the equivalent of the required degree or experience.

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Faculty Service Areas, Minimum Qualifications, and Equivalencies **AP 7211**

Candidates who claim equivalent qualifications shall provide conclusive evidence that they possess qualifications that are at least equivalent to those required by the minimum qualifications. The conclusive evidence must be as clear and reliable as the college transcripts being submitted by other candidates. Specifically, the person making the claim must provide conclusive evidence in regard to each of the following:

1. For establishing the equivalent of a required degree, possession of achievement, and breadth and depth of understanding, and rigor for each of the following as separate criteria:
 - a. The general education coursework required for that degree; and
 - b. The major coursework required for the degree major.

A candidate must provide conclusive evidence in regard to both A&B above to be considered to possess the equivalent of the degree in question.
2. For establishing the equivalent of required experience and necessary skills and knowledge as described below:
 - a. Mastery of the knowledge and skills of the vocation thorough enough for specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline;
 - b. In disciplines where occupational experience is a specific requirement, direct, extensive, and diverse knowledge of the working environment of the vocation.

Conclusive evidence shall include:

1. A transcript showing that appropriate courses were successfully completed at a regionally accredited post-secondary educational institution or through an appropriate foreign institution*;
2. Primary author on publications that show a command of the major in question;
3. Other work products that show a command of the major or occupation in question;
4. Employer statement, official job description, chronological listing, or other evidence of relevant work experience from some source other than the candidate's own statements.

* College and university degrees and credits submitted for employment, including the equivalency process, or advancement must be from United States institutions accredited by one of the six (6) accrediting agencies recognized by the Council for Higher Education Accreditation and the United States Secretary of Education.

All degrees and credits not covered by the six (6) regional accrediting agencies recognized by the Council for Higher Education Accreditation and the United States Secretary of Education, including all foreign degrees and credits, are subject to verification through the equivalency process. The candidate bears the responsibility of documenting equivalency to accredited United States institutions in the form of a U.S. evaluation and translation from an agency providing this service.

Minimum Standards for Consideration of Equivalency

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AP 7211

The following are “basic principles for granting equivalency,” as per the Academic Senate for California Community Colleges (ASCCC) paper “Equivalency to the Minimum Qualifications” (1999, updated 2006, 2016):

1. Equivalent to the minimum qualifications means equal to the minimum qualifications not nearly equal.
2. The applicant must provide evidence of attaining coursework equal to the general education component of a regular associate or bachelor's degree.
3. The applicant must provide evidence of attaining the skills and knowledge provided by specialized coursework required for a master's degree or requisite experience and coursework for disciplines that do not require a master's degree.

For disciplines requiring master's degree:

- Applicant must hold a master's or doctoral degree, or ABD with equivalent to master's requirement; and either
 - Graduate level coursework which includes at least 24 semester units directly related to the discipline in question if bachelor's degree is not in the same field; or
 - Graduate level coursework which includes at least 18 semester units directly related to the discipline in question if bachelor's degree is in the same field.

For disciplines requiring a specific bachelor's or associate degree and professional experience* in the discipline:

- Applicant must hold a bachelor's or associate degree; and
 - Substantial coursework directly related to the discipline in question; and
 - Two years professional experience for bachelor's degree or six years for an associate degree.

For disciplines requiring any degree and professional experience*:

- Semester units/professional experience* will include one of the following scenarios:
 - 120 semester units and two years of professional experience in the discipline; or
 - 60 semester units and six years of professional experience in the discipline; or
 - 30 semester units and eight years of professional experience in the discipline; or
 - 15 semester units, industrial certification, and eight years of professional experience.

*The requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. A “year” means that period of time which in that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis. “Professional experience” includes teaching experience. “Occupational experience,” when specified, does not include teaching experience.

Equivalent to Minimum Qualifications with No Degree

In Career and Technical areas. It is expected that if an instructor is to teach a class at a California Community College, they will have a broad and deep understanding of the subject

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Faculty Service Areas, Minimum Qualifications, and Equivalencies **AP 7211**

being taught. It is also expected that they will possess an associate degree, which includes general education classes outside of the major. However, it is understood that a qualified

candidate could have years of industry experience and training that gives them a depth of understanding within the subject to be taught and life experiences or additional trainings that

could provide a breadth of understanding outside of the specific job duties. They may have the ability to teach yet do not possess an associate degree.

It is possible to meet the minimum qualifications without having an associate degree. Equivalency involves combinations of college units and years of professional experience. Some of those units may come from college coursework that did not lead to a degree, but others, or perhaps all, may come from other experiences or training.

When the applicant has no degree, a minimum of 15 units or the equivalent must relate to at least 4 of the college's 6 general education areas, with no more than 2 units coming from Physical Education:

- English Composition, Oral Communication, and Critical Thinking
- Mathematical Concepts and Quantitative Reasoning
- Arts and Humanities
- Social and Behavioral Sciences
- Natural Sciences
- Ethnic Studies
- Self Integration and Physical Education

Eminence

As per ASCCC Resolution 10.01 S09, "Eminence may no longer be used as the sole criterion to qualify faculty when evaluating minimum qualifications during the faculty hiring process."

Determination of Equivalency

Determination of equivalency to the minimum qualifications shall be decided by the Equivalency Committee. The granting of equivalency to an applicant requires approval by the majority of committee members. The Equivalency Committee may consult with faculty subject matter experts as needed.

Equivalency Committee

The Shasta College Academic Senate shall establish a standing committee to make decisions on matters of equivalency to the minimum standards for hiring faculty. The Equivalency Committee shall consist of the following members:

- Faculty Co-Chair: Voting, Vice President of Academic Senate
- Administrative Co-Chair: Voting, Associate Vice President of Human Resources, or designee
- Two additional faculty: Voting, appointed by Vice President of Academic Senate

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Faculty Service Areas, Minimum Qualifications, and Equivalencies

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Faculty Seeking Equivalency to Serve in an Additional Discipline

Faculty already employed under a contract may acquire new assignments or additional faculty service areas if they meet the requirement specified in the most recent MQFACCC. Those who believe that they do possess the equivalent shall be subject to the process described in this

procedure. The process shall begin when a faculty member submits a request and provides all required documentation. A determination by the Equivalency Committee does not guarantee assignment.

Further:

1. It shall be the responsibility of the applicant who applies for equivalency to supply all documents required for determination of equivalency.
2. All deliberations of the Equivalency Committee and all records involved in the proceedings shall be confidential.
3. No provisional or conditional equivalency shall exist.
4. Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines. Education code and regulations do not allow for a faculty member to be granted a single course equivalency.
5. The Equivalency Committee shall not be considered as part of the interview hiring process. Under no circumstances is the granting of equivalency to the minimum qualifications to be construed as a determination that an applicant will or will not be hired.
6. The granting of equivalency is on a case-by-case basis and does not set precedent for future hires.
7. The Equivalency Committee's determination will be forwarded to Human Resources to be recorded and stored in the appropriate files.

Equivalency Committee 1st Review 01/29/26

Equivalency Committee 2nd Review 03/26/26

Equivalency Committee 3rd Review 04/16/26

Cabinet 1st Reading 04/21/26

Cabinet 2nd Reading 05/12/26

Academic Senate 1st Reading 09/14/26

Academic Senate 2nd Reading 09/28/26

College Council Bylaws

1. Scope and Function of the College Council:

The College Council is the central participatory planning committee for Shasta College and is a key component of Shasta College's integrated planning and institutional review processes. The College Council is responsible for establishing the institution's direction by developing the institutional mission statement and long-term goals consistent with the mission, in concert with the Governing Board and Accreditation Standards.

The College Council will act as the primary participatory College committee and specifically to:

- A. Advocate for effective College planning processes being in place and used.
- B. Review the College Mission Statement at least once every six years and ensure alignment of the College mission and goals with the Chancellor's Office mission and goals.
- C. Oversee the development of the College's Strategic Plan, the Educational Master Plan, the Integrated Planning Manual, and the Participatory Governance Manual.
- D. Review and provide input on resource allocation and budgeting proposals.
- E. Review and make recommendations on the District's Board Policies and Administrative Procedures to ensure development based upon a culture of evidence and consultation with constituencies.
- F. Establish ad hoc committees, subcommittees, and task forces where and when appropriate.
- G. Review reports from the Program Review Committee.
- H. Communicate ideas and recommendations to the campus community.

2. College Council Working Principles:

College Council strives to observe the following working principles:

- A. Keep student welfare and success foremost.
- B. Promote participation by all members of the campus community. Specifically:
 - Provide everyone in the campus community with an avenue for both getting information and giving input regarding College issues and expenditures.
 - Inform the campus community about the processes and current recommendations so that everyone can understand reasons behind funding allocations and other decisions.
 - Provide an open forum for maximizing dialogue and input from the campus community about critical issues.
- C. Ensure that recommendations are evidence-based (data-driven, realistic, and feasible).
- D. Operate as a committee in a way that is transparent, timely, and objective.

3. Meetings and Agenda:

Meeting times and dates for the upcoming academic year will be established near the end of the Spring semester. Meetings may occur in-person, or online, or in a hybrid format. Additional meetings may be called by the Tri-Chairs or the Superintendent/President as needed. College Council meetings will be open to anyone who wishes to attend. Agendas will be available a minimum of 72 hours before meetings, whenever possible, and minutes

will be published promptly and made widely available on the College Council website. Agenda items must be submitted to the College Council Tri-Chairs by the deadline established by the College Council.

4. Membership, Member Selection, and Term Lengths:

College Council membership is as follows:

A. Ten (10) Voting Members:

- 3 Administrators (preferably executive leadership)
- 3 Faculty (including the Academic Senate President)
- 3 Classified staff
- 1 Student

B. Four (4) Non-Voting Members:

- Superintendent/President
- Three (3) administrators/confidential staff, including the Accreditation Liaison Officer, if possible, as appointed by the Superintendent/President.

C. Membership Vacancies and Appointments:

In spring of each academic year, the Tri-Chairs will announce membership vacancies, which will be referred to the appropriate constituency group for final appointment. At the end of a three-year term, a member may be reappointed by the member's constituency group in consultation with the Superintendent/President. New members will be appointed in spring and will begin their terms with the first College Council meeting in fall. A person appointed to fill a vacancy will serve the remainder of the unexpired three-year term.

D. Selection and Terms by Constituency:

- Administrators: Appointed by the Superintendent/President. Term length shall be at the discretion of the Superintendent/President.
- Faculty: Appointed by the Academic Senate President after consultation with the Superintendent/President or designee as required by Title 5, Section 53203. Term length for the Academic Senate President will be for the duration of their time as Senate President. The other two faculty members will have staggered three-year terms.
- Classified Staff: Appointed by the CSEA President. CSEA appointees will have staggered three-year terms.
- Student Senate: Appointed by Student Senate leadership after consultation with the Superintendent/President. Term length is one year.

5. Member Responsibilities:

- A. All members will make regular reports to their constituency groups.
- B. All members will review meeting materials before each meeting.
- C. **At the end of each meeting, members will review the key points identified for sharing and communicate them with their respective constituency groups.**
- D. Any member unable to attend a meeting should notify one of the **Tri-Chairs**.

6. Election and Term Length of Tri-Chairs:

The College Council will have three Tri-Chairs: one administrator, one faculty member, and one classified staff member. The Tri-Chairs will be elected by the College Council for three-

year terms. Elections will take place in the spring for terms beginning the following fall semester. Current College Council members will participate in the election. A special election may be held to fill an unanticipated vacancy.

The administrative Tri-Chair does not need to be a voting member of the Council. The faculty and classified staff Tri-Chairs will be selected from among the Council members representing their respective constituencies.

The Council may continue to operate with two Chairs when the third Tri-Chair position is vacant, or no eligible candidate is available. The absence or vacancy of a third Tri-Chair will not affect the Council's authority to meet, establish a quorum, conduct business, or take action.

7. Responsibilities of Tri-Chairs:

The Tri-Chairs will share responsibility for the following duties. They will determine how responsibilities are assigned or rotated, identify the Tri-Chair responsible for facilitating each meeting, and, when only two Chairs are serving, jointly assign and carry out these responsibilities.

- A. Prepare the agendas.
- B. Chair College Council meetings.
- C. Bring appropriate topics to the attention of the College Council, based primarily on information provided by the administrative areas of the College and campus committees. Any member of the campus community may also submit a request.
- D. At the conclusion of each meeting, identify and summarize the key decisions, recommendations, and information that members should communicate to their respective constituency groups.
- E. Assure that College Council business is communicated to the campus community in an effective manner.
- F. Announce membership vacancies in spring of each year and refer them to the appropriate constituency groups for final appointment.

8. How the Council Conducts Business and Arrives at Recommendations:

- A. The College Council agendas and relevant material will be published and posted on the website a minimum of 72 hours prior to meetings, whenever possible, and will be widely distributed to the campus community.
- B. All meetings will be open to any interested member of the campus community.
- C. A quorum is defined as six (6) voting members.
- D. A quorum of the voting membership of the College Council must be present to take formal action on any item.
- E. Only voting members may make a motion.
- F. Action items will be introduced twice whenever possible: once for information and publication, and a second time for discussion and action.
- G. **A formal motion will need affirmative votes from a majority of currently filled voting seats. Vacant seats are not counted when determining the required majority.**

- H. Electronic voting may be used between regularly scheduled meetings when timely action is needed, and no scheduled meeting would allow the Council to meet an urgent deadline. Electronic votes require the same number of affirmative votes needed for a formal motion to pass, and the result will be recorded in the minutes of the next regular College Council meeting.
- I. Minutes will reflect any actions taken.

9. College Council Evaluation Process:

- A. Each May the College Council will produce an annual report of its activities and submit it to the Superintendent/President.
- B. The College Council will be responsible for initiating and organizing a review of the participatory model as part of the accreditation process.

10. College Council Bylaws:

- A. Bylaws will be evaluated as determined necessary by the Council.
- B. The votes of seven (7) voting members are needed to amend a bylaw.
- C. If at least a quorum is present, two-thirds of the members present may suspend a bylaw for the purpose of a single topic and/or meeting in extraordinary circumstances.

Adopted 12-6-11

Revised by College Council 11-28-17

Revised by College Council 10-4-22

Revised by College Council.....

Proposed Instructional Annual Plan Questions

Background and Instructions

Before completing the Annual Plan, review the program's most recent CIPR, prior Annual Plans, current goals, SLO assessment work, and any resources received through the planning process.

The Annual Plan helps programs document progress since the most recent CIPR, stay connected to current goals, reflect on resources already received, and keep a useful record for the next six-year review.

Programs should also use the Annual Plan to connect their local priorities to the [Strategic Educational Master Plan](#), especially where their work supports student momentum, teaching excellence, equitable access, or regional needs

Each section asks for one concise narrative response. Question 8 is where the program identifies its top priorities for the coming year.

Area Information

Area/Department: [Insert text]

Division or Office: [Insert text]

Lead: [Insert text]

Planning Year: [Insert text]

Date Submitted: [Insert text]

1. Participation and Collaboration

Describe who helped write this Annual Plan and how their input was included. Others may include discipline colleagues, related programs, classified professionals, administrators, counselors, student support areas, students, advisory groups, or community and industry partners.

[Insert text]

2. Progress on Program Goals

Describe the progress your program made during the past year on the goals and prior-year commitments from the most recent CIPR and Annual Plan. Include completed work, signs of progress, shifts in priority, and lessons learned.

[Insert text]

3. Outcomes from Previously Provided Resources

Describe what happened as a result of any new resources received through earlier annual planning or related funding request processes. Name what was funded, how it was used, what changed because of it, what evidence shows its impact, and what follow-up is still needed. If no new resources were received, write "Not applicable."

[Insert text]

4. Learning Outcomes and Assessment

Summarize the SLO or PLO assessment work completed during the past year, what faculty learned from the results, and any actions or planned assessment work that followed. You may mention specific PLOs or SLOs assessed, the methods used, how the program followed up on previous results, and any changes planned as a result.

[Insert text]

5. Teaching, Learning, and Student Support Practices

Reflect on significant changes in teaching, learning, student engagement, or student support during the past year. Also describe how faculty support regular and substantive interaction in online or hybrid courses and how the program is responding to artificial intelligence in teaching, assessment, academic integrity, or student learning.

[Insert text]

6. Program Performance and Data Review

Review the most recent available student and program performance data, with particular attention to section fill rates and credentials or awards with fewer than 10 completers. Summarize the patterns that stand out, including any strengths, equity gaps, or other concerns. You may also address other relevant indicators such as enrollment trends, retention, course success, completion, persistence, student momentum, or other local data. If concerns are noted, briefly describe what the program believes may be contributing to the pattern and what follow-up action may be needed.

[Insert text]

7. Curriculum, Scheduling, and Program Design

Review the program's curriculum, scheduling, course modality, and overall program design in light of recent program data and student needs. Identify any strengths, concerns, or recommended changes related to curriculum maps, Program Maps, course sequencing or rotation, instructional methods, barriers to completion, Credit for Prior Learning, distance education, courses not offered recently, course offerings or rotations that may need review because of enrollment patterns, or needed curriculum revisions. If changes are recommended, briefly describe the action the program is considering.

[Insert text]

8. Priority Actions for the Coming Year

Identify three priority actions for the coming year. For each action, connect it to evidence from earlier sections, the related Strategic Educational Master Plan goal or goals, planning from your most recent Program Review, the expected outcome, the timeline, and the lead.

Priority Action 1

Priority action: *[Insert text]*

Evidence or need, including outcomes assessment or program data: *[Insert text]*

Related SEMP goal(s): *[Insert text]*

Expected outcome: *[Insert text]*

Method of assessment: *[Insert text]*

Timeline: *[Insert text]*

Lead: *[Insert text]*

Priority Action 2

Priority action: *[Insert text]*

Evidence or need, including outcomes assessment or program data: *[Insert text]*

Related SEMP goal(s): *[Insert text]*

Expected outcome: *[Insert text]*

Method of assessment: *[Insert text]*

Timeline: *[Insert text]*

Lead: *[Insert text]*

Priority Action 3

Priority action: [Insert text]

Evidence or need, including outcomes assessment or program data: [Insert text]

Related SEMP goal(s): [Insert text]

Expected outcome: [Insert text]

Method of assessment: [Insert text]

Timeline: [Insert text]

Lead: [Insert text]

9. New Resource Requests*Link to Resource Request***Mini Program Review for CTE Programs (odd years only 2025, 2027, 2029 etc.)**

Complete this section only for CTE programs and academic clusters in the required review cycle. These questions help programs document labor market demand, avoid unnecessary duplication, show program effectiveness, review prerequisites, corequisites, and advisories, and summarize advisory committee input in alignment with California Education Code §78016 and related standards.

A. Labor Market Demand

Explain how the program meets a documented labor market need, using available information from the [Shasta College LMI data sheet](#). Useful evidence may include annual job openings, wages, regional or employer demand, job placement, and other local labor market information. As part of your response, address whether the program prepares students for living-wage and describe any actions the program is taking to strengthen students' access to higher-wage opportunities.

*[Insert text]***B. Program Duplication**

Explain why the program does not unnecessarily duplicate other occupational training programs in the area. Helpful context may include related regional programs, the program's distinct focus or service area, differences in student population or delivery format, and evidence that the program continues to meet a need.

*[Insert text]***C. Program Effectiveness**

Explain how the program is working for students, using evidence not already addressed in Section 6. Relevant evidence may include completion, course success, retention, persistence, licensure or certification results, Perkins, CTEOS, LaunchBoard, or local data. Briefly note any strengths, concerns, equity gaps, or follow-up actions suggested by the results.

*[Insert text]***D. Prerequisites, Corequisites, and Advisories**

List the courses with prerequisites, corequisites, or advisories reviewed during the required cycle. For each course, note any action taken or still needed. If this was already addressed in Section 7, briefly reference that discussion here and add any required review-cycle action.

[Insert text]

E. Advisory Committee Review

Describe what the advisory committee reviewed about student progress toward program competencies, objectives, and student learning outcomes. Include any data shared about the educational needs of students, input from the committee, outcome gaps discussed, recommendations, and follow-up actions.

[Insert text]

Student Support and Operations Annual Plan

DRAFT FOR REVIEW

Background and Instructions

Before starting, review the area's most recent Annual Plan, current goals, assessment work, service data, resources received through planning, and the [Strategic Educational Master Plan](#).

Each section asks for a short response. Use the prompt to guide your answer, but do not treat every detail as required.

Use the Annual Plan to connect the area's day-to-day work with the Strategic Educational Master Plan. The connection may be student momentum, completion, service quality, equitable access, sustainability, partnerships, regional impact, or the behind-the-scenes capacity that helps good service happen.

If the area has Student Services Learning Outcomes (SSLOs) or Service Area Outcomes (SAOs), use this plan to look at the most recent results and decide what should continue, change, or be evaluated next.

Area Information

Area/Department: [Insert text]

Division or Office: [Insert text]

Lead/Manager: [Insert text]

Planning Year: [Insert text]

Date Submitted: [Insert text]

1. Participation and Collaboration

Describe who helped create this Annual Plan and how their input was included. This may include staff, managers, students, faculty or instructional partners, students, advisory committees, governance groups, external partners, or related departments.

[Insert text]

2. Progress on Area Goals

Describe the progress your area made this year on goals or action items from the most recent Annual Plan, Program Evaluation, or other planning documents. Identify each goal or action item. What was completed? What has changed? What still needs attention? Note whether staffing, funding, technology, facilities, or other resources helped the work move forward or are still needed to make progress. What will happen next?

[Insert text]

3. Outcomes from Previously Provided Resources

Describe the outcomes from new resources (equipment, funding or personnel) received through earlier annual area planning or related funding processes. Name what was funded, how the resource was used, what happened as a result, what evidence shows its impact, and what follow-up is still needed. In short: did previously provided resources make a difference? If no new resources were received, write “Not applicable.”

[Insert text]

4. Service Outcomes, Data Review, and Equity Impact

Review the area’s most recent SSLO, SAO, Program Evaluation, assessment, operational, or other relevant evidence. Summarize the key findings and explain what the evidence suggests the area should continue, change, stop, or evaluate to support effectiveness.

Identify any groups that may be disproportionately affected and describe barriers related to access, timely service, persistence, completion, course success, or quality of support. Note which barriers the area can address directly, which require broader action, and whether any SSLOs or SAOs should be revised, replaced, or discontinued.

[Insert text]

5. Priority Actions for the Coming Year

Identify no more than three priority actions for the coming year. Connect each action to evidence from earlier sections and to one or more SEMP goals: Strong Start; Pathways and Student Momentum; Teaching Excellence and Innovation; Equitable Access and Belonging; or Sustainability, Partnerships, and Regional Resilience.

Priority Action 1

Priority action: [Insert text]

Evidence or need, including relevant SSLO/SAO results: [Insert text]

Related SEMP goal(s): [Insert text]

Expected outcome: [Insert text]

Method of assessment: [Insert text]

Timeline: [Insert text]

Lead: [Insert text]

Priority Action 2

Priority action: [Insert text]

Evidence or need, including relevant SSO/SAO results: [Insert text]

Related SEMP goal(s): [Insert text]

Expected outcome: [Insert text]

Method of assessment: [Insert text]

Timeline: [Insert text]

Lead: [Insert text]

Priority Action 3

Priority action: [Insert text]

Evidence or need, including relevant SSO/SAO results: [Insert text]

Related SEMP goal(s): [Insert text]

Expected outcome: [Insert text]

Method of assessment: [Insert text]

Timeline: [Insert text]

Lead: [Insert text]

Funding Request Link will go here