



DAS President Paula Cardwell

ARC President Veronica Lopez

CRC President Lauren Wagner

FLC President Wayne Jensen

SCC President Amy Strimling

District Academic Senate (DAS) Minutes

Tuesday, March 3, 2026, 3:00-5:00 pm

Los Rios District Office Main Conference Room

[Remote Participation Link](#) Meeting ID: 852 1262 3490 Passcode: losrios

Members Present

DAS

- Paula Cardwell, President
- Sarah Lehmann, Secretary

ARC Academic Senate

- Veronica Lopez, President
- Daniel Slutsky, Vice President
- Andréa Pantoja Garvey, Secretary
- Alisa Shubb, Past President

CRC Academic Senate

- Lauren Wagner, President
- Jason Patterson, Vice President
- Emily Bond, Secretary

- Scott Crosier, Past President

FLC Academic Senate

- Wayne Jensen, President
- David Lacy, Vice President

SCC Academic Senate

- Amy Strimling, President
- Ilana Johnson, Vice President
- Nadine Kirkpatrick, Secretary
- Lori Petite, Past President

Preliminaries

1. Welcome/Call to order
2. Land Acknowledgement was read
3. Approval of Agenda
 - Agenda was approved with the following changes:
 - The planned presentation from District General Counsel Aly Bivins will be rescheduled
 - Pull the discussion of the Canvas Ignite AI pilot program from consent and make it a discussion item instead
4. Approval of Minutes
 - Feb 17th minutes were approved
5. Introduction of guests

6. Public Comment Period (up to 3 minutes per speaker)

7. DAS President's Report

- NAGPRA Update
 - Since December, Los Rios has returned/repatriated:
 - Five ancestors
 - 11 funerary objects
 - Five objects of cultural patrimony

- VC/AVC Meeting Report
 - [Credit for Prior Learning](#): this is the idea of accepting vocational or military experience as credit for Los Rios courses. According to ASCCC, it is “credit awarded for validated college-level skills and knowledge gained outside of a college classroom—it’s a strategy to grant students credit for what they already know and can do.” For example, if a student has gone through military boot camp they can have a PE class waived.
 - Colleges need to develop their own policies and procedures for evaluating and awarding Credit for Prior Learning
 - This is a college-by-college decision. Some colleges may be pushing to adopt this more than others.
 - Note from DCCC chair: that this is a statewide initiative that is tied to [Vision 2030](#). Opinion that it is important for up to develop infrastructure for this
 - Note that there is funding available for colleges to implement Credit for Prior Learning
 - Appreciation expressed for the conversation taking place
 - Suggestion that DCCC take the lead on the conversation around CPL
 - Sense that the district administration supports faculty taking the lead on this initiative
 - Productivity.
 - As “budgetary darkness” looms, conversations about productivity become more frequent.
 - Sense that since Covid, there has not been as much discussion about productivity as there used to be, but the conversations are returning.
 - It was noted that we already serve more students than we are reimbursed for, so it’s unclear what the reason would be to add more students and increase productivity. It creates higher workload for faculty to enroll more students than their class cap
 - Discussion of UDL coordinators:
 - The district decided they will fund the four UDL coordinator positions for three more years at .500 FTE each. The district suggests that each college could consider augmenting this FTE to bring the positions up to 1.0 FTE at each college

- Opinion expressed that the workload is still high and the 1.0 FTE positions are needed.
- Note that the district says they would like to amend the UDL coordinator job description to be more narrowly focused on working on the ACMM and supporting instruction
- Is this an issue for which DAS should consider drafting a formal recommendation or resolution?
 - Yes, we absolutely can do this
 - District Instructional Accessibility Committee chair requests that DAS draft a resolution
 - DAS President welcomes leadership/input/guidance from DIAC chair on drafting the resolution
- Asking each college to augment the .500 FTE could lead to a lack of consistency at each college on how we support accessibility. Some colleges may bring the positions up to 1.0 FTE and others may not.
- Similar issue: There is an issue of lack of consistency with how the articulation officers are funded at each college. Why are these positions not funded by the District?
- Board Retreat
 - Each college gave updates on what they are doing
 - Noncredit was discussed
 - DAS President expressed opinion that the Board seems interested in hearing directly from faculty

Consent Items

(Any member of the DAS may request an item be removed for further discussion and separate action).

- Recommendation from EdTech to enable MathGPT in Canvas (request from faculty, this is an “opt-in” tool, currently being used outside of Canvas).
- Recommendation from EdTech to enable Nectir AI (statewide pilot currently serving 8k students, paid for by state Chancellor’s Office, “opt-in”, request from faculty UDA Coordinator)
- ~~Recommendation from EdTech to enable Canvas Ignite AI pilot which is currently running through June 30. (Chatbot built into Canvas that is available to instructors; allows rubric creation and some accessibility remediation.)~~ *(pulled from consent; will move into discussion)*

Committee Reports

(Written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

1. District Curriculum Coordinating Committee (DCCC) – Renee Medina
 - a. Annual catalog and website review is starting now. VPIs at each college have received reminders to check the website details and make sure the curriculum information is correct. Please encourage your faculty to look at this. Also encourage faculty to check the catalog Overview tab for their areas and any other website information for your areas to make sure it is all current. This review takes place in March, and will become public facing on April 10.
 - b. The transition from ENGWR to ENGL is completed in SOCRATES.

- c. They are working on a couple of resolutions about sunsetting courses and cross-listing courses.
 - d. Approved new thematic blocks in Welding and Bustec so that they can create pilot noncredit courses. Has also approved ESLNC for ESL Non Credit
 - e. Discussing the role of Program Placement Council (PPC) vs District Curriculum Coordinating Committee, and workflows for how to route information
 - f. Phase 3 of Common Course Numbering is on pause. The reason for the pause is to negotiate some guaranteed articulation with CSU and UC at some level for the templates. Sense that the Phase 3 templates have been improved and are showing sufficient rigor. Still unsure when the Phase 3 templates will be available. The earliest they will become live/student facing is Fall 2028.
 - g. Locally there was a conversation in Math, where two calculus courses (Calc 1 and 2) were preparing to transition to CCN, but Calc 3 is in the Phase 3 of CCN. Therefore, we will wait until the Phase 3 Calc 3 courses is available so that they can be unleashed upon students simultaneously
2. District Equity & Student Success Committee (DESSC) – Paula Cardwell/Lydia Delgado
- a. Committee voted to recommend waiving GE for local degrees for returning students who have earned an AA/AS degree in Los Rios
 - b. Working on updating Student Ed plan
 - c. Admissions is moving into Phase 2 of Transcript Evaluation System (TES) which is used to streamline equivalency evaluation, in other words whether a course that a student has taken at a college outside Los Rios is the same as a given Los Rios course. It is a database of course articulations. Once a department chair approves a course for equivalency, they have the option to archive the approval for 3 years so that there doesn't need to be manual approvals for that course for those 3 years.
 - d. Unified transcript process is close to being done
 - e. Trying to get the academic probation programs to come to their meetings and share their program. They have heard from SCC so far. They are also interested in hearing from the campus Cares programs. They recently heard from CRC's Hawk Cares program. CRC has a grocery store where students can walk in and take what they need.
 - f. Financial aid is doing workshops and are curious to know what topics are of interest to students
3. District Educational Technology Committee (DETC) – Morgan Murphy
- a. Discussion of AI tools in Canvas. They offer a cluster of tools known as "Ignite AI Agent." Sense that the AI grading tool did not work very well and gave all students As. Canvas is still figuring out what to do with AI. The AI grading tool will cost money after June 30, and there are no plans locally or at DO to fund this tool.
 - b. Sense that Ed Tech would like faculty to try out these tools so they have the opportunity to lend their voice and feedback to the development of these tools. Los Rios is the second largest district in the state, and Canvas tends to listen to us
 - c. Ed Tech also advocates for the UDL positions to be 1.0 FTE
 - d. There was a request from the district librarians to rename the WiFi networks for simplicity. This transition will happen over summer. More information to come from IT
 - e. The Bookstore is shifting from Follett to Barnes & Noble College and there will be lots of changes related to that switch.
4. Prison & Reentry Education Program Committee (PREP) – Jeff Knorr
- a. Coordination with Greystone Academy to support Re-Entry curriculum and services at Folsom State Prison. They will work together to create promotional videos about the Rising Scholars programs

- b. The PREP Committee has completed its work rewriting and defining the charge/mission of the PREPC as well as defining some program goals for District PREP functions. This new directive will have a final vote on Thursday March 4th and will then be submitted to DAS.
- 5. Instructional Accessibility Committee - Beki Mendel
 - a. They are advocating for the continuation of the UDL coordinators at 1.0 FTE
- 6. District Affordable Learning Materials Committee – Andi Adkins Pogue
 - a. DALMC has voted on a revised charter based on discussions relating to the committee structure and the new Title V language that now references burden-free access to instructional materials. Faculty members of this committee feel strongly about maintaining a formal committee to work on these issues, but acknowledge that some colleges are still struggling to find local faculty participation. DALMC will submit the revised version as a Consent Item at a future DAS meeting. It was voted on yesterday, making it difficult to include on today's agenda.
 - [Original DALMC Charter](#)
 - [Approved DALMC Charter Updates - March 2026](#)

Decisions

(10-15 minutes per item)

1. [Resolution in Support of the Pan-African Virtual College](#) (Second Reading).

Discussion:

- Suggestion to strike the phrase “fully support”
- Interest in signalling to the District that there are concerns around Ghana’s laws about LGBTQ+ people. Need to ensure safety for our students.
- Note: This program is proposed to be a faculty exchange rather than a student exchange. Ghanaian instructors would be contracted to teach courses at the Los Rios colleges. Los Rios instructors would be contracted by the Ghanaian colleges to teach courses to their students. This will resolve the issue with Los Rios students needing to be California residents. This faculty exchange would be facilitated by the CVC-OEI
 - Opinion expressed that the fact that this is a faculty exchange rather than a student exchange was not clear, and therefore was not what was discussed at the college senates
- It was noted that there may be a need for the international colleges to establish a formal legal agreements with Los Rios
- Questions around how the faculty exchange would work. Would our faculty be teaching the exact same course as they teach in Los Rios? Would the course requirements be the same?
- Questions around the benefit to students of this program
- Opinion that there are many possible benefits to students by participating in this program
- This program and its curriculum would provide an opportunity for our students to engage with African-centered culture, philosophy, history, etc.
- Sense that the curriculum will be agreed upon by both parties, in terms of which SLOs need to be met, what the policies would be, etc.
- Sense that this will foster cultural exchange and be an Afro-centric curriculum

- Sense that the details of this program have not been clearly articulated
- President Bush expressed a hope that by Fall 2027, Ghanaian students would be able to take our courses, and by Fall 2028, our students would be able to take courses from the Ghanaian universities. However, it's unclear exactly how the details would work.
- It was noted that a lot of additional information can be found in the footnotes of the resolution
- Would it be helpful to start a google doc to capture our questions and send them to President Bush?
- Sense that in our discussions at local senates, we did not have all the information necessary to present this program accurately, therefore we are not prepared to vote whether to support it
- The body agreed to postpone this decision until the next meeting

2. [R-2231: Pause and Notice](#). Proposal to change section 4.2 (Second Reading):

- From: Students must petition for reinstatement from dismissal no later than ten (10) working days prior to the new semester by completing a petition form and submitting it to the Vice President of Student Services or designee
- To: Students may appeal academic or progress pause on grounds that pause was determined in error, or where remediation of prior notation has improved progress or academic performance such that the student no longer meets the criteria for placement on academic or progress pause for the period being appealed. (5 CCR § 55032)

Issue: Approve proposal to change to R-2231 related to Academic Pause and Academic Notice			
ARC		FLC	
Lopez	yes	Jensen	yes
Slutsky	yes	Lacy	yes
Garvey	yes	Danner	absent
Shubb	yes	Wada	absent
CRC		SCC	
Wagner	yes	Strimling	yes
Patterson	yes	Johnson	yes
Bond	yes	Kirkpatrick	yes
Crosier	yes	Petite	yes

3. Recommendation from Noncredit Feasibility Task Force (Second Reading):

- a. The Los Rios Noncredit Feasibility Task Force met during the Fall 2025 semester to help determine noncredit feasibility from the lens of 10+1 and develop a projected timeline for implementation of this section of work. The task force reviewed statewide documents and resources pertaining to noncredit and had robust discussions about noncredit feasibility.
 - b. The DAS Noncredit Feasibility Task Force has determined that noncredit is feasible from the lens of 10+1.
 - c. The DAS Noncredit Feasibility Task Force recommends that:
 - noncredit pilots be conducted during Fall 2026 and Spring 2027. The intent of these pilots is to inform future decision making.
 - Local curriculum committees are encouraged to create flexible processes to support these non-precedent setting pilots.
 - the DCCC and local Curriculum Committees develop processes for future approval of noncredit classes and Certificates based on learning from noncredit pilots.
- It was proposed to amend the resolution to strike the bullet point about flexible processes.
 - Another amendment was proposed regarding the bullet point about DCCC - to say they will “follow current processes for course and program approval, revising specific practices where not applicable to noncredit”

Issue: strike second bullet – unanimous approval			
ARC		FLC	
Lopez	yes	Jensen	yes
Slutsky	yes	Lacy	yes
Garvey	yes	Danner	absent
Shubb	yes	Wada	absent
CRC		SCC	
Wagner	yes	Strimling	yes
Patterson	yes	Johnson	yes
Bond	yes	Kirkpatrick	yes
Crosier	yes	Petite	yes

Proposed amendment: “follow current processes for course and program approval, revising specific practices where not applicable to noncredit”

Motion passed and seconded

Discussion

- Question: will this proposed change make the curriculum process more difficult?
- Answer from DCCC chair: no, this is a good amendment.

Question: is it negatively impactful to remove the part about assessing and making changes?

- No, curriculum committees already do this and will continue to do so.

Issue: amend bullet to say “follow current processes for course and program approval, revising specific practices where not applicable to noncredit”			
ARC		FLC	
Lopez	yes	Jensen	yes
Slutsky	yes	Lacy	yes
Garvey	yes	Danner	absent
Shubb	yes	Wada	absent
CRC		SCC	
Wagner	yes	Strimling	yes
Patterson	yes	Johnson	yes
Bond	yes	Kirkpatrick	yes
Crosier	yes	Petite	yes

Discussion on perfected noncredit resolution

Motion to support resolution as revised.

Vote:

Issue: approve the perfected noncredit recommendation - unanimous

ARC		FLC	
Lopez	yes	Jensen	yes
Slutsky	yes	Lacy	yes
Garvey	yes	Danner	Absent
Shubb	yes	Wada	Absent
CRC		SCC	
Wagner	yes	Strimling	yes
Patterson	yes	Johnson	yes
Bond	yes	Kirkpatrick	yes
Crosier	yes	Petite	yes

4. Proposal to affirm DESSC Committee recommendation to [amend Board Policy P-7241](#) to waive GE for local degrees for returning students who have earned an AA/AS degree in Los Rios (First Reading).

Discussion:

- DESSC took this to the Los Rios General Counsel, who found that Title 5 is silent on this issue. Because it is not specifically prohibited, we can do it if we want to.
- If the GE requirements have changed since a student got their degree, would the student need to still take the new GE classes?
 - No
- Please take this back to your senates

Reports

(5 minutes per report + 5 minutes for questions)

1. No reports

Discussion

(10-15 minutes per item)

1. Emergency closure addendum

Background:

- As of January 2021, all curriculum in Los Rios has an “emergency closure addendum” which reads: something about courses being able to be taught in a different modality
 - This hasn’t been looked at since the pandemic
 - In the interim, we’ve had a number of facilities closures:
 - Davies Hall closure
 - CRC power outage
 - ARC WiFi outage
 - During these facilities closures, the faculty were required to immediately convert to distance ed without consultation
 - Let’s consider the language in our DE addendum. Could there be other ways to approach the DE addendum that don’t give so much control to administration to declare an emergency?
 - There are different ways to define what an emergency is, such as a formal declaration from the governor. Some colleges have a mutual agreement clause in their DE addendum. For example, Contra Costa – “as mutually agreed upon by CCC Academic Senate and College President
 - Strong interest expressed in reclaiming a right to faculty consultation when there may be a need to go remote
 - Reading from [Participating Effectively in District and College Governance](#), page 10:
 - *“Difficulties often arise when decisions must be made outside of primary academic terms, such as in summer, when fewer faculty are on campus and academic senates and other constituent leadership groups may not be meeting regularly. Colleges cannot cease to operate during such periods, but requirements for collegial consultation and effective participation still exist. Planning for decisions as far in advance as possible can help to avoid this situation, but issues that need immediate resolution may sometimes arise unexpectedly. Districts and colleges should avoid making major decisions outside of primary terms to the greatest degree possible and must allow for appropriate consultation and participation in all situations. Academic senates and other leadership groups must also develop processes and provisions that allow them to participate in college governance and exercise their voices when necessary outside of primary academic terms.”*
 - Opinion that creating a proposal to change this language would be a fairly simple process
 - Sense that there may be some courses that should never be taught remotely, such as aviation courses
 - DCCC has expressed a wish to remove the DE addendum from certain courses
 - Sense that for administration, the interest in keeping this DE addendum is about control, and being able to make unilateral decisions without consultation with faculty.
 - This falls squarely within curriculum, and faculty have primacy when it comes to curriculum.
 - Opinion that DAS should put this forward as a formal vote. After a formal vote, DAS can direct DCCC to change the language in curriculum
 - DCCC chair will put this topic on their next agenda
 - This will be an easy change in SOCRATES

- Interest expressed that we do not make emergency declarations too cumbersome. There could be situations where, for safety, it is necessary to close a campus quickly. We wouldn't want a consultation process to get in the way of ensuring student safety.
 - There could be an abbreviated process, such as just quickly reaching out to the academic senate president
 - There could be a difficult position for an academic senate president, where they are called to come to mutual agreement without consulting the body
 - Clarification that in these closure situations, the consultation would be not necessarily on whether to close a building or close a campus if there was a safety concern, but on whether it is appropriate to immediately convert all courses to remote, which is not an emergency.
- Suggestion: advocate for some kind of districtwide, clearly outlined decision tree or rubric to use when making these types of choices. Need to be mindful of a lot of factors, so it would be helpful to have already outlined the kinds of things we'd need to consider. To help guide these decisions so they don't feel arbitrary. This would also help protect academic senate presidents, because they could point to the rubric as to why they came to mutual agreement on a decision
- Is the irritant that people are being told they had to convert to remote, if the alternative is just to cancel class?
- Some classes are "impossible to convert" to remote learning. This makes extended closures difficult, because if students miss too much class they might not be able to get credit.
 - During the smoke closures, lab instructors had to come up with asynchronous activities that the students had to do to make up the lost lab hours
- Curriculum and course modality are within our control within 10+1
- ARC Past President will propose draft language

2. Recommendation from EdTech to enable Canvas Ignite AI pilot which is currently running through June 30. (Chatbot built into Canvas that is available to instructors; allows rubric creation and some accessibility remediation.)

Tabled until next meeting

Items from Colleges for District Academic Senate Consideration

- None

Future Returning Items:

-

Upcoming Meetings / Events

-

Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](#)

“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.

Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[ARC Indigenous Land Statement](#)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](#)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](#)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](#)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

Voting Template

Issue:			
ARC		FLC	
Lopez		Jensen	
Slutsky		Lacy	
Garvey		Danner	
Shubb		Wada	
CRC		SCC	
Wagner		Strimling	
Patterson		Johnson	
Bond		Kirkpatrick	
Crosier		Petite	

