

SUMMARY
EPPS Recommendations

on District Board Policies and Administrative Procedures

Items from the Sep 17, 2026 PPAC agenda | EPPS review, Sep 23 thru Oct 2, 2026

Last Revised October 2, 2026

Recommendations are incorporated in a separate Word document containing the full policy/procedure language.

Key for Senators

This handout collects every EPPS recommendation for the October 15, 2026 PPAC review.

- **Editorial Recommendations:** These types of recommendations improve wording, consistency, or format without changing what the policy requires, permits, prohibits, or assigns.
- **Substantive Recommendations:** These types of recommendations would change what the policy requires, permits, prohibits, or assigns, including changes to authority, roles, processes, scope, or alignment with law and regulation, as well as the addition of missing elements. They appear as recommended language edits shown in green as per PPAC Review Notes Key.
- **Reviews and no recommendations** are also indicated.

Substantive recommendations involving academic and professional matters under Title 5 §53200(c) are subject to the consultation requirements of Title 5 §53203 and the District's policy on participation in local decision making.

Note that for relevant recommendations a 10+1 area was listed accordingly.

Board Policy or Administrative Procedure	Substantive Recommendations	Editorial Recommendations
BP 3250 Institutional Planning	0	0
AP 4010 Academic Calendar	2	1
BP 5400 Associated Students Organization	0	1
AP 5400 Associated Students Organization	0	1
BP 7150 Evaluation	1	2
AP 7150 Evaluation	3	1
AP 4100 Graduation Requirements for Degrees and Certificates	4	1
BP 4240 Academic Renewal	0	1
AP 4240 Academic Renewal	1	0
AP 4255 Pause and Readmission	2	1
AP 5050 Student Success and Support Program	1	0
Total	14	9

District Designation Level 1: Information Only | 1BP

BP 3250 INSTITUTIONAL PLANNING

10+1 area: (10) Processes for institutional planning and budget development.

Reviewed. No recommendations

AP 4010 ACADEMIC CALENDAR

EPPS Substantive Recommendation 1 (paragraph 2 revision):

10+1 area: (6) District and college governance structures, as related to faculty roles; (5) Standards or policies regarding student preparation and success.

Issue: The current language describes an unnamed districtwide subcommittee. It has no defined membership, and the Academic Senates only receive its deliberations rather than providing input. Under the current sequence, IEAC may revise the calendar after Senate input and forward it without further Senate review. As a result, the Senates never act on the version the Board receives. This is inconsistent with mutual agreement under Title 5 §53203(d).

Recommendation: Revise the second paragraph to accomplish the following:

1. Name the body as the Academic Calendar Subcommittee and state its membership composition.
2. Replace "deliberations" with "draft academic calendar and supporting rationale," and share it for input and recommendations with the Academic Senates for both colleges and the bargaining unit before it is reported to IEAC.
3. After IEAC endorsement, return the recommended calendar to the Academic Senates for both colleges for approval before it goes to the Chancellor's Council and Chancellor, followed by Board action.

EPPS Substantive Recommendation 2 (additional language):

10+1 area: (6) District and college governance structures, as related to faculty roles.

Issue: The procedure does not distinguish the academic calendar, which falls within Senate purview, from the faculty work year calendar, which governs workdays and hours of employment. Under the Educational Employment Relations Act (Gov. Code §3540 et seq.), hours of employment are within the scope of representation (§3543.2) and must be negotiated with the exclusive representative. Without this distinction, the consultation process in this procedure could be read as a substitute for negotiation, or as authority to set work year terms outside the collective bargaining agreement.

Recommendation: Add language at the end of the paragraph that distinguishes the work year calendar from the academic calendar and affirms that the work year calendar is set through collective bargaining, not through the consultation process in this procedure.

EPPS Editorial Recommendation 1:

Issue: The procedure refers to Cesar Chavez Day. California renamed the holiday Farmworkers Day when Governor Newsom signed Assembly Bill 2156 on March 26, 2026.

Recommendation: Replace reference to "Cesar Chavez Day" with "Farmworkers Day" to conform to state law.

BP 5400 ASSOCIATED STUDENTS ORGANIZATION

EPPS Editorial Recommendation 1:

Issue: The policy uses terminology such as "Student Supreme Court" that may not reflect the structures established in the Associated Student Body constitutions and bylaws at SBVC and CHC. The policy also contains spelling errors that should be corrected.

Recommendation: Review the procedure's terminology against the current ASG constitutions and bylaws for both colleges and revise it to match. Where structures differ between colleges, use general language such as "the judicial body established in the Associated Student Body constitution". However, if there are substantial differences because there is no judicial body per se, then this would be considered a substantive recommendation as it needs to reflect who performs that function.

AP 5400 ASSOCIATED STUDENTS ORGANIZATION

EPPS Editorial Recommendation 1:

Issue: Unresolved CCLC template option "District/Each."

Recommendation: Replace "District/Each" with "Each college," and check the rest of the procedure for other unresolved template options marked with a slash. Review the procedure's terminology against the current ASG constitutions and bylaws for both colleges and revise it to match.

BP 7150 EVALUATION

EPPS Editorial Recommendation 1 (add language):

Issue: The revised policy does not reflect the language of the current accreditation standard on employee evaluation. ACCJC Standard 3.3. This conforms the policy to the standard without changing practice.

Recommendation: Add where appropriate: "The District evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the District's mission and goals."

EPPS Substantive Recommendation 1 (add language):

10+1 area: (6) District and college governance structures, as related to faculty roles.

Issue: The revised BP deletes the reference to collective bargaining agreements and directs the Chancellor or designee to establish the frequency, criteria, standards, and methods for all employee evaluations. For represented employees, evaluation procedures are negotiable under Gov. Code §3543.2 and Ed Code §87663, and the Academic Senate must be consulted before faculty evaluation procedures are bargained (Ed Code §87610.1). Without this reference, the BP could be read as authorizing unilateral changes to negotiated processes.

Recommendation: Add the following at the end of the policy: "For employees represented by an exclusive representative, evaluation procedures shall be as negotiated and set forth in the applicable collective bargaining agreement. Faculty evaluation shall comply with Education Code Sections 87660 through 87683."

EPPS Editorial Recommendation 2:

Issue: The reference cites WASC/ACCJC Accreditation Standard III.A.1.b, which has been superseded twice in the 2014 standards and then in the 2024 standards.

Recommendation: Revise the reference to read: "ACCJC Accreditation Standard 3.3 (formerly III.A.5 and III.A.1.b)."

AP 7150 EVALUATION

EPPS Substantive Recommendation 1 (revise classification):

10+1 area: (6) District and college governance structures, as related to faculty roles.

Issue: The current BP 7150 is classified as a 10+1 policy in its PolicyStat references. The revised draft reclassifies it as non 10+1 without explanation, while also removing the provisions that establish faculty participation in administrator evaluation. A change in 10+1 classification alters the Board's obligation to reach mutual agreement with the Academic Senates under Title 5 §53203(d), and it should not occur without consultation. Moreover, other districts treat faculty participation in administrator evaluation as a matter for board policy and procedure, not for a separate handbook. Coast CCD's AP 7150 requires faculty input in evaluating educational administrators, and San Mateo CCD's BP 7150 requires that academic supervisors be evaluated by peers and by those they supervise.

Recommendation: Retain the 10+1 classification for BP/AP 7150. If the District proposes reclassification, it should present its rationale to the Academic Senates for consultation before the revision proceeds.

EPPS Substantive Recommendation 2 (add language):

10+1 area: (6) District and college governance structures, as related to faculty roles.

Issue: The AP gives the Management Employee Handbook authority to govern management evaluations, but the handbook is maintained solely by Human Resources and has no stated revision process. Without one, evaluation provisions could be changed without consultation with the Academic Senates.

Recommendation: Revise the Management Employees paragraph to read: "Management employees shall be evaluated in accordance with this procedure and the Management Employee Handbook, which is incorporated into this procedure as Appendix A. The Handbook shall be posted with its current revision date on the Human

Resources webpage and linked from this procedure. Revisions to the Handbook's evaluation provisions shall follow the BP/AP review process, including consultation with the Academic Senates, prior to adoption."

EPPS Substantive Recommendation 3 (add language):

10+1 area: (6) District and college governance structures, as related to faculty roles.

Issue: The revision deletes the management evaluation provisions and replaces them with a reference to a Management Employee Handbook that is not readily accessible and has no stated adoption or revision process. Protections previously established in this procedure, including faculty participation in administrator evaluation, would no longer be subject to the BP/AP review cycle. ACCJC Standard 3.3 requires regular evaluation using clear criteria, and neither the revised BP nor the revised AP states how often managers are evaluated or on what basis.

Recommendation: Add the following under Management Employees:

"Management evaluations shall include, at minimum:

1. Evaluation once per year for the first two years of employment and at least every three years thereafter; interim managers shall be evaluated during the sixth month of appointment and annually thereafter if the assignment exceeds one semester.
2. Criteria based on the approved job description and goals and objectives mutually agreed upon by the manager and the supervising manager.
3. An evaluation committee for college and district administrators that includes faculty appointed by the Academic Senate(s) and a classified employee appointed by CSEA.
4. Written feedback from the campus and/or district community using an approved survey form.
5. A written self-evaluation by the manager.
6. The manager's right to attach a written response to the evaluation report within 15 working days.
7. A work plan with measurable goals and a timetable when performance is judged unsatisfactory."

EPPS Editorial Recommendation 1:

Issue: The reference cites Accreditation Standard III.A.5 (formerly III.A.1.b). III.A.5 was replaced by Standard 3.3 when ACCJC adopted its 2024 standards, so the reference is outdated.

Recommendation: Revise the reference to read: "ACCJC Accreditation Standard 3.3 (formerly III.A.5 and III.A.1.b)."

District Designation Level 3: Extensive Review | 1BP & 4APs

AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

EPPS Substantive Recommendation 1 (revise and add language): Associate Degree Requirements

10+1 area: (2) Degree and certificate requirements; (1) Curriculum.

Issue: The associate degree section of AP 4100 does not conform to current Title 5, sections 55061 and 55062. It requires 18 rather than 21 units of general education, lists general education areas that do not match the six areas in section 55061(c), and omits the major grade requirement and the intersegmental general education alternative. Its GPA and residency language also predates the current regulations.

Recommendation: Revise the associate degree section as follows:

1. Revise the heading to read: "For Associate Degrees, the requirements include:" (Title 5, §§55061 and 55062).
2. Replace the 60 unit and GPA provision with: "Satisfactorily complete at least 60 semester units of degree-applicable lower-division credit coursework and complete the associate degree requirements with a minimum cumulative grade point average of 2.0 in degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, the College may calculate the grade point average using only the courses applied to the degree, provided those courses fulfill all major or area of emphasis and general education requirements." (§§55061(a), 55062(a)(4))

3. Replace the competency statement with: "Complete degree-applicable coursework in composition, reading, and mathematics or quantitative reasoning consistent with Title 5, section 55061(a), and any locally established requirements published in the college catalog." (§55061(a))
4. Replace the general education and major unit provision with: "Complete at least 21 semester units of general education and at least 18 semester units of focused study in a major or interdisciplinary area of emphasis." (§55061(b)-(c))
5. Replace the general education area list with: "Complete a minimum of 21 semester units of general education in the following areas: (1) English Composition, Oral Communication, and Critical Thinking, minimum 6 semester units, including at least 3 units in English Composition and at least 3 units in Oral Communication and Critical Thinking; (2) Mathematical Concepts and Quantitative Reasoning, minimum 3 semester units; (3) Arts and Humanities, minimum 3 semester units; (4) Social and Behavioral Sciences, minimum 3 semester units; (5) Natural Sciences, minimum 3 semester units; and (6) Ethnic Studies, minimum 3 semester units." (§55061(c)(1)-(6))
6. Replace the residency provision with: "Satisfactorily complete at least 12 semester units in residence within the District. The District shall establish procedures permitting students to obtain a waiver of this requirement to alleviate injustice and undue hardship." (§55062(a)(1))
7. Add: "Satisfactorily complete each course counted toward the major or area of emphasis with a grade of C or better, or P if the course is taken on a pass-no pass basis." (§55062(a)(2))
8. Add: "Complete either the minimum 21-semester-unit general education pattern established under Title 5, section 55061, or an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University." (§55062(a)(3)).

EPPS Substantive Recommendation 2 (revise and add language): Baccalaureate Degree Requirements

10+1 area: (2) Degree and certificate requirements; (1) Curriculum.

Issue: The baccalaureate degree section of AP 4100 does not fully conform to Title 5, sections 55091 and 55092. It omits the 36 unit general education minimum, splits the 120 unit requirement across paragraphs, and states the Cal-GETC provision incompletely. Its residency, transfer coursework, and multiple use provisions also do not track the regulatory language.

Recommendation: Revise the baccalaureate degree section as follows:

1. Revise the introductory awarding language to read: "The District shall confer a baccalaureate degree upon students who fulfill the course requirements of Title 5, sections 55061 and 55091, and meet the conditions stated below." (§55092(a))
2. Revise the unit requirement to read: "Complete a minimum of 120 degree-applicable semester units or 180 degree-applicable quarter units."
3. Add: "Complete a minimum of 36 semester units or 54 quarter units of general education, including: (a) the lower-division general education requirements in Title 5, sections 55061 and 55062; (b) the upper-division general education requirements in section 55091; and (c) additional general education coursework sufficient to reach the minimum total, which may be lower division, upper division, or a combination of both." (§55092(a)(2)(A)-(C))
4. Revise the upper division provision to read: "Complete at least 40 semester units or 60 quarter units, or the equivalent, of upper-division coursework, including units in the major and general education. Complete at least 9 semester units or 13.5 quarter units of upper-division general education. Upper-division general education courses must come from at least two disciplines outside the major, one of which must emphasize written communication, oral communication, or computation." (§55091(c))
5. Revise the residency provision to read: "Satisfactorily complete at least 12 semester units or 18 quarter units of upper-division courses within the San Bernardino Community College District. The District shall establish procedures permitting students to obtain a waiver of this requirement to alleviate undue hardship." (§55092(a)(4))
6. Revise the transfer coursework provision to read: "Courses shall be counted toward baccalaureate degree unit requirements if completed within a California segment of higher education or, if they meet District standards of rigor, at another institutionally accredited institution." (§55092(b))

7. Revise the multiple use provision to read: "Courses may meet multiple requirements, including general education, a major, and additional requirements stated in Title 5, sections 55061 and 55091, when locally approved to do so. However, one course may not be counted in more than one general education area, even if approved in multiple general education areas." (§55092(c))
8. Revise the Cal-GETC provision to read: "Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled the lower-division general education requirements for the baccalaureate degree and shall not be required to complete further lower-division general education courses." (§55092(f))

EPPS Substantive Recommendation 3 (add language): Associate Degree Reciprocity

10+1 area: (2) Degree and certificate requirements.

Issue: Title 5, section 55092(f) grants automatic fulfillment of lower division baccalaureate general education to students who complete Cal-GETC, but not to students who hold an associate degree. Students who completed a California Community College associate degree under the same regulatory framework may be required to repeat lower division general education. Because Title 5 does not expressly authorize this provision, legal review is recommended before adoption.

Recommendation: Following legal review, add: "Students who have been awarded an associate degree from a California Community College shall be deemed to have fulfilled the lower-division general education course requirements for a baccalaureate degree offered by the District. Students who have been awarded an associate degree from another institutionally accredited institution may be deemed to have fulfilled the lower-division general education course requirements when the completed degree includes general education coursework substantially equivalent to the requirements established in Title 5, sections 55061 and 55062. The District shall establish procedures for making this determination."

EPPS Substantive Recommendation 4 (revise and add language):

Issue: AP 4100 includes Certificates of Achievement, but its references do not include Title 5, section 55070, which governs certificates. The Certificate of Achievement and Other Credit Programs section also requires updates to align with section 55070.

Recommendation:

1. Add Title 5, section 55070 to the references.
2. Revise the initial paragraph of the Certificate of Achievement and Other Credit Programs section to read: "Any grouping of courses consisting of 16 or more semester units of degree-applicable credit coursework shall constitute an educational program subject to approval by the California Community Colleges Chancellor's Office. Upon approval, the college-awarded document confirming successful completion of the program shall be known as a Certificate of Achievement. A Certificate of Achievement is designed to demonstrate that the student has completed a pattern of learning experiences and developed specific capabilities that may be oriented to career, intersegmental general education, or local needs."
3. Revise the provisions under "Requirements for the District include" to read:
 - a. "Shorter credit programs leading to a certificate may be established by the District after approval by the college curriculum committee and the Board of Trustees. Unless approved by the California Community Colleges Chancellor's Office pursuant to Title 5, section 55070(c), such credit certificates may not be designated as a Certificate of Achievement or listed on a student's transcript. Such certificates also may not use the designations Certificate of Completion or Certificate of Competency."
 - b. "The District may submit to the California Community Colleges Chancellor's Office a program consisting of two or more courses totaling 8 or more semester units of degree-applicable credit coursework for approval as a program leading to a Certificate of Achievement."
 - c. "A description of each approved program shall be included in the college catalog."
 - d. Retain the following provision, which was struck in the EPPS draft but comes directly from Title 5, section 55070: "Content and assessment standards for certificates shall ensure that certificate programs at either college are consistent with the mission of the college, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement."

- e. e. "The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor's Office."

EPPS Editorial Recommendation 2 (revise language):

Issue: AP 4100 contains outdated references, typographical errors, and an incomplete phrase.

Recommendation:

1. Review or replace the paragraph referencing section 55002(a), since section 55061(a) now describes the 60 unit requirement as degree applicable lower division credit coursework.
2. Revise the references to include Title 5, sections 55061, 55062, 55091, and 55092, and correct "et seq.and" to "et seq. and." Retain other cited sections only after confirming they apply to the procedure.
3. Review the certificate section against current certificate regulations, since sections 55061, 55062, 55091, and 55092 do not govern certificates.

Special note: EPPS gratefully acknowledges Janice Wilkins, SBVC Articulation Officer, whose Title 5 review of AP4100 forms the basis for these recommendations.

BP 4240 ACADEMIC RENEWAL

EPPS Editorial Recommendation 1 (revise language):

10+1 area: (3) Grading policies; (5) Standards or policies regarding student preparation and success.

Issue: The references cite Title 5, section 55044. Academic renewal is now governed by Title 5, section 55046.

Recommendation: Revise the references to read: "Title 5, Sections 55000 and 55046."

AP 4240 ACADEMIC RENEWAL

EPPS Substantive Recommendation 1 (revise language):

10+1 area: (3) Grading policies; (5) Standards or policies regarding student preparation and success.

Issue: The opening sentence refers to substandard academic "performance" rather than substandard academic work as defined in Title 5, section 55000. The procedure also requires a 2.0 GPA in all subsequent coursework. The updated regulation no longer requires a 2.0 GPA in all subsequent coursework. A 2.0 GPA applies specifically to the 6-semester/9-quarter-unit eligibility option. Students may alternatively qualify through Pass-graded coursework, 288 hours of Pass-graded noncredit coursework, or a combination of these options.

Recommendation:

1. Revise the opening sentence to replace "performance" with "work, as defined in Title 5, section 55000."
2. Remove "Students must have achieved a minimum grade point average of 2.0 in all coursework completed subsequent to the semester(s) requested in the petition."

AP 4255 PAUSE AND READMISSION

EPPS Editorial Recommendation 1 (revise language):

Issue: The title "Pause and Readmission" does not identify which type of pause the procedure governs. Amended Title 5 regulations establish both academic pause, based on grade point average, and progress pause, based on the percentage of units completed.

Recommendation: EPPS requests that the title be revised to read: "AP 4255 Academic and Progress Pause and Readmission," to mirror the Title 5 terminology and cover both types of pause.

EPPS Substantive Recommendation 1 (request clarification):

10+1 area: (5) Standards or policies regarding student preparation and success.

Issue: AP 4255 does not distinguish provisions required by Title 5, sections 55033 and 55034, as amended, from provisions that are legally advised or reflect local practice. Without that distinction, the Academic Senates cannot determine which provisions are open to local recommendation, particularly where local provisions may affect students more restrictively than Title 5 requires.

Recommendation: EPPS requests that the District annotate AP 4255 to identify each provision as legally required (with its Title 5 citation), legally advised, or local practice, and return the annotated draft to the Academic Senates before further review.

EPPS Substantive Recommendation 2 (revise language):

10+1 area: (5) Standards or policies regarding student preparation and success; (6) District and college governance structures, as related to faculty roles.

Issue: The procedure refers to an "[Appeals Committee]" placeholder and a "designated authority," neither of which is defined. Students therefore cannot determine who decides a pause appeal, and the faculty role in those decisions is not stated.

Recommendation: Replace "[Appeals Committee]" and "designated authority" with a defined body at each college, and specify its composition, including counseling faculty appointed by the Academic Senate.

AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM

EPPS Substantive Recommendation 1 (revise language):

10+1 area: (5) Standards or policies regarding student preparation and success.

Issue: AP 5050 contains a standalone provision requiring the District to operate a MESA program "consistent with Title 5 regulations." The provision does not relate to the matriculation services the procedure governs, cites no specific regulation, and commits the District unconditionally to a grant funded program. It also names MESA as the only categorical program, while the colleges offer others, including EOPS, DSPS, CalWORKs, Umoja, and Puente.

Recommendation: If the District intends to reference categorical programs in AP 5050, replace the provision with general language, such as: "Matriculation services shall be coordinated with categorical and special programs that provide targeted support services to students."