

Date of Hearing: April 14, 2026

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Mike Fong, Chair

AB 1669 (Pacheco) – As Amended March 9, 2026

SUBJECT: Student health: leaves of absence: mental health

SUMMARY: Establishes a reasonable accommodation standard for students who are experiencing medical or mental health conditions and establishes a leave of absence policy at postsecondary education institutions for all students who are experiencing a medical or mental health condition. Specifically, **this bill:**

- 1) Defines for purposes of the measure the following:
 - a) “Medical” to include health and mental health related issues, including, but not limited to anxiety, depression, eating disorders, and substance use disorders; and,
 - b) “Postsecondary education institution” to include a campus of the University of California (UC), a campus of the California State University (CSU), a campus of the California Community Colleges (CCC), a private postsecondary education institution, as defined, and an independent institution of higher education, as defined.
- 2) Requires each postsecondary education institution by the beginning of the 2027-2028 academic year to do the following:
 - a) Adopt a policy to allow a student to take a voluntary medical leave of absence (medical leave) for a period of time either as determined by the postsecondary education institution or for one academic year, whichever is longer. The adopted policy will:
 - i) Prohibit anyone from requiring a student, who elects to take a medical leave, to formally withdraw from the institution;
 - ii) Prohibit anyone from denying a student, who elects to take a medical leave, readmission to the institution or a program of study upon returning from the medical leave;
 - iii) Permit the student to return from medical leave with the same good academic standing the student enjoyed prior to the medical leave;
 - iv) Permit the student to take a longer medical leave than as permitted by the policy if there is a medical necessity;
 - v) Include procedures for how the student may access and use the medical leave policy; and,

- vi) Require the postsecondary education institution to consider whether the student on medical leave is permitted on campus and whether the student can partake and participate in campus activities during the medical leave.
- b) Requires a postsecondary education institution to provide reasonable accommodations to a student facing a medical challenge. The purpose of the reasonable accommodation is to ensure the student is able to complete their courses of study and research. The reasonable accommodation may include any of the following:
 - i) Permitting students to maintain involvement in campus activities, workplaces, and organizations;
 - ii) Make up tests and assignments that are missed for medical related reasons; and,
 - iii) Take a leave of absence pursuant to the policy adopted in (a) of this analysis.
- 3) Permits a postsecondary education institution to maintain an existing medical leave policy if the components of (a) of this analysis are incorporated.
- 4) Requires a postsecondary education institution to:
 - a) Make the medical leave policy, as described in (a) of this analysis, available to all employees during the required training and available to all students during orientation;
 - b) Post the medical leave policy, as described in (a) of this analysis, on the postsecondary education institution's internet website; and,
 - c) Require the medical center on campus to provide a copy of the medical leave policy, as described in (a) of this analysis, to a student who requests information on protections for students facing health and mental health challenges and when otherwise appropriate.
- 5) Finds and declares the following:
 - a) Nearly one-half of college students endure mental health challenges;
 - b) These mental health challenges include struggles with depression, anxiety, eating disorders, substance use disorders, and other challenges;
 - c) Research indicates that poor mental health significantly affects a person's day-to-day functioning and impedes academic performance;
 - d) Student mental and physical health are vital to a student's educational success;
 - e) College students do not have easy access to appropriate tools or institutional support to manage these mental health challenge;
 - f) A leave of absence can allow a student facing medical or mental health challenges to address those challenges and return to school ready to complete their studies; and,

- g) Students deserve a clear, equitable, and accessible pathway to focus on recovery and return without facing academic consequences or the need to reapply to the postsecondary educational institution.
- 6) States if the Commission on State Mandates determines there is a cost associated with the implementation of the measure, the State will reimburse local agencies and school districts for the determined cost.

EXISTING LAW: *Federal law.*

- 1) Section 504 of the Rehabilitation Act states no person with a disability in the United States will be denied benefits or be subjected to discrimination based on their disability in any program or activity that receives federal financial assistance. This applies to postsecondary education institutions who receive federal funding and therefore, the institutions are subject to the regulations promulgated by the Federal Government to address and prevent discrimination of people with disabilities (United States Code (USC), Title 29, Chapter 16, Subchapter V, Section 794, colloquially known as “Section 504 of the Rehabilitation Act).
- 2) The American with Disabilities Act prohibits discrimination against people with disabilities in everyday activities. Establishes people with disabilities as a protected class and prohibits discrimination in the same manner as prohibitions against racial or sex discrimination. This law guarantees that people with disabilities have the same employment opportunities, ability to access goods and services, and the ability to participate in state and local government programs (USC Title 42, Chapter 126).

State law.

- 1) The Unruh Civil Rights Act, states all people in California are free and equal and no matter their sex, race, color, religion, ancestry, national origin, disability, medical condition, genetic condition, marital status, sexual orientation, citizenship, primary language, or immigration status and are entitled to the full and equal accommodations, advantages, facilities, privileges, or services in all business establishments of every kind (Civil Code section 51).
- 2) Defines disability for the Equity in Higher Education Act to mean a mental or physical disability (Education Code (EDC) Section 66260.5).
- 3) Prohibits a postsecondary education institution that receives state funding from discriminating against anyone on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any characteristic listed or defined in Section 11135 of the Government Code (this includes medical conditions) or any other characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, including immigration status (EDC Section 66270).
- 4) Each postsecondary education institution in the state of California is prohibited from requiring a graduate student from taking a leave of absence or withdrawing from the program or limiting the student’s graduate studies based on the fact the student is pregnant or experiencing pregnancy-related issues. A postsecondary education institution is required to provide reasonable accommodations to the pregnant graduate student so the student may

complete their graduate program. Provides the terms and conditions for leaves of absences for graduate students, who are pregnant or have recently given birth and provides a separate leave of absence for non-birthing partners. Requires the policies regarding pregnancy protections to be posted in various locations on campus and requires employees to be trained on the policies (EDC Section 66281.7).

FISCAL EFFECT: Unknown.

COMMENTS: *Terms and trigger warning.* Throughout this analysis, the Committee staff will use the terms mental disability, mental-health condition, and mental illness interchangeably. The Committee staff understands this may be triggering to some individuals and the use of the multiple terms is due to the need to provide continuity in how the terms are listed in California Education Code, federal law, federal Regulations, and federal guidance. Furthermore, at the end of the analysis there is reference to loss of life. If anyone after reading this analysis is triggered, the Committee staff urges the reader to call 855-600-9276 (California Peer Run Warm Line) or 988 (Suicide and Crisis Lifeline).

Purpose of the measure. As delineated by the author, “nearly half of college students endure mental health challenges, including 37% who struggle with depression and nearly one-third who experience anxiety. While research indicates that poor mental health impedes academic performance, college students don’t always have easy access to appropriate tools or institutional support to manage these challenges. In some situations, the best solution for a student may be to take a leave of absence from school to focus on their mental or physical health. However, not all California colleges and universities offer a clear leave-of-absence framework. While some schools allow a student to take a medical leave of absence, others require that a student facing a mental health crisis completely withdraw. In some cases, students must reapply with no guaranteed pathway to readmission.”

As further explained by the author, “AB 1669 gives students the flexibility to step away when necessary to focus on medical or mental health treatment by creating a clear, equitable, and protected pathway for students to return to their studies where they left off – without having to face academic consequences or reapply. The bill supports student health and well-being while helping more students stay on track to complete their education.”

State of student’s mental health on collegiate campuses. Each year the Healthy Minds Network conducts a national study of student mental health.¹ The 2024-2025 survey included 84,000 student responses from 135 colleges and universities and yielded the following results:

- 37% of students surveyed had moderate or severe depression symptoms;
- 33% of students surveyed had moderate or severe anxiety symptoms;
- 50% of students surveyed had lifetime diagnoses of mental disorders; and,
- 38% of students surveyed received some form of mental health services.²

¹ <https://healthymindsnetwork.org/>

According to a press release by UCLA, one of the research partners for the survey, the data from the survey demonstrated that for the third year in a row the rates of depression, anxiety, and suicidal thoughts among college students have declined.³ Specifically, “student survey results show continuing declines, including severe depression dropping to 18% in 2025 from 23% in 2022 and suicidal thoughts decreasing to 11% this year from 15% three years ago.”³ The survey also found that while the number of mental health diagnoses are dropping, the number of students expressing mental health concerns to faculty is increasing. In a survey conducted amongst faculty by the Healthy Minds Network, it was found that, “about half of [the] faculty and staff surveyed said they have conversations with students about mental health, and most recognize worsening trends.”³

National data trends may indicate formal diagnoses of mental health conditions amongst college – age students are on the decline, however, a recent survey conducted amongst California youth, indicated an upward trend for mental health conditions. In October 2025, Blue Shield of California and Children Now published a report that surveyed 750 people ranging in ages 14 to 24. The survey determined 94% of youth reported frequent mental health challenges.⁴

Each year, the State provides funding for mental health services for students at the CCC, CSU, and UC. In their annual reports to the State Legislature each public higher education institution outlines how the funding was spent in support of students. In the latest report available, the CCC reported that in 2023-2024, 13,199 received mental health services.⁵ In their annual report to the Legislature, the CSU did not include a systemwide figure of students served and instead opted to have each campus highlight how the funding was used to support students.⁶ In the UC’s annual report to the Legislature, the system reported 212,136 were served by the mental health services across all UC campuses.⁷

Rights for disabled students and those suffering medical conditions. Postsecondary education institutions in California are prohibited by both state and federal law from discriminating against a student or applicant with a mental or physical disability. The California Education Code defines mental disability as all the following:

- 1) A mental or psychological disorder or condition, such as intellectual disability, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity;

² Healthy Minds Network (2026). *Healthy Minds Study among Colleges and Universities, 2024-2025* [Data set]. Healthy Minds Network, University of Michigan, University of California Los Angeles, Boston University, and Wayne State University. <https://healthymindsnetwork.org/research/data-for-researchers>.

³ <https://newsroom.ucla.edu/releases/college-students-mental-health-report-ucla>

⁴

https://iprssoftwaremedia.com/347/files/20258/FINAL_2025%20BlueSky%20Youth%20Mental%20Health%20Survey%20Summary%20Report.pdf

⁵ [https://www.cccco.edu/-/media/CCCCO-](https://www.cccco.edu/-/media/CCCCO-Website/docs/report/202324basicneedscentersreport13a11y.pdf?la=en&hash=10CAFE63AF544C10C7168DE8EF0C691867C3D8B7)

[Website/docs/report/202324basicneedscentersreport13a11y.pdf?la=en&hash=10CAFE63AF544C10C7168DE8EF0C691867C3D8B7](https://www.cccco.edu/-/media/CCCCO-Website/docs/report/202324basicneedscentersreport13a11y.pdf?la=en&hash=10CAFE63AF544C10C7168DE8EF0C691867C3D8B7)

⁶ <https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/legislativereports1/Mental-Health-and-Basic-Needs-signed.pdf>

⁷ https://www.ucop.edu/operating-budget/_files/legreports/2526/uc_basic_needs_legrpt.pdf

- 2) Any other mental or psychological disorder or condition that requires special education or related services;
- 3) Having a record or history of a mental or psychological disorder which is known to a postsecondary education institution; and,
- 4) Being regarded or treated by a postsecondary education institution for a mental or psychological disorder or for symptoms which may lead to a mental or psychological disorder.

While not explicitly listed in the definition in the California Education Code, according to the Mayo Clinic, anxiety, depression, eating disorders, and substance use disorders are all included in a clinical diagnosis of mental illness.⁸ However, despite providing student's protection from discrimination by postsecondary education institutions on the basis of their disability, the California Education Code does not enumerate how the institution shall prevent or address discrimination based on a mental health condition.

AB 1669 (Pacheco) seeks to rectify this oversight by providing all students with the ability to take a medical leave from the courses without fear of retaliation from the institution in the form of forced withdrawal. The measure also requires postsecondary education institutions to provide reasonable accommodations to students experiencing mental-health or health condition, to ensure the student maintains access to their coursework.

The provisions of AB 1669 (Pacheco) are similar in nature to the responsibilities required of a postsecondary education institution in the Federal Regulations for Section 504 of the Rehabilitation Act (regulations).⁹ Subpart E of the regulations pertains to postsecondary education institutions and states each institution is prohibited from excluding a student from any education or activity solely on the basis of a mental or emotional illness. Each postsecondary education institution is then further required to provide modifications for students with an emotional or mental illness to help the student maintain the ability to complete the academic requirements of the course or program. Section 104.44 of the Regulations spells out permissive accommodations as "changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted."¹⁰

Guidance produced by the U.S. Department of Education states that "under Section 504, a student with an anxiety disorder can be a student with a disability for purposes of Section 504 if the student's anxiety disorder substantially limits one or more of the student's major life activities."¹¹ The guidance states a college or university may accept a student has an anxiety disorder without any documentation or medical test. Once the student self-identifies as having the anxiety disorder, the postsecondary education institutions must provide reasonable accommodations for the student. Some of the examples of reasonable accommodations provided by the U.S. Department of Education include, but are not limited to:

⁸ <https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968>

⁹ Federal Code of Regulations, Title 34, Subtitle B, Chapter 1, Part 104.

¹⁰ <https://www.ecfr.gov/current/title-34/part-104/subpart-E>

¹¹ [Section 504 Protections for Students with Anxiety Disorders](#)

- 1) Extended testing time;
- 2) A single room in a dormitory, at the reduced double room rate;
- 3) A reduction in courses to be considered a full-time student;
- 4) Allowing the student to make up coursework;
- 5) Excusing late arrivals;
- 6) Excusing absences for medical appointment or when symptoms of their anxiety disorder hinder a student's ability to attend courses; and,
- 7) Long-term voluntary medical leave from school to receive treatment.”¹¹

AB 1669 (Pacheco) seeks to implement the U.S. Department of Education's guidance for anxiety disorders for any student who is experiencing a health or mental health related condition. The provisions of the measure require any accommodation provided by the postsecondary education institutions to be targeted to help the student maintain enrollment and successfully complete their chosen degree or field of study.

Leave of absence policies at California postsecondary education institutions. As explained earlier, each of the public higher education segments provides mental health services to their students; however, none of the segments have a systemwide policy to permit a student to take a leave of absence for a medical or mental-health condition.

Committee staff note there are two provisions of State law which permit certain students the ability to take a sanctioned leave of absence and return to the institution with the same academic standing: (1) parental leave for graduate students who have either just given birth or whose partner has just given birth; and (2) military leave for students who are called to active duty by the Armed Forces.

Despite the gap in State law and the lack of a systemwide policy, some campuses have taken it upon themselves to provide students with the ability to take a medical leave. The policies of the campuses vary in the duration of the leave and the terms of eligibility for the leave. Below are some examples from some of the more generous and more stringent policies currently provided by California postsecondary education institutions.

- 1) CSU Long Beach – permits a student to take an educational leave for personal, educational, financial, or medical reasons. The leave policy allows for up to two semesters if the student had good academic standing prior to the leave.¹²
- 2) Cal State Los Angeles – States an undergraduate student will lose their continuing student status if they are absent for two consecutive semesters. A student is permitted up to four semesters of leave, but the semesters may not be consecutive. If a student is gone for more

¹² <https://www.csulb.edu/student-records/educational-leave#eligibility>

than two consecutive semesters, the student may request a return from educational leave; however, this request can be denied.¹³

- 3) CSU Fresno – Permits a student to take up to four consecutive semesters of medical leave if the student was in good academic standing.¹⁴
- 4) UC Berkeley – Provides students with a medical withdraw which requires a student to complete a form and be approved for a medical withdraw with no guarantee for readmission unless the student provides medical documentation that their condition has been stabilized or resolved. The withdraw policy also provides students with the ability to seek accommodations to maintain enrollment. The withdrawal can be applied retroactively to a previous semester if the student needed to stop attending courses due to a medical or mental health condition.¹⁵
- 5) UC Merced – Requires students to formally request a withdrawal if the student is unable to complete their courses and then requires the student to apply for re-admission to the University.¹⁶
- 6) UC Davis – Permits students to temporarily suspend academic work at UC Davis during the academic term. The leave is permitted for three consecutive quarters; however, the student must apply for the leave by the 10th day of instruction. If a student seeks a leave of absence after the 10th day, they will need to withdraw and then re-apply for admission to the campus.¹⁷

California Community Colleges are considered an open-access institution; and therefore, while students are required to be “admitted” through an application process, the system is not allowed to deny anyone re-entry or re-access to the system as a whole. The Board of Governors of the California Community Colleges adopts regulations for the operation of all 73 community college districts. Each community college district must adopt and implement the regulations as district policies and procedures. California Code of Regulations Title 5, Section 550204 permits a student to withdraw from a course by the fourth week of an academic term without penalty to their transcript or grade point average. The student who seeks to withdraw after the fourth week is permitted an excused withdraw if the student has an extenuating circumstance which includes accidents, illness, or other circumstances beyond the student’s control.¹⁸ A community college district is permitted to refund tuition for any student who is granted a withdraw from a course due to an extenuating circumstance.¹⁹

AB 1669 (Pacheco) will provide continuity in postsecondary education institution’s medical leave policies across the State by ensuring all students are afforded the ability to take a medical

¹³ <https://www.calstatela.edu/registrar/academic-status> and <https://www.calstatela.edu/academicsenate/handbook/ch5#status>

¹⁴ https://studentaffairs.fresnostate.edu/registrar/student-records/planned-ed-leave.html#:~:text=Regulations%20for%20leaves%20of%20absence%20include:%20*,the%20student%20plans%20to%20attend%20another%20institution

¹⁵ <https://uhs.berkeley.edu/mental-health/social-services/academic-adjustments-and-medical-withdrawals>

¹⁶ <https://catalog.ucmerced.edu/content.php?catoid=24&navoid=2564#Reinstatement>

¹⁷ <https://registrar.ucdavis.edu/registration/leave>

¹⁸ 5 CCR § 55024

¹⁹ 5 CCR § 58509

leave without academic penalties or prescriptive medical documentation demonstrating the medical condition. AB 1669 (Pacheco) will provide equitable access for all students by permitting students to seamlessly return to coursework after a medical leave without having to re-apply for admission to their campus or academic program.

Arguments in support. As stated by the co-sponsors of the measure, the University of California Student Association (UCSA), “students should be able to easily access mental and physical health resources necessary to achieve their personal and academic goals, yet college students lack the appropriate tools and institutional support to manage these challenges. In some situations, the best solution for a student may be stepping away from school to focus on their mental or physical health. Following a leave of absence, a student may return to school ready to complete their studies after addressing any mental and physical health challenges. However, campuses across the University of California system do not offer a streamlined, clear leave-of-absence framework. While some UC’s allow a student to take a leave of absence, others ask students facing a mental health crisis to completely withdraw. In some cases, students may be required to reapply with no guaranteed readmission—even if they already have begun their studies. AB 1669 gives students the flexibility they deserve to step away from school to focus on medical or mental health treatment. The bill creates a clear, accessible, equitable, and protected pathway for students to return to their studies where they left off—without having to face academic consequences.”

As articulated by GenerationUP, the need for AB 1669 (Pacheco) is imperative as “not all California colleges and universities offer a clear leave-of-absence framework. While some schools allow a student to take a leave of absence, others ask that a student facing a mental health crisis completely withdraw. In some cases, students may be required to reapply entirely with no guaranteed pathway to readmission – even if they already have begun their studies. AB 1669 gives students the flexibility they deserve to step away from school to focus on medical or mental health treatment. The bill creates a clear, accessible, equitable, and protected pathway for students to return to their studies where they left off – without having to face academic consequences or reapply.”

Committee comments. As indicated by the author’s office, the impetus for this measure was a lawsuit against Yale University (Yale) which resulted in a change in the Yale’s leave of absence policies to include medical leave for mental health conditions. In November 2022, Elis for Rachael, a nonprofit led by Yale alumni, sued Yale alleging the University failed to provide reasonable accommodations for students with mental health conditions; and therefore, discriminated against the students in violation of federal law.²⁰ The impetus for the lawsuits was decades of students who when faced with mental health crisis were met with stringent leave policies often denying them the ability to address their mental health without suffering academic consequences. This led students to make the ultimate choice, leave and get help, or put on a stoic face and keep the struggle internal. Many chose to leave, some chose to stay, and some lost their lives.²¹ The lawsuit was settled by Yale in August 2023, whereby Yale agreed to “modify various university policies regarding mental health, including allowing part-time study for

²⁰ <https://www.disrightsct.org/yale-university-violates-federal-law-in-treatment-of-students-with-mental-health-disabilities>

²¹ <https://marychristieinstitute.org/mary-christie-quarterly/with-elis-for-rachael-yale-alumni-use-their-power-to-influence-mental-health-policy/>

students with urgent medical needs and making it easier for students to return from medical leave.”²²

No student should ever have to face a mental health condition alone nor should the postsecondary education institutions be forced into legal proceedings before it amends the institutional policies to be student-centered and trauma informed. AB 1669 (Pacheco) seeks to prevent what transpired in Connecticut from transpiring in California. AB 1669 (Pacheco) provides a minimum standard for all medical leave policies at California-based postsecondary education institutions, that are informed by the best practices enumerated in the Yale settlement.

To ensure the recommended medical leave policy is aligned with best practices and with federal law and guidance, the Committee has suggested, and the author has agreed to the following amendments:

- 1) Amends the findings and declarations to include language stating that a mental health disorder is a protected class pursuant to federal law. *Adds to Section 66025.2 subdivision (a), paragraph (6) to read as follows:*

(6) A mental health disorder is a protected class under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

- 2) Makes clarifying changes to the medical leave policy to be instituted by the measure to align with the author’s intent. *Amends Section 66025.2, subdivision (b), paragraph (1) to read as follows:*

(1) Adopt a written policy to allow a student to take a voluntary medical leave of absence for a period to be determined by the postsecondary educational institution or up to one academic year, whichever period is longer, for a period of one academic year, whichever is longer. The adopted policy shall adhere to all of the following requirements:

(A) Not require a student who takes a medical leave of absence to submit an official notice or to receive an official notice of withdraw from the institution. For purposes of this paragraph, withdraw shall mean to remove the person from being recognized as a student who may enroll in coursework at the institution.

(B) Not deny a student to the ability to enroll in courses offered by readmission to the institution or a program of study upon the student’s return returning from a leave of absence.

(C) Allow an enrolled student in good academic standing who voluntarily takes a medical leave of absence to return to the student’s program of study in good academic standing following medical leave of absence.

(D) Allow for a medical leave of absence to exceed the period allowed under the adopted policy if there is a medically necessity, as determined by the student’s physician or medical provider. A postsecondary education institution may require documentation from the

²² <https://www.cnn.com/2023/08/28/us/yale-mental-health-lawsuit-settlement/index.html>

student's physician or medical provider prior to granting an extension of the medical leave of absence as described in this paragraph.

(E) Include procedures for *how students may notify the institution of the need to take* ~~on how to take~~ a medical leave of absence.

(F) Consider whether a student who takes a *medical* leave of absence may be permitted on campus and may participate in campus activities during the *medical* leave of absence. *In determining whether a student who takes a medical leave of absence may be permitted on campus and may participate in campus activities, the institution's primary concern shall be student safety and shall not modify any requirements for participation in campus activities for the student who takes the medical leave of absence.*

- 3) Aligns the reasonable accommodation provisions with federal requirements for modifications required for a student with a disability. *Removes and Replaces Section 66025.2, subdivision (b), paragraph (2) to read as follows:*

(2) (A) Provide reasonable accommodation to a student facing a medical challenge, which substantially limits one or more major life activity, so the student is able to complete their course of study and research. The reasonable accommodation shall be provided without requiring the student to provide documentation of the medical challenge and reasonable accommodation shall meet the individual needs of the student. The reasonable accommodations may include, but are not limited to any of the following:

(i) Extended testing time in a reduced distraction environment.

(ii) A reduced course load.

(iii) Allowing the student to make up work, without penalty, and excusing late arrivals and absences when they miss class due to a medical appointment or when symptoms of their medical challenge hinder a student's ability to complete their work.

(B) For purposes of this section an accommodation that a postsecondary educational institution can demonstrate would fundamentally alter an academic requirement that the institution can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as reasonable accommodation within the meaning of this section.

~~Reasonably accommodate a student facing medical challenges so the student is able complete their courses of study and research. Reasonable accommodations may include, but not be limited to, allowing the student to do any of the following:~~

~~(A) Maintain involvement in campus activities, workplaces, and organizations.~~

~~(B) Make up tests and assignments that are missed for medically related reasons.~~

~~(C) Take a leave of absence pursuant to the leave of absence policy.~~

- 4) Amends subdivision (d) address concerns raised by the public higher education institutions as to the training requirements. *Amends Section 66025.2, subdivision (d) to read as follows:*

(d) After a policy is adopted pursuant to paragraph (1) of subdivision (b), the postsecondary educational institution shall do all of the following, as applicable:

(1) Provide, as part of established campus orientations, a copy of the leave of absence policy to students at all campuses of their respective segments.

(2) Provide an annual copy of the leave of absence policy to students, by sending an email at the beginning of each academic semester or term.

(3) Provide an annual copy of the leave of absence policy to all employees, by sending an email at the beginning of each academic semester or term.

~~*(1) Make the leave of absence policy available to faculty, staff, and employees in a required training and available to students at an orientation session.*~~

(4) (2) Notify students of the protections provided by the leave of absence policy for their health and mental health by prominently posting the leave of absence policy on the postsecondary educational institution's internet website.

(5) (3) For a postsecondary educational institution with an on-campus medical center, require the medical center to provide a copy of the leave of absence policy to a student who requests information regarding policies or protections for students facing health and mental health challenges and when otherwise appropriate.

(6) Require the registrar's office and the campus administrator's office to provide a copy of the leave of absence policy to a student who requests information on withdrawing from the university.

- 5) *Makes technical and conforming amendments.*

REGISTERED SUPPORT / OPPOSITION:

Support

University of California Student Association (Co-Sponsor)
Cal Voices
California Hospital Association
California Youth Empowerment Network
Generationup, Incorporated
Mental Health America of California

Opposition

None on file.

Analysis Prepared by: Ellen Cesaretti-Monroy / HIGHER ED. / (916) 319-3960