



College of the Canyons Academic Senate

May 29, 2025

3:00 p.m. to 4:50 p.m.

Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/81304377307?pwd=DjcOWaq12ef2z3xtqHJbSq5clyRZgO.1>

Meeting ID: 813 0437 7307; Passcode: 734998

One tap mobile +16694449171 US +17193594580 US

Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments: *none*
5. Sub-Committee Summaries:
 - Program Viability Committee Meeting Summary, May 8, 2025 (pg. 9-13)
6. Approval of the Consent Calendar:

| | |
|---|--|
| Academic Senate Summary, May 15, 2025 (pg.3-8) | Curriculum Committee Summary, May 22, 2025 |
| Program Viability Committee/Proposals: <ol style="list-style-type: none"> 1. ASL Deaf Studies Final Report 2. Ceramics Program Initiation | <ol style="list-style-type: none"> 3. Kinesiology Coaching Certificate and Additional Activity Classes 4. Pharmacy Tech Final Report |

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Program Viability Committee Annual Chair Report, Garrett Rieck (pg. 14-15)
2. [Non-Credit Curriculum Committee Annual Chair Report](#), Garrett Rieck
3. Academic Senate Presidents Report, Lisa Hooper
 - [Academic Senate Reassign Time Memo 2025-26](#)

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. BP and AP 4020 (Program and Curriculum Development), Gary Collis
 - Policy Review Committee Executive Summary for Senate regarding Revisions (pg. 16)
 - BP 4020 (pg. 17-19)

- AP 4020 (pg. 20-21)
- 2. BP & AP 4100 Graduation Requirements for Degrees & Certificates, Gary Collis
 - Policy Review Committee Executive Summary for Senate regarding Revisions (pg. 22-23)
 - BP 4100 (Final for Senate) (pg. 24)
 - AP 4100 (Final for Senate) (pg. 25-30)
 - BP 4100 Associate Degree & Certificate Requirements March 2014 (pg.31-34)
 - AP 4100 Associate Degree & Certificate Requirements, December 2013 (pg. 35-39)
- 3. AP 4236 (AP Credit) – Gary Collis
 - Policy Review Committee Executive Summary for Senate regarding New AP (pg. 40)
 - AP 4236 (pg. 41)
- 4. Faculty Receiving Emeriti Status June 2025
 - Charlie Johnson, *Mathematics*

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. [Program Viability Counseling Department Proposal to Split](#), Aivee Ortega, Clinton Slaughter & Garrett Hooper
2. Revised Faculty Evaluation Instruments, Faculty Evaluation Taskforce– Julie Johnson & Robert Wonser
 - New Guide for self-Evaluation Tenured and Tenure Track Faculty DRAFT (pg. 42-43)
 - Full Time Faculty Professional and Instructional Evaluation Summary DRAFT (pg. 44-47)

E. Special Recognition

1. [New Tenured Faculty](#) (pg.48)
2. [Senate Service Recognition for 2024-2025](#)- At-Large Senators (pg. 49)
3. Faculty Award Recipients (pg. 50)
4. Department Chair Workshop Training Series - Faculty who completed the training series (pg. 51)

F. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Facilities/Safety Considerations for Marginalized Student Populations

G. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Tenure Committee Training Workshops
2. Sabbatical Work Product (Archival and Presentation)
3. Adjunct Advisory Council

H. Announcements

1. [Next Academic Senate Meeting Dates Fall 2025](#): Aug. 28th, Sept. 11th, Sept. 25th; Oct. 9th; Oct. 23rd; Nov. 6th; Nov. 20th; Dec. 11th
2. [2025 ASCCC Curriculum Institute](#): July 9th- 12th, Ontario Convention Center, Ontario, CA.
3. [2025 ASCCC Faculty Leadership Institute](#): June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
4. [2025 ASCCC Fall Plenary](#), Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
5. [2026 ASCCC Spring Plenary](#), April 9th – 11th, Hyatt Regency Santa Rosa, CA.

I. Adjournment

The teleconference is accessible through the following link:

<https://canyononline.zoom.us/j/81304377307?pwd=DjcOWaq12ef2z3xtqHJbSq5clyRZgO.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Academic Senate Meeting Summary for May 15, 2025

| Voting Members | | | | | |
|-------------------------------|--|---|--|---|---|
| Senate President | Lisa Hooper | X | Business Senator | <i>Nadia Monosov proxy for Gary Quire</i> | X |
| Vice President | Garrett Rieck | X | Learning Resources Senator | Jennifer Thompson | X |
| Curriculum Chair | Tricia George | X | Personal & Professional Learning Senator | Garrett Rieck | X |
| Policy Review Chair | Gary Collis | X | Public Safety | VACANT | |
| Communications Officer | Erica Seubert | X | At Large Senator | Sab Matsumoto | X |
| AT Senator | <i>Claudenice McCalister interim for Regina Blasberg</i> | X | At Large Senator | <i>Shane Ramey proxy for Michelle LaBrie</i> | X |
| MSHP-MSE Senator | Thomas Gisel | X | At Large Senator | <i>Gary Collis proxy for Rebecca Shepherd</i> | X |
| MSHP-HPPS Senator | Lak Dhillon | X | At Large Senator | Shane Ramey | X |
| VAPA Senator | <i>Mike Harutunian proxy for David Brill</i> | X | At Large Senator | Nadia Monosov | X |
| Student Services Senator | Jesse Vera | X | Adjunct Senator | Todd Fatta | A |
| Humanities Senator | Mike Harutunian | X | Adjunct Senator | <i>Linda Beauregard-Vasquez proxy for Lauren Rome</i> | X |
| Kinesiology/Athletics Senator | Leora Gabay | A | Adjunct Senator | Linda Beauregard-Vasquez | X |
| SBS Senator | Jennifer Paris | X | X= Present | A= Absent | |

| Non-voting Members | | | |
|----------------------------------|---|--|---|
| Dr. Thea Alvarado (Interim, CIO) | X | Jennifer Brezina | X |
| Marilyn Jimenez | X | Jason Burgdorfer (COCA President) | X |
| Dan Portillo (AFT President) | X | ASG Student Representative: Sanjana Sudhir (Student Trustee) | X |

| Guest | | | | | | | |
|-------------------|---|-------------------|---|------------------|---|------------------|---|
| Annie Aboulian | X | Dianne Avery | X | Maral Markarian | X | Siane Holland | X |
| Anzhela Grigoryan | X | Dilke Sanver-Wang | X | Michael Felix | X | Erin Delaney | X |
| April Reardon | X | Erik Altenbernd | X | Nathan Mendelyan | X | Ruth Rasool | X |
| Chad Peters | X | Eric Barnthouse | X | Paul Wickline | X | Victoria Leonard | X |
| Chase Dimock | X | Dr. Jim Temple | X | Sara Breshears | X | | |

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - i. Many vending machines around campus do not work properly and many don't take cash or credit card and/or give you the wrong item. This will need to be addressed

- with the vendor.
 - ii. Students want healthier food options as some students are on campus longer.
 - iii. Tomorrow at the Don Take Science Center at CCC; the STEM expo will be held from 4:00pm – 6:00pm. The MESA student dinner will be held right after from 6:00-8:00pm.
 - iv. The Cultural Competency group will meet in BONH 330 next Tuesday at 2:00 PM. 350 courses have been demonstrated Cultural Competency and the Curriculum Committee has about 50 samples to share, with one course from each discipline on the upcoming 5-year revision list.
3. Approval of the Agenda
- I. **Motion** to approve the agenda by Gary Quire, seconded by Shane Ramey. Lauren Rome proxy for Linda Beauregard-Vasquez (absent). Jennifer Thompson proxy for Jesse Vera (yes, vote). Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.
4. Committee Appointments:
- I. David Michaels Tenure committee chair on Claudenice McCalister’s committee. (Temporary while Regina Blasberg is out on sabbatical).
5. Sub-Committee Summaries:
- I. Program Viability Committee Meeting Summary, April 24, 2025 (pg. 7-11)
 - II. Senate Executive Committee Meeting Summary, May 1, 2025 (pg. 12-15)
6. Approval of the Consent Calendar:
- I. **Motion** to approve the consent calendar by Mike Harutunian, seconded by Michelle LaBrie.
 - II. Lauren Rome proxy for Linda Beauregard-Vasquez (absent). Jennifer Thompson proxy for Jesse Vera (yes, vote). Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.

| | |
|--|--|
| Academic Senate Summary, May 1, 2025 (pg. 3-6) | Curriculum Committee Summary , May 8, 2025 |
|--|--|

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Academic Freedom Committee Annual Chair Report, Karyl Kicenski (pg. 16-17)
 - I. The committee worked on a Faculty & Grading and Generative AI report. The report addressed an explosion of cheating and plagiarism and how policies are not working. The Senate approved the report. The committee hosted FLEX sessions on what Academic Freedom is. Karyl Joined the nationwide [Heterodox Academy](#) which is a “nonpartisan nonprofit organization that advocates for open inquiry, viewpoint diversity and constructive disagreement in higher education.” Gary Collis has consulted as Chair of the Policy Review committee, and the Academic Freedom committee are working on a white paper addressing the legal ramification of state and local policy that affects academic freedom. This will go to Senate next academic year.
2. PAC-B Committee Annual Chair Report, Lisa Hooper
 - I. PAC is the “Presidents Advisory Council on Budget.” There are currently three chairs which includes, Jason Hinkle, Mayra Cuellar and Lisa Hooper. Jason has been able to do presentations on the local budget, and budgeting in the community college system. The budget is massive and there is not much flexibility in how public funds are spent. Because we are in a Even with increase in FTES it would not result in an increase in funding because of our funding floor. There was a budget shortfall of approximately \$10M that has been lowered to approximately \$4M with one-time solutions. The executive cabinet is exploring other remedies to make up the remaining shortfall. The tentative budget is due to be presented to the board in the summer along.

3. Academic Senate Vice President Report, Garrett Rieck
 - I. There was a reminder that the Collegial Celebration is on June 5th from 3-5pm and will be catered by Stonefire grill. RSVP's needed to properly plan for food and beverages.
4. Academic Senate Presidents Report, Lisa Hooper
 - [ASCCC Resolution Packet SP 2025](#)
 - I. **CCN Workgroup:** There are numerous COC faculty participating on statewide CCN groups. This helps COC and creates ambassadors for the statewide group. Lisa will be participating in June on the Kinesiology workgroup and will report back about the experience. Lisa gave special thanks to all faculty who step into this space and other leadership roles.
 - II. **Governance Remodel:** This is almost complete and will be moving forward soon.
 - III. **MQE committee:** The committee will go to all departments to make sure all understand what the Equivalency process is and allow departments should make an informed decision on whether or not to accept equivalencies for the next 5 years. Alisha Kaminsky provided a detailed presentation to chairs at IAC.
 - IV. **June 6th Commencement Day:** There will be a grading fuel station with caffeine-rich beverages and grab-&-go food to help faculty with their grading. Lisa is working with someone at the CCC campus to replicate the same event.
 - V. **Office Clean Out Day:** The Senate will work with facilities and all faculty to help get rid of things they no longer need. There was a reminder to not throw away the books and take them to the library instead. This will take place during the next academic year.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. [Curriculum Recommendation – Local GE Grades](#), Tricia George
 - I. There are 3 options being presented due to Title 5 changes. As a reminder, option 2 is current process, option 1 is Title 5 minimum with a D as minimum qualification and Option 3, elevates the standard to a C- although COC does not award C- 's. At CSU, UC's and with CALGET the standard is a C for a local degree. Jesse Vera reminded everyone at the last meeting that for those students who change their mind there was a strong inclination to move to the lowest grade being a C if they choose to transfer.
 - II. Voting Results for Option 1, 2 & 3:
 - Option 1: No votes.
 - Option 2: (*Clarification that a grade D would be passing for some models*). No votes
 - **Option 3:**
 - This opinion changes the lowest minimum grade that a student must earn to pass courses in our newly-revised local GE pattern to a C or higher.
 - **Unanimous vote for option #3.** Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Approved.
2. BP & AP 4225, AP 4227, AP4228, AP 4229 Course Repetition, Gary Collis
 - Program Review Committee, Summary of Changes (pg. 18)
 - BP 4225 Course Repetition (pg. 19-23)
 - BP 4225 Course Repetition (Final for Senate) (pg. 24)
 - **Motion** to approve BP 4225 by Michael Harutunian, seconded by Erica Seubert. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.

- AP 4225 Course Repetition (pg. 25-28)
 - AP 4225 Course Repetition (Final for Senate) (pg. 29-32)
 - Need to insert CALGETC throughout the AP 4225 on page 32, sub-section 19, sub-section e.
 - **Motion** to approve the policies by Erica Seubert, seconded by Gary Quire. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.
 - AP 4227 Repeatable Courses (Final for Senate) (pg. 33-34)
 - The content for AP 4227, 4228 and 4229 was derived from BP 4225 and broken up into three new APs.
 - **Motion** to approve the policies by Michael Harutunian, seconded by Lauren Rome. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.
 - AP 4228 Course Repetition- Significant Lapse of Time (Final for Senate) (pg. 35)
 - **Motion** to approve the policies by Erica Seubert, seconded by Michelle Labrie. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.
 - AP 4229 Course Repetition – Variable Units (Final for Senate) (pg. 36)
 - **Motion** to approve the policies by Erica Seubert, seconded by Michelle LaBrie. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.
3. Statement on Artificial Intelligence (AI), Shane Ramey
- Statement on Artificial Intelligence (pg. 37-39)
 - Changes will be made to the document such as changing “must” to “should” and to eliminate the italicized language from the document as it speaks more like a resolution. Under the section on “**Principle: Providing Institutional Support and Fostering Collaboration,**” the suggestion is to change the second sentence to read as, “*The Academic Senate in partnership with our District and statewide colleagues.*” This will communicate a statement of values as a faculty body. There are concerns that the document offers a permission structure for almost any usage of AI if the instructor agrees. There are also environmental factors. However, there are other faculty who feel that AI can be used in some disciplines such as in CTE. The document will be evolving and will need to be revisited over the next few years. There was a suggestion to add “environmental concerns” to the section on “Principle: AI Literacy and Life-Long Learning.” Under the section on Academic Freedom principles the phrase of “however” was suggested to be removed. A yes vote communicates the impact of AI in education, that faculty authenticate student assessment, and that many are in favor while others are not.
 - **Motion** to approve the Statement on Artificial Intelligence with the edits by Erica Seubert seconded Rebecca Shepherd. Lauren Rome proxy for Linda Beauregard-Vasquez (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote), Rebecca Shepherd proxy for Jennifer Paris (yes, vote). Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. [ASG Syllabus, Orientation Letter and Learning Resource Considerations](#), Jesus Martinez (ASG Student Involvement Coordinator) & Sanjana Sudhir (ASG Student Trustee)
 - I. Lisa noted that while the ASG leadership had intended to present on syllabi, orientation

letters and learning resources, they had not had time to conduct a sufficient survey of students. The survey will go out in the fall. The ASG leadership provided an overview of function of ASG and the events and services they provide. Currently Jesus Martinez is charged with finding committee reps. ASG has partnered with the Bluebird Resource Program to create a joint resolution in support of the undocumented student population and presented it to BOT. ASG has also been working with Professor Ballesteros to review changes to AB 1705 and how this is affecting students. The statewide SSSCC is working with FACCC on legislation in opposition of AB 1705. SSSCC has also passed several resolutions regarding AB 1705.

2. [Behavioral Intervention Program \(BIT\)](#), BIT Team

- Sarah Cox provided an overview of the BIT Team. There is now a tile under the Faculty Resource Center that includes a link to the BIT program. This includes a referral form faculty, staff and faculty use to refer students to the team. The BIT Team will provide feedback on any reports submitted. As a reminder Campus safety is on site late and on weekends and there is an incident command team. Mental health has an after-hour crisis line on the student health and wellness website. BP and AP 4020 (Program and Curriculum Development), Gary Collis
- Policy Review Committee Executive Summary for Senate regarding Revisions (pg. 40)
- BP 4020 (pg. 41-43)
- AP 4020 (pg. 44-45)
 - Dr. Omar Torres (former CIO) forwarded this policy to Gary in the fall; however, he was on sabbatical. There are track changes, and there was a need to add the unit calculation.

3. BP & AP 4100 Graduation Requirements for Degrees & Certificates, Gary Collis

- Policy Review Committee Executive Summary for Senate regarding Revisions (pg. 46-47)
- BP 4100 (Final for Senate) (pg. 48)
- AP 4100 (Final for Senate) (pg. 49-54)
- BP 4100 Associate Degree & Certificate Requirements March 2014 (pg. 55-58)
- AP 4100 Associate Degree & Certificate Requirements, December 2013 (pg. 59-63)
 - There are now legal changes to graduation requirements which necessitate updates to the document. When students enroll, they can select to take a course as a pass or no pass. The consequence is that that grade cannot be used for the major preparation requirements. Counseling contacts students individually when they make this choice and it will have a negative impact on their progress. There is a limit of 18 units to select for pass/no pass. The pass/ no pass has been an issue since the pandemic. Students can change their grading scheme from letter grade to pass/no pass up until the last day of the term.

4. AP 4236 (AP Credit) – Gary Collis

- Policy Review Committee Executive Summary for Senate regarding New AP (pg. 64)
- AP 4236 (pg. 65)
 - This policy is a legally required by CCLC and there didn't exist a document that outlined the model, therefore this policy was created. April Reardon, CPL coordinator, has been working on connecting courses with exams. Only area credit is currently has been given in the past. The college's participation in dual enrollment has impacted how students take AP. Most of the language and rules such as the 15 areas in the college catalog are a title 5 requirement.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Revised Faculty Evaluation Instrument, Faculty Evaluation Taskforce
2. Facilities/Safety Considerations for Marginalized Student Populations

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Tenure Committee Training Workshops
2. Sabbatical Work Product (Archival and Presentation)
3. Adjunct Advisory Council

G. Announcements

1. Next Academic Senate Meeting Dates Spring 2025: May 29th; Fall 2025: Aug. 28th, Sept. 11th, Sept. 25th; Oct. 9th; Oct. 23rd; Nov. 6th; Nov. 20th; Dec. 11th
2. 2025 ASCCC Curriculum Institute: July 9th- 12th, Ontario Convention Center, Ontario, CA.
3. 2025 ASCCC Faculty Leadership Institute: June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
4. 2025 ASCCC Fall Plenary, Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
5. 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency Santa Rosa, CA.

H. Adjournment: 5:00pm

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1>

Please note:

This meeting will be broadcast at the following locations via zoom

Program Viability Committee Summary

May 8, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

| Voting Committee Members: | | | | | |
|--|--|---|--|---|---|
| Garrett Rieck | <i>Committee Chair</i> | X | Kathrina Almero-Fabros | <i>Transfer Discipline Rep./At-Large Member</i> | X |
| Aivee Ortega <i>(Erika Torgeson is out on Sabbatical)</i> | <i>Enrollment Services/Counseling</i> | X | VACANT | <i>Adjunct/AFT-Student Services</i> | A |
| Jason Burgdorfer | <i>MSE, COCFA President</i> | X | VACANT | <i>ASG Student Rep.</i> | A |
| Jaya George | <i>Health Professions</i> | A | Administrator Voting Members | | |
| Jennifer Paris | <i>CTE Rep/ECE Rep/SBS</i> | X | Thea Alvarado | <i>Interim Asst. Superintendent/CIO</i> | X |
| Jesse Vera | <i>Enrollment Services /Counseling</i> | X | Erin Tague | <i>Assist. Superintendent/VP of Facilities</i> | X |
| Karl Striepe | <i>SBS/Transfer Discipline Faculty</i> | X | Jason Hinkle | <i>Associate, VP, Business Services</i> | A |
| Ruth Rassool | <i>Humanities (Adjunct)/AFT Designee</i> | X | Dr. Jasmine Ruys or designee Dr. Jim Temple | <i>Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support</i> | X |
| Tricia George | <i>Curriculum Committee Chair/Humanities</i> | X | A= Absent | X = Present | |

| Guest: | | | | | | | |
|----------------------|---|------------------|---|-----------------|---|---------------|---|
| Clinton Slaughter | X | Garrett Hooper | X | Kathleen Welch | X | Paul Wickline | X |
| Diane Avery | X | Harriet Happle | X | Lisa Hooper | X | | |
| Dr. Daylene Meuschke | X | Jason Oliver | X | Marilyn Jimenez | X | | |
| Erika Torgeson | X | Jennifer Brezina | X | Nadia Cotti | X | | |

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of the 4/24/2025 meeting minutes
 - i. Motion to approve the 4/24/25 meeting minutes by Jennifer Paris, seconded by Kat Almero-Fabros. U.A.
3. Approval of the Agenda
 - i. Motion to approve the agenda by Dr. Jasmine Ruys, seconded by Jennifer Paris.

II. Discussion

1. Department Split: Counseling – Garrett Hooper and Aivee Ortega
 - i. **Program Proposal**: This request is to split the Counseling Department between Instruction and Non-Instructional Counseling with each having their own department chair.
 - ii. **Counseling Courses**: Counseling teaching courses are optional and only considered overload and are considered non-instructional hours. Counselors are hired withing specific departments and programs. Some Counselors are hired under special population area but when they teach those positions fall under the Dean of Counseling.
 - iii. **Historical Context**: Counseling used to be a single department that managed two instructional areas, instructional and non-instructional. There is one counselor for the Dept. Chair of record as this person manages the counseling office for general counseling. The elected chair can manage two areas however, this is challenging. What has happened is that due to the large workload required to manage the Counseling Department the chair can elect to allocate a percentage of release time to another counselor. A map of the Counseling Department was shared by Aivee Ortega that

- includes General Counseling and Instructional Counseling such as credit and noncredit area. There are multiple program reviews and two different budgets.
- iv. **Background Information:** The reasoning for the proposal to split as the counseling department is due to a faculty counselor outside of the general counseling area expressing an interest in becoming department chair. It was clarified that faculty from across the discipline who also teach counseling are under umbrella of instructional counseling. This proposal is to make it equitable for all full-time counselors who work outside of the counseling office to become department chairs.
 - v. **Non-Instructional Counseling:** This area will continue to have a department chair filled by the counseling working within the General Counseling Department. This person needs to be in the office almost daily. The dept chair for non-instructional counseling has the same responsibilities as the instructional area.
 - vi. **Counseling Department:** Refers to both instructional and non-instructional counseling. At other institutions some have counselors under the supervision of one educational administrator.
 - vii. **Stakeholders:** This change will affect all full-time counseling. Instructional counseling adjuncts will be under the instructional counseling department chair. The general counseling department chair will strictly oversee counseling operations and services of the general counseling department.
 - viii. **Potential Impact:** This proposal does not have an impact on the organizational structure. There will be no employee transfer. This proposal will also not impact on students, curriculum, negotiated agreements and funding. With the change the Counseling department will be able to elect two separate chairs with their own release time. This will provide more effective use of time and resources. Currently Aivee has allocated Erika Torgeson 50% of her release time. They also do much more work than the release time given. Each counseling area already exists and shares a single chair. This does not modify the function or purpose of each area. The separation will give all counseling the ability for counselors to vote in both areas of non-instructional and instructional.
 - ix. **DOH Adjunct Ranking & Hiring:** Instructional faculty are hired with a DOH ranking. There is another DOH list of non-instructional faculty. There is non-instructional counseling general, career and instructional. There is also EOPS, Empowerment Program, etc. all with their own DOH areas. These departments do their own hiring and have their MQ's specific to their areas. It was emphasized that Aivee manages General Counseling. There will be more funding for fall.
 - x. **Adjunct Counselor Teaching Assignments:** There are adjuncts who take 3 instructional courses for fall, but because they are in the ranks for non-instructional, they can also grab those courses and give up two classes. Veterans Affairs has their non-instructional list, and they may have more hours. Aivee must account for people who can max out in multiple areas. A 3-unit class is a 20% load and every 7 hours faculty work is 20%. For example, there are some faculty who work 14 hours and can do 7 hours with Aivee and 7 hours in MESA.
 - xi. **What happens if someone is hired in the non-instructional area and doesn't keep the overload for FTF counselors?** All FTF counselors regardless of their location are assigned to the counseling discipline and they are eligible to teach counseling courses. By seniority they are assigned courses. This is overload and it is not a requirement to teach. There are some who don't teach during the summer and winter while others do.
 - xii. **Counselors outside of the General Counseling Area:** There are some counselors assigned to special student populations that are nested withing a department that

include classified, and educational administrators. There are 16 areas on campus that have counselors embedded. There are some counselors in BANC that don't report to Clinton, but Veterans counselors do. The concerns that representation is dictated by a department and school and this may create an issue. All counselors, even when not teaching, are part of the instructional counseling pool and participate in division meetings. When there are calls for counselors to serve committees, those requests have not been limited to only members of the counseling department.

- xiii. **New Government Structure:** In the new organizational structure, there may be more counselors that will report or connect to Clinton Slaughter. Aivee does not manage other areas, only those in general counseling. Prior to Clinton there was a Dean of Enrollment Services who oversaw counselors. There is now a dedicated Dean of Counseling. Past meetings were also part of the Student Services meetings and now there are specific counseling meetings that include both instructional and non-instructional counselors. The Dean of Counseling can manage those systems and receive feedback.
- xiv. **Reassign Time Needed:** There is 100% reassign time for the department chair of counseling. This will no longer be 50/50 when a department split takes place. There will not be 80% each. This will need to be incorporated into the budget. Chair compensation is negotiated, and this will be the next phase. The hope is to have this approved for all elections for the fall negotiations cycle for 2026-2028. If this is approved the district will pay the contract at the negotiated rate. They will not count instructional sections in non-instructional. There is an instructional and non-instructional rubric. Faculty cannot be counted in two different areas. Will need to modify the language as this necessitates a change. It is not clear how this will work with the current method of counting faculty. Any full-time counselor can be an instructional chair.
- xv. **Next Steps:** Program Viability will need to vote and make a recommendation to the Academic Senate. There will then be two reads prior to taking action.
- xvi. **Motion** to forward the proposal to the Academic Senate for approval by Jason Burgdorfer, seconded by Kat Almero-Fabros. Dr. Thea Alavardo voted no. There needs to be an agreement by the CIO and the department prior to a department split being approved. Motion approved.

III. Reports

1. Final Report: Sustainable Architecture - Jason Oliver

- i. This proposal is for a **Bachelor of Science in Building Performance**. The first cohort of students are finishing their first year. The students started in the winter session and have been taking upper division classes. The original proposal was for a Bachelor of Science in Building Performance. The title is not ideal, but it speaks about what the program is teaching and the curriculum that focuses on energy efficient building
- ii. **Marketing:** When doing outreach, the programs need to explain to students that this is an architecture degree and is the same subject. This is so there is no confusion. PIO created a marketing flyer. Soon marketing may use the title Architecture as this is the term people understand, and the goal of students is to become architects. The program does satisfy the architectural requirements. The program is working with PIO and marketing throughout the summer and winter. There is much structure that can be modified with the BSBP Student handbook. There is review with the rubric and there is a specific criterion. The rubric is borrowing from Cal Poly San Luis Obispo. Holly Hitt - Zuniga has created a google doc that allows to add notes.

- iii. **Program Description:** The description had to be developed internally and vetted with the state chancellor's office and two Cal states that had duplication objections. Currently Cal States have full right of refusal and don't have to give an explanation as to why. Eventually COC was able to meet with Cal State, so they didn't feel duplicated and reflected what the industry needed. There are specific deals in the performance of buildings. All building projects in large residential areas need to have energy projections and in the Architecture industry they need to turn to 3rd party vendors. This is also the case with engineering contracts.
- iv. **Challenges:** Marketing and outreach have been a challenge. This is a different population of students. The program has gone to other CCC's such as Santa Monica and Valley College. There are currently no presentations being done at Cal States. This has taken much time and resources and trying to find new mediums to spread the word.
- v. **Upper Division Coursework:** Faculty have been developing all courses, lectures, assignments and guest speakers.
- vi. **Admissions Reviews:** There is much management of applications for students. There are many students who are not as focused or who also work FT or PT. The program needs to make sure they show up in class. There is much coordination with other departments and interaction with counseling and course substitution. There is no assist.org. Financial Aid has determined that some aid is not available for upper division courses only for lower division courses.
- vii. **Co-Hort:** The program has a cap of 15 students per cohort. In a few years they can cap 35 students.
- viii. **Award Recognitions:** The US Dept of Energy awarded the program the "Zero Energy Design Designation (ZEDD)" recognition. The program must apply every 3 years. Locally in CA the program is active and receives an award from the state from "Cal BEM Foundation" on the "Step Forward Award Recipients".
- ix. **Total applicants received and how many were not prepared?** The first go round had 16 applicants and 1 did not meet requirements. The first co-hort was compressed. Approval was received in April of 2024 by Dr. Omar Torres (past CIO) and there was a need to do quick marketing and admissions with students. The program had to rely on the alumni network and one student from Santa Monical college. The third tier is to market to high schools at the LAUSD level.
- x. **Program Title Challenges:** When the program explains to students that this is a Sustainable Architecture Program they understand the program. At another college there is a similar program called the **Bachelor of Science in Sustainable Architecture and Building Science**. There are two other programs that want to do Bachelors in the medical field. The college needs to make sure this program gets what it needs in terms of resources prior to starting two more BA programs.
- xi. **Next Steps:** There is an option to not vote for the program to make it a permanent program as this then lacks the ability to return to PV to ask for additional support. The program agrees with this strategy. There is different infrastructure needed to run an upper division program. The idea is to hold off on the vote until a year later. This can also help to trigger a revitalization to determine if more resources are needed.
- xii. **In PV how do we designate that someone will get a resource?** There is \$1.5M in forced cost that was in #777 however, there is no funding for this. There is also no marketing person for a BA program. Perhaps the committee needs to do their own ranking of

needs annually. There is an informal route which includes bringing a program back in the year. The more formal route is the full revitalization process that will require a budget sheet, itemize items and identify a funding source.

- xiii. **Limited Funding with Perkins and SWF:** There is concern with limited funding in categorical funding with Perkins and SWF. It is important to know institutional regarding Fund 11 what the institution can commit. There are faculty being supported with SWF funds in round 1 and the funding is now in round 10. As there are more budget constraints, the district needs to do more analysis. Proposals need to be ranked as they come through as there is no system currently in place to identify funding sources. There needs to be a parameter for how resources are allocated. Revitalization is intended for programs that are currently running, and this process can be triggered at any point during reports, 1, 2 or 3. The program will return in spring of 2026.
 - xiv. **Adult Hourly:** There is a short-term hourly but there is a need for a full-time person as well.
2. Chair Report: Revisions to forms and future meeting dates/times - Garrett Rieck
- i. This is the last meeting of the semester. Special thanks to all for their work on the committee. There is a chance Garrett may not chair this committee next semester as he applied for the Rising Scholar Coordinator position. If he gets the position Lisa Hooper will chair the committee. Garrett will send out an email to confirm membership of the committee for the next year.

IV. Adjournment: 11:32 am.

Program Viability Committee Chair Annual Report to the Academic Senate

A. Committee & Committee Chair Name and Meeting Times/Location

Program Viability Committee
PV Chair: Garrett Rieck
Six meetings each semester on Thursdays from 10:00am to 11:30am (Zoom)

B. Committee Membership Composition List

Faculty Appointments

- Faculty Chair: Garrett Rieck
- Student Services: Jesse Vera
- ECE/CTE: Jennifer Paris
- COCFA: Jason Burgdorfer
- Transfer Discipline: Karl Striepe
- Program Review: Erika Torgeson and Aivee Ortega
- Curriculum: Tricia George
- Adjunct/AFT: Vacant
- At large: Kat Almero-Fabros

Other Members

- CIO: Thea Alvarado
- VP Business Services: Jason Hinkle
- VP Facilities: Erin Tague
- VP Information Technology: Jim Temple
- ASG: Vacant

C. Committee background/purpose objectives or goals. Provide committee background on what is the purpose, objective or goal of the committee. Why was the committee formed? What does the committee seek to accomplish and where does it live in the campus governing structure?

The Program Viability (PV) Committee is a standing committee of the Academic Senate. Per the AP 4021, PV shall hear proposals for program initiation, modification, revitalization, and discontinuance.

The Committee will use the evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of initiation, modification, revitalization, or discontinuance. The Committee will be charged with:

- Determining the initial proposals evidentiary sufficiency per Section III according to AP 4021.
- Exercising discretion to expand its membership to include at large faculty, program support staff, student services representatives, and adjunct instructors.
- Gathering all qualitative and quantitative evidence into a written report.
- Participating in all public meetings and discussions.
- Recommending to the Academic Senate one of the three potential outcomes of the discontinuance process.

D. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the Senate, and over the course of the last academic year.

There were several proposals approved in the 2024/25 Academic Year:

- Ceramic Program Initiation

- Kinesiology Coaching Certificate and Additional Activity Classes
- Counseling Department Split (approved at PV, but still needs two reads at Senate)

There were also four programs approved for permanent status:

- Crime and Intelligence Analysis Certificate of Completion (Noncredit) Final Report
- Network Technology with Cybersecurity Final Report
- Pharmacy Tech Final Report
- ASL Deaf Studies Final Report

E. Committee main objectives, goals or projects for the current semester and academic year Provide a summary of what are some of the main objectives, goals or projects the committee is focusing on for the semester. What are the committee priorities?

This academic year, the main goal to continue implementing the changes to AP/BP 4021 to better capture how the PV process works. Specifically, we wanted to see more detailed budgets accompanying proposals using the new pro forma budget spreadsheet.

F. Describe any challenges the committee has faced.

There were issues in past semesters getting the proposal documentation posted ahead of time so the committee members could review all documentation before presentations. Since the Academic Senate approved deadlines stating that documentation must be submitted by the Monday morning before the Thursday meeting, there have been no issues this academic year. There were also vacancies on the committee, but all have now been filled except the adjunct and ASG rep. Lastly, there are some needed revisions to AP 4023 (Academic Departments) that need to be addressed.

G. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

There needs to be a collaboration between PV and the Academic Staffing Committee since many of the proposals approved at PV require the hiring of a full-time faculty member. I attended an ASC meeting last year and we have a plan to collaborate and update each other more frequently moving forward.

H. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

All approved program viability proposals are submitted to the Academic Senate and placed on the consent calendar. At any time, senators are welcome to pull a proposal summary from the consent calendar and ask questions.

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: May 12, 2025
RE: Summary of Revisions to BP/AP 4020 (Program and Curriculum Development)

The District last revised BP/AP 4020 (Program and Curriculum Development) in 2018. Since that time, the Community College League of California (CCLC) has issued revised model documents in 2021 and 2024 to reflect legal changes. Dr. Torres sent revisions of these documents to the Policy Review Committee in the summer of 2024. The Policy Review Committee approved them in late Fall 2024. The documents closely track the CCLC model documents.

A brief summary of the noteworthy changes:

Board Policy

- Expands the detailed definitions of credit hour including online and distance education considerations, incremental awarding of credit hour (e.g., 0.15, 0.25), and Work Experience credit hour calculations.
- Requires that direct assessment competency-based education modules adhere to the terms of Title 5 section 55270.12.

Administrative Procedure

- States that Career Technical Education (CTE) programs and courses must also be recognized by the South Central Regional Consortium prior to submission to the Chancellor's Office.
- Confirms that the Academic Senate reviews and approves "modes of instruction."
- Specifies that California General Education Transfer Curriculum (Cal-GETC) begins fall 2025, while IGETC is used through summer 2025.
- Requires that the District meet annual certification requirements for approval of credit courses and programs required by Title 5 sections 55100 and 55130.



BP 4020 Program and Curriculum Development

References:

34 CFR sections 600.2, 602.24, 603.24, and 668.8;
[U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended](#);
Education Code sections ~~66700~~, 70901, 70901(b), 70902(b), and 78016;
Title 5 sections 51000, 51022, ~~55002(b)(1)(B)~~, 55002.5, 55100, 55130, ~~and 55150~~,
~~57001, 58023, 58022, and 58050~~;
[ACCJC Accreditation Standard 2](#)

- A. The programs and curricula of the Santa Clarita Community College District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the [Academic Senate and its sub-committees](#)~~CEO~~ shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.
- B. These procedures shall include: (a) appropriate involvement of the faculty and Academic Senate in all processes; (b) regular review and justification of programs and course descriptions; (c) opportunities for training for persons involved in aspects of curriculum development; and (d) consideration of job market and other related information for vocational and occupational programs.
- C. All new programs and program deletions shall be approved by the Board of Trustees.
- D. All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.
- E. Individual degree applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree applicable credit and degree applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.
- F. ~~Consistent~~ with federal regulations applicable to federal financial aid eligibility,

the District has designated each class hour as a credit hour and established the definition of credit hour. The class hour is the basic unit of attendance for computing the number of full-time equivalent students (FTES) for apportionment.

1. Established procedures, pursuant to Title 5 and the California Community College-2 Chancellor's Office Student Attendance Accounting Manual, define a credit hour as a clock hour of a total of 60 minutes composed of a segment of no less than 50 minutes of scheduled contact for instruction and/or examination and a segment of 10 minutes for passing time between classes or a break.
 2. District procedures assure that curriculum complies with the definition of credit hour. It uses a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to ensure that a credit hour program has an appropriate minimum number of clock hours of instruction for each hour unit of credit it claims.
 3. A credit hour of work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include inside and/or outside-of-class hours. For example, one credit hour (50 minutes) of lecture classroom instruction per week involves two credit hours (100 minutes) of outside-of-class student work per week, for 150 minutes of total student work per week for 16 weeks for one semester. Both inside and outside-of-class hours of total student work are found in the official course outline of record.
 4. A credit hour at the District College of the Canyons represents the amount of work necessary to achieve intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency.
 5. A credit hour is assumed to be a 50-minute period. In courses, such as those offered online, in which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement in academic activities as established by the institution including laboratory work, internships, studio work, and other academic work leading to the award of credit hours.
6. A credit hour may be awarded in increments less than one unit (e.g., 0.15, 0.25, 0.50).
26. W/Cooperative work experience education courses shall adhere to the formula for credit hour calculations identified in Title 5 section 55253 and

award one semester credit hour for ~~5475~~ hours of paid work or ~~60 hours~~ of non-paid work.

G. ~~Direct assessment competency based education modules shall adhere to the formula for credit hour calculations identified in Title 5 section 55270.12.~~



~~See Administrative Procedure 4020~~

~~Board Approved: June 13, 2018~~

~~Next Review Date: Spring, 203024~~



AP 4020 Program and Curriculum Development

References:

34 CFR sections 600.2, ~~602.24~~, ~~603.24~~, and ~~668.8~~;
[U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended](#); [Education Code sections 70901, 70901\(b\), 70902\(b\), and 78016](#);
Title 5 sections ~~51000~~, ~~51021~~, ~~55000 et seq.~~, ~~2.5~~, and ~~55100 et seq.~~, ~~55130~~, and ~~55150~~;
[ACCJC Standard 2](#)

- A. Programs and curricula of the Santa Clarita Community College District are academic and professional matters which are initiated by faculty within the departments and submitted through the appropriate approval process established by the Curriculum Committee under the jurisdiction of the Academic Senate in alignment with the policies and procedures approved in [Board Policy 4021 and Administrative Policy 4021: Board and Administrative Policy regarding Program Viability – Initiation, Modification, and Discontinuance](#).
- B. The Instruction Office ~~and Office of Academic Affairs~~ provides the administrative support for this process through shared governance with the Academic Senate ~~and Curriculum Committee and its sub-committees~~. Proposals are then forwarded to the Board of Trustees for review and approval before final submission to the California Community Colleges Chancellor's Office. Career Technical Education programs and courses must also be ~~recognized~~ ~~approved~~ by the ~~South Central~~ ~~Regional~~ ~~C~~consortium before being sent to the California Community Colleges Chancellor's Office. The college catalog is a collaborative publication reflecting these approvals.
- C. The primary responsibility of the ~~Curriculum Committee~~ ~~Academic Senate and its sub-committees~~ ~~are~~ ~~is~~ assuring academic excellence in curriculum matters by ensuring that curriculum is academically ~~sound~~ ~~rigorous~~, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of:
1. New and modified course proposals for Title 5 compliance
 2. Courses as they relate to programs of study
 3. Appropriate requisites

4. Modes of instruction
5. CSU and UC general education proposals in collaboration with the articulation officer
6. Policy changes pertaining to curricula issues
7. Implementation of state regulations and guidelines pertaining to the curriculum development process
8. Proposed programs of study (e.g., Associate Degrees, Certificates of Achievement)
9. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
10. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, ~~and~~ the Intersegmental General Education Transfer Curriculum (IGETC) through summer 2025, and the California General Education Transfer Curriculum (Cal-GETC) beginning fall 2025
11. Review all curriculum proposals to ensure they meet the —the college’s mission; needs of students, quality and; feasibility of the course, align with the college’s mission, and compliance with Title 5V.

D. An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a five-year rotational cycle and updated as needed. CTE programs are reviewed on a two-year cycle through the District’s program review process. CTE prerequisites are validated every two years.

E. Curriculum proposals shall be accepted according to the annual Curriculum Committee calendar. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year’s college catalog.

F. The District shall provide annual certification to the California Community Colleges Chancellor’s Office pertaining to the approval of credit courses and credit programs as required under Title 5 sections 55100 and 55130.

Next Review Date: Spring, 203024

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: May 9, 2025
RE: Summary of Revisions to BP/AP 4100 (Graduation Requirements for Degrees and Certificates)

The District last reviewed BP 4100 (Graduation Requirements for Degrees and Certificates) over eleven years ago. In 2023, the Board of Governors approved rather extensive changes to Title 5, sections 55060-55062, which revised associate degree requirements. Those changes become effective in Fall 2025. Therefore, COC must update all its policies and procedures that implement the legal requirements for the award of associate degrees. The Senate recently approved revisions to BP/AP 4025 (Philosophy and Criteria for Associate Degree) in response to the same legal changes that necessitate revisions of BP/AP 4100 (Graduation Requirements).

In connection with the review of these documents, the Policy Review Committee has both integrated the many new or different Title 5 requirements and moved much of the content currently outlined in BP 4100 into the newly proposed administrative procedure, because a great deal of that content is procedural in nature and belongs in an AP rather than a BP. We have tried to align with the model policy and procedure published by the Community College League of California (CCLC), where possible. The extent of the revision of the documents, partly due to the passage of eleven years since they were last considered, made use of insertions and deletions impracticable, unfortunately.

Important changes/clarifications are:

- Increases required general education units from 18 to 21 semester units to align with Title 5 updates.
- Adds Ethnic Studies as a required general education area. Removes the Physical Education and Wellness requirement as a local associate degree graduation requirement.
- States that students holding a bachelor's degree from an accredited institution have fulfilled general education requirements for the associate degree, as now required by Title 5.
- Allows students to count "P" (Pass) grades earned in major coursework to earn an AA degree that uses COC's local GE pattern, but not AA degrees following other general education patterns (such as AS-T and AA-T degrees) unless the student petitions for approval to use of the "P" grade and speaks with a Counselor. This restriction on using "P" grading for major coursework to earn a transfer AA does not

apply when the grade is assigned as part of Credit for Prior Learning (CPL) because, in that case, the student must speak with a Counselor anyway. The goal is to prevent students from electing P/NP grading for major courses that the student intends to transfer to other institutions without discussing with a Counselor the fact that many transfer institutions will not accept a “P” grade.

- Explicitly states that a course cannot be counted in more than one general education area, even if approved in multiple categories.
- Allows a course to satisfy both a local general education requirement and a CSU or UC general education requirement if accepted by the university.
- Allows the Board of Trustees to waive the 12-unit residency requirement to alleviate injustice or undue hardship, as now allowed by Title 5.
- Reduces minimum units for a Certificate of Achievement from 18 units to 16 units, aligning with current Title 5 regulations.
- Documents a process whereby students may petition for restoration of lost catalog rights and a rule allowing students to retain general education catalog rights while adopting a newer catalog for major requirements.
- Establishes a grade of C- as the minimum grade required in a general education course (pending separate approval of this proposed change from the Curriculum Committee by the Academic Senate).
- Integrates CPL throughout degree and certificate requirements, recognizing CPL as a valid method for earning credit toward graduation.
- Acknowledges the possibility of Competency Based Education programs.

(Final for Senate)



BP 4100 Graduation Requirements for Certificates and Associate Degrees

References:

Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 55060 et seq.

The Santa Clarita Community College District (“District”) grants the degrees of Associate in Arts and Associate in Science, including Associate in Arts for Transfer and Associate in Science for Transfer, to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in degree-applicable courses. The Associate in Science degree shall include degrees in the Science, Technology, Engineering, Mathematics (STEM) and most Career Technical Education (CTE) programs. The Associate in Arts shall include all other disciplines. Students must also complete the general education, residence, and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 16 or more semester units of degree-applicable credit coursework designed as a pattern of learning experiences to develop certain capabilities that may be oriented to career or general education.

Students may be awarded a Certificate of Specialization upon successful completion of a program of study requiring less than 16 units of coursework. The issuance of a Certificate of Specialization shall not be recorded on a student’s official transcript.

Students may be awarded a Certificate of Completion or a Certificate of Competency upon successful completion of a noncredit program of study.

The CEO shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the District’s curriculum committee.

(Final for Senate)



AP 4100 Graduation Requirements for Degrees and Certificates

References:

Title 5 Sections 55060 et seq. and 55270 et seq.

Coursework for Associate Degrees

The student must satisfactorily complete at least 60 semester units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

The courses must include at least 18 semester units of focused study in a major or interdisciplinary area of emphasis.

A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

The courses must include at least 21 semester units of general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.

The District shall specify in its catalog the courses that may be taken by a student in each of the required areas listed above.

As outlined below, the Santa Clarita Community College District (“District”) offers Associate Degrees with exceptions made to the general education requirements based on current law or requirements placed on the degree by external certifying boards.

1. Requirements for Associate in Arts for Transfer (“AA-T”) and Associate in Science for Transfer (“AS-T”) degrees permitted by California law are exempt from any additional local general education requirements.
2. The Paralegal Studies major must meet the American Bar Association criteria. Therefore, restricted general education course requirements apply to this major.

Associate Degree requirements are determined according to the catalog in effect at the time of first enrollment. If enrollment is continuous, then graduation requirements are taken from the catalog in effect at the time of first enrollment or any other subsequent catalog the student chooses.

When a break in enrollment occurs, graduation requirements are determined according to the catalog in effect at the time of re-entry into continuous enrollment. A break is defined as any four consecutive terms; e.g. fall, winter, spring, and summer in which the student is not enrolled.

The District may grant petitions requesting restoration of lost catalog rights upon demonstration of good cause.

A student may choose to meet the requirements of any subsequent catalog for the major while retaining the general education requirements from the original catalog to which the student has rights.

Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

Students may receive credit for knowledge or skills acquired through District's procedures for awarding CPL as described in District policy and procedure.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree, as permitted by the District's policies and procedures regarding CPL.

Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

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

Other Conditions for Awarding Associate Degrees

The District will award an associate degree to students who fulfill the coursework requirements described above or complete the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University and who met the following conditions:

1. The student satisfactorily completed at least 12 semester units of study in residence. The Board may excuse the residence requirement to alleviate injustice or undue hardship.
2. The student satisfactorily completed each general education course required for graduation with a grade of "C-" or better, or of "P" if the course is taken on a "pass-no pass" basis. Students completing general education patterns other than the District's local general pattern are subject to the limitations of that pattern in the number of general education units allowed as P/NP.
3. Students may use a "P" grade, when that grading option is available for students enrolled in the course, to satisfy major requirements for any associate degree that includes the District's local general education pattern.
4. Students may not use a "P" grade in major courses needed to earn associate degrees that do not include the District's local general education pattern, unless a student (1) submits a petition to the Counseling Department requesting an exception to the prohibition and (2) dialogues with a counselor regarding the potential impact of electing P/NP grades for major coursework on the student's educational goals. As an exception to this limitation, students may use a "P" grade in major courses needed to earn associate degrees using any general education pattern if that "P" grade is assigned as Credit for Prior Learning

("CPL"), including Advanced Placement ("AP") credit, approved pursuant to the District's CPL and AP related policies and procedures.

5. The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses.

To receive an associate degree, a student must submit a request according to District processes. Specific dates are published each term in the District calendar.

Multiple Majors (Simultaneous Completion)

Multiple majors are acceptable and occur when a student works toward the simultaneous completion of more than one major field of study. Declaring multiple majors does not alter the requirements for completing any of the declared majors.

An Associate in Science or Associate in Arts degree with a multiple major may be earned by completing all general education requirements and the courses required for the majors as outlined in the District catalog.

Additional Degrees Awarded by the District (Sequential Completion)

The District is authorized to award an additional Associate Degree provided all the following conditions are met:

1. All major requirements for the additional degree and all general education requirements have been satisfied, per the student's catalog rights.
2. Courses used towards the first degree may count towards the major in the second degree.
3. A minimum of 12 semester units have been completed in residence.

Academic Recognition at Graduation

Academic recognition at graduation will be based upon all degree applicable units from the District and from all other regionally accredited colleges where the student has completed units. Categories of academic recognition include the following.

1. Cum Laude Graduate – requires a cumulative associate degree applicable grade point average of 3.5 - 3.69.
2. Magna Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.7 - 3.89.
3. Summa Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.9 - 4.0.

4. President's Honors Scholar – the student or students with the highest cumulative associate degree applicable grade point average and has completed the College of the Canyons Honor's Program requirements; including at least a 3.5 grade point average in all UC transferable courses.
5. Valedictorian – the student or students with the highest cumulative associate degree applicable grade point average.

The grade point averages listed above will be evaluated at the end of the fall term prior to spring and summer graduates and at the end of summer term for fall graduates.

The Admissions and Records office will post the academic recognition on the District's official transcript once all requirements for graduation are verified.

The Cum Laude, Magna Cum Laude, and Summa Cum Laude graduation recognition will be included on the diploma.

Certificates of Achievement and Other Credit Programs

For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units of degree-applicable credit coursework that meets the requirements for an approved program of study as specified in the District's catalog. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

1. For all Certificates of Achievement except the CSU General Education Breadth, the UC-IGETC, CSU-IGETC, and Cal-GETC, students must complete at least half of the units required for the certificate program in residence and must earn a grade of "C" or better, "P" or "CR" in each course required for the certificate.
2. For the CSU General Education Breadth Certificate of Achievement, a student must complete a minimum of 12 units in residence and complete a minimum of 30 of the 39 required units with a grade of "C" or better, "P" or "CR", including the following areas: A1- Oral Communication, A2- Written Communication, A3 – Critical Thinking, and B4- Mathematical /Quantitative Reasoning.
3. For the Cal-GETC, UC-IGETC, and CSU-IGETC Certificates of Achievement, a student must complete at least one course in residence and complete all courses with a "C" or better, "P" or "CR". "P/NP" or "CR/NC" courses are acceptable up to a total of 14 units.
- 4.

Shorter credit programs that lead to a certificate may be established by the District.

For a certificate of specialization, a student must successfully complete a course of study or curriculum that requires fewer than 16 semester units of coursework that meets the requirements for an approved program of study as specified in the District catalog. The issuance of this departmental award is not recorded on a student's official transcript.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the District's mission, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

To receive a credit certificate, a student must submit a request according to District processes. Specific dates are published each term in the District calendar.

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

Noncredit Certificate Requirements

Certificates of Completion and Competency are noncredit awards granted by the District to students who have demonstrated mastery skills within a noncredit area.

1. Students must complete required courses in an approved program of study as specified in the District catalog.
2. For the Certificate of Competency within the noncredit ESL program, the student must meet the criteria for the certificate based on the combination of placement and successful course completion with a grade of "P".
3. For the Certificate of Completion the student must complete all required courses in the approved program of study as listed in the District catalog.

To receive a noncredit certificate, a student must submit a request according to District processes. Specific dates are published each term in the District calendar.

BP 4100 Associate Degree and Certificate Requirements

Reference: Title 5, Section 55063
Academic Senate Resolution 9.03 F08

The Associate in Science degree shall include degrees in the Science, Technology, Engineering, Mathematics (STEM) and most Career Technical Education (CTE) programs. The Associate in Arts shall include all other disciplines.

In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Santa Clarita College District Board of Trustees, the requirements for the degree Associate in Arts or Associate in Science are defined below:

4100.1 Graduation Requirements

- 4100.1a Satisfactory completion of a minimum of 60 semester units of degree applicable coursework including general education, major courses, and competencies required by the catalog of which the student has rights. Catalog rights are defined in AP 4100.3
- 4100.1b A minimum of a 2.0 grade point average in a curriculum, which the District accepts toward the degree.
- 4100.1c A student must earn 12 semester units in residence at the Santa Clarita Community College District.
- 4100.1d A student must be in good standing at College of the Canyons.
- 4100.1e A maximum of 18 semester units of coursework with the grade "P" or "CR" can be used towards the 60 degree applicable units required.

4100.2 Major Field of Study

A student must satisfactorily complete a minimum of 18 semester units in a major field of study or an area of emphasis from those specified in the District course catalog. A minimum grade of "C" in each course in the major field of study is required. Courses taken with a grade of "P" or "CR" may not be used to meet the major requirements or area of emphasis, for the Associate Degree.

4100.3 Multiple Majors

Multiple majors are acceptable and occur when a student works simultaneously toward the completion of more than one major field of study. Completion of the major field of study does not change if a student has declared multiple majors. Students must complete a minimum of 18 semester units in each major. An Associate in Science or Associate in Arts degree with a multiple major can be earned by completion of all general education requirements plus the courses required for the majors as outlined in the College catalog under Associate Degree Programs.

4100.4 General Education Requirements

Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A given course may meet requirements in only one area, with the exception of the Diversity Requirement, which may count in another area, if applicable.

- 4100.4a Natural Sciences (minimum 3 semester units)
- 4100.4b Social and Behavioral Sciences (minimum 3 semester units)
- 4100.4c Humanities (minimum 3 semester units)
- 4100.4d Language and Rationality – (minimum of 6 units required)
 - H. English Composition (minimum 3 semester units)
 - I. Communication and Analytical Thinking (minimum 3 semester units)
- 4100.4e American Institutions Requirement (minimum 3 semester units) Units completed must cover categories 1 and 2 below. -
 - A. United States History
 - B. U.S. Constitution, State and Local Government
- 4100.4f Physical Education and Wellness (minimum 2 semester units)
- 4100.4g Diversity Requirement – (minimum 1 course)
The course used to satisfy this area may also be used to satisfy another area of General Education, if applicable.

4100.5 Competency Requirements

All students granted an AA or AS degree shall have demonstrated college-level competence in reading, written expression, and mathematics. Courses meeting these competencies may double count in the Language and Rationality General Education area and are listed in the college catalog. A grade of “C” or higher or “P” or “CR” must be earned in the math and English courses used to fulfill this requirement.

4100.6 Associate Degrees with General Education Exceptions

The Santa Clarita Community College District offers transfer Associate Degrees with exceptions made to the General Education Requirements listed in section 4100.4. The specific exceptions are listed below. The Associate Degrees listed below have exceptions made based on current law or requirements placed on the degree by external certifying boards.

- 4100.6a Requirements for AA-T and AS-T transfer majors prescribed by SB 1440 are exempt from all local General Education Requirements and may not be changed by local authorities.
- 4100.6b The Liberal Arts and Sciences majors (as well as the former Transfer Studies major) are exempt from the Physical Education and Wellness requirement.

4100.6c The RN and LVN-to-RN majors are exempt from Physical Education and Wellness and the Diversity requirement.

4100.6d The Paralegal Studies major must meet the American Bar Association criteria. Therefore a separate General Education pattern is required for this major.

4100.7 Courses Specified

The Santa Clarita Community College District shall specify in its college catalog the courses that may be taken by a student in each of the required areas listed above.

4100.8 Additional Associate Degrees Subsequent to the First Associate Degree Earned

The Santa Clarita Community College District is authorized to award an additional Associate Degree provided all of the following conditions are met:

4100.8a All major requirements for the additional degree must be satisfied, per student's catalog rights.

4100.8b Courses used towards the first degree may be used towards the major in the second degree.

4100.8c A minimum of 12 semester units are completed in residence within Santa Clarita Community College District after the awarding of the first degree. Students are exempt if they completed the first Associate Degree in the Santa Clarita Community College District.

4100.8d All current Santa Clarita Community College District general education requirements listed above will have been met with the awarding of the first degree. If not, these additional general education courses will also be required.

4100.10 Academic Recognition at Graduation

Academic recognition at graduation will be based upon all degree applicable units from College of the Canyons and from all other regional accredited colleges where the student has completed units. Categories of academic recognition include the following.

4100.10a Cum Laude Graduate – requires a cumulative Associate degree applicable grade point average of 3.5 - 3.69.

4100.10b Magna Cum Laude Graduate - requires a cumulative Associate degree applicable grade point average of 3.7 - 3.89.

4100.10c Summa Cum Laude Graduate - requires a cumulative Associate degree applicable grade point average of 3.9 - 4.0.

4100.10d Chancellor's Honors Scholar – the student or students with the highest cumulative Associate degree applicable grade point average and has completed the College of the Canyons Honor's Program requirements;

including at least a 3.5 grade point average in all University of California transferable courses.

- 4100.10e Valedictorian – the student or students with the highest cumulative Associate degree applicable grade point average.

4100.11 Credit Certificate Requirements

A Certificate of Achievement is awarded by the District when a student has successfully completed the required courses in an approved program of study as specified in the Degree Curricula and Certificate Programs in the college catalog. The Certificate of Achievement has a minimum of 18 units required.

A Certificate of Specialization is awarded by a Department in an area of specialization requiring less than 18 units of coursework. The issuance of the departmental award is not recorded on a student's official transcript.

- 4100.11a For all Certificates of Achievement except the CSU General Education Breadth and the UC-IGETC and CSU-IGETC, Students must complete at least half of the units required for the certificate program in residence and must earn a grade of "C" or better, "P" or "CR" in each course required for the certificate.
- 4100.11b For the CSU General Education Breadth Certificate of Achievement, a student must complete a minimum of 12 units in residence and complete a minimum of 30 of the 39 required units with a grade of "C" or better, "P" or "CR", including the following areas: A1- Oral Communication, A2- Written Communication, A3 – Critical Thinking, and B4- Mathematical /Quantitative Reasoning.
- 4100.11c For the UC-IGETC and CSU-IGETC Certificates of Achievement, a student must complete at least one course in residence and complete all courses with a "C" or better, "P" or "CR". "P/NP" or "CR/NC" courses are acceptable up to a total of 14 units.

4100.12 Non-Credit Certificate Requirements

Certificates of Completion and Competency are noncredit awards granted by the District to students who have demonstrated mastery skills within a noncredit area.

- 4100.12a Students must complete required courses in an approved program of study as specified in the Continuing Education section of the course catalog.
- 4100.12b For the Certificate of Competency within the noncredit ESL program, the student must meet the criteria for the certificate based on the combination of placement and successful course completion with a grade of "P".
- 4100.12c For the Certificate of Completion the student must complete all required courses in the approved program of study as listed in the college catalog.

Approved 03/26/14

DRAFT PROPOSAL FOR NEW ADMINISTRATIVE PROCEDURES

AP 4100 Associate Degree and Certificate Requirements

Reference: Title 5, Section 55063

- 4100.1 In order to receive a degree, a student must file a Petition for an Associate Degree in the Counseling Office by the Friday of the first week for the Fall, Spring, or Summer term, in which they will complete their degree requirements. Specific dates are published each term in the Schedule of Classes.
- 4100.1a A student must send all external transcripts that include coursework to be used for the Associate Degree to the Admissions and Records Office prior to filing a petition for the Associate Degree.
- 4100.1b Transcripts with coursework in progress during the final term must be sent to the Admissions and Records Office prior to the awarding of the degree.
- 4100.1c A student must file a Request for Inclusion of External Coursework form with the Admissions and Records Office to have external coursework included in the program evaluation.
- 4100.1d Good standing is defined as not being on academic or progress probation, subject to dismissal, or dismissal status at College of the Canyons. A student's academic standing is based only on units earned at College of the Canyons.
- 4100.1e Students may request the substitution of a course/s for a required Associate degree or certificate course/s by filing a Request for Substitution form with a Counselor. The Request will be forwarded to the Graduation Technician for approval from the appropriate Department Chair and Division Dean. If approved, the Graduation Technician will modify the Program Evaluation to include the substitution. For the AA-T or AS-T the CID number of the course requested for substitution must match the original course.
- 4100.1f A student may be granted subject credit (for example- an upper division course). Awarding subject credit is defined as the use of a course passed with a "C" or better without unit or grade point value to meet a general education or major requirement without the units being required for that particular general education area/major. However, students must complete the Title 5 minimum 18 units in a major, the Title 5 minimum 18 units in Associate Degree General Education, the Title 5 minimum 60 units

- for the Associate Degree, and the total number of units required for CSU General Education and IGETC certification.
- 4100.1g If a student misses the petition for an Associate Degree deadline for a given term, the student may petition the following term. If the student loses catalog rights, the student will need to meet all the requirements of the new catalog year.
- 4100.2 The Counseling Office will review the Petition for an Associate Degree and verify the catalog year prior to submitting the petition to the Graduation Technician. The Graduation Technician will verify the student's progress towards completion of their program.
- 4100.3 Associate Degree requirements are determined according to the catalog in effect at the time of first enrollment. If enrollment is continuous, then graduation requirements are taken from the catalog in effect at the time of first enrollment or any other subsequent catalog the student chooses.
- When a break in enrollment occurs, graduation requirements are determined according to the catalog in effect at the time of re-entry into continuous enrollment. A break is defined as any four consecutive terms; e.g. fall, winter, spring, and summer in which the student is not enrolled.
- 4100.4 A student may choose to meet the requirements of any subsequent catalog for the major while retaining the General Education requirements from the original catalog to which the student has rights.
- 4100.5 The Santa Clarita Community College District offers transfer Associate Degrees with exceptions made to the General Education Requirements listed in section 4100.4. The specific exceptions are listed below. The Associate Degrees listed below have exceptions made based on current law or requirements placed on the degree by external certifying boards.
- 4100.5a Requirements for transfer majors prescribed by SB 1440 are exempt from all local General Education Requirements and may not be changed by local authorities.
- 4100.5b The Liberal Arts and Sciences majors (as well as the former Transfer Studies major) are exempt from the Physical Education and Wellness requirement.
- 4100.5c The RN and LVN-to-RN majors are exempt from Physical Education and Wellness and the Diversity requirement.
- 4100.5d The Paralegal Studies major must meet the American Bar Association criteria. Therefore a separate General Education pattern is required for this major.

4100.6 Academic recognition at graduation will be based upon all degree applicable units from College of the Canyons and from all other regional accredited colleges where the student has completed units. Categories of academic recognition include the following.

Cum Laude Graduate – requires a cumulative Associate degree applicable grade point average of 3.5 - 3.69.

Magna Cum Laude Graduate - requires a cumulative Associate degree applicable grade point average of 3.7 - 3.89.

Summa Cum Laude Graduate - requires a cumulative Associate degree applicable grade point average of 3.9 - 4.0.

Chancellor's Honors Scholar – the student or students with the highest cumulative Associate degree applicable grade point average and has completed the College of the Canyons Honor's Program requirements; including at least a 3.5 grade point average in all University of California transferable courses.

Valedictorian – the student or students with the highest cumulative Associate degree applicable grade point average.

4100.6a The grade point averages listed above will be evaluated at the end of the fall term prior to spring and summer term graduates and at the end of the summer term for fall graduates.

4100.6b The Admissions and Records office will post the academic recognition on the College official transcript once all requirements for graduation are verified.

4100.6c The Cum Laude, Magna Cum Laude, and Summa Cum Laude graduation recognition will be included on the College of the Canyons' diploma.

4100.7 Students must file a petition for a Certificate of Achievement or a Certificate of Specialization in the Counseling Office during the term in which they will complete their certificate requirements.

4100.7a Students must send all external transcripts that include coursework to be used for the certificate to the Admissions and Records Office prior to filing a petition for the certificate.

- 4100.7b Transcripts with coursework in progress during the final term must be sent to the Admissions and Records Office prior to the awarding of the degree.
- 4100.7c Students must file a Request for Inclusion of External Coursework form with the Admissions and Records Office to have external coursework included in their program evaluation.
- 4100.7d Certificates in CSU General Education Breadth, IGETC-CSU, or IGETC-UC will be evaluated at the time a student requests certification on the transcript request.
- 4100.7e The Admissions and Records office will identify students who have earned a Certificate of Competency or Certificate of Completion for continuing education program at the end of fall, spring, and summer terms.

4100.8 In addition to coursework, students may meet the unit and course requirement for the Physical Education and Wellness area of the degree requirements by meeting one of the criteria below. The student must bring in appropriate documentation to the Admissions and Records Office.

- 4100.8a A student can provide a DD-214 or a SMART transcript from the military. The DD-214 or transcript must show a discharge of any status other than dishonorable discharge and evidence of continuous United States active duty military service for more than 181 days ~~on~~ to have the requirement fulfilled.
- 4100.8b A student receives credit for training which meets the standards of the California Peace Officers Standards and Training (POST) Commission. One unit of credit will be granted for every 50 hours completed for a maximum of 10 units toward the Associate Degree.

The units will be posted once one unit has been completed by a student at College of the Canyons who completes the Inclusion of Law Enforcement Training form provided in the Admissions and Records Office. The Physical Education and Wellness requirement will then be waived.
- 4100.8c A student may receive credit for public safety academy training which meets the standards of any POST certification course taken outside the District. The credit must be certified by a state government agency. This documentation may be an external transcript or a letter provided by the agency including the course outline, hours of training, and time period for which the training

occurred. The Physical Education and Wellness requirement will then be waived.

Revised May 4, 2011
Revised May 5, 2011 JR
Revised May 14, 2011 JJ
Revised October 31, 2011 JJ
Revised November 3, 2011 JR
Revised November 7, 2011 JJ
Revised November 10, 2011 JJ
Revised November 14, 2011 JJ
Revised December 12, 2011 JR
Revised January 4, 2012 JJ/JR
Revised February 9, 2012 JR

Approved by Academic Senate February 9, 2012
Revised October 23, 2013 JR Submitted to the Policy Committee
Revised December 2013- JR Submitted to Academic Senate

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: May 12, 2025
RE: Summary of AP 4236 (Advanced Placement Credit)

This would be a nice Administrative Procedure. The Community College League of California (“CCLC”) describes the adoption of an AP regarding Advanced Placement Credit to be “legally required.” This proposed AP closely follows the CCCL model and incorporates the requirements of Title 5 section 55052.

The AP outlines the procedure for the District’s award of Advanced Placement (AP) credit. Students who score at least a 3 on an AP exam will receive credit toward general education courses if the district offers a comparable course; if not, credit will be applied based on the California Community College General Education AP List or as elective credit. The policy also requires that AP credit be noted on student records and that the procedure be published online and in the college catalog.



AP 4236 Advanced Placement Credit

Reference:

Education Code Section 79500

Title 5 Section 55052

1. Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education course or area with a subject matter similar to that of the AP examination.
2. For any AP examination that the District does not offer a course similar in content, as determined by discipline faculty, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.
3. A student's academic record will be annotated to reflect credit earned through an AP examination.
4. The District shall post its Advanced Placement Credit procedure on its Internet Web site and in the College Catalog.

Approved XX/XX/XX

NEW GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY DRAFT

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

1. Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- Reflect and respond to feedback from the students.
- Which student learning outcomes guide your course design, and how do they align with inclusive and culturally responsive teaching practices?
- How do you integrate diverse perspectives, voices, and materials into your curriculum to reflect the backgrounds and experiences of your students?
- How do you adapt your assessment methods to accommodate diverse student needs and strengths?
- Can you provide an example of how you have revised a course or teaching approach to improve equity and inclusion?

2. Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- What professional growth activities are you involved in or have you completed that relate to department goals?
- Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
- How has your committee work, or institutional service informed your classroom practices?

3. A professional development plan including but not limited to FLEX activities that aligns with department goals. (Optional for Tenured Faculty)

For example:

- What activities are you involved in or have you completed that relate to department goals?
 - What are your short and long-term goals for continuing to improve your culturally responsive and inclusive teaching practices?
 - What support, resources, or institutional changes would help you further integrate IDEAA principles into your teaching? What support and resources will you actively seek out in the future?
 - What professional development or training have you engaged in to enhance your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the COC community? This might include, but is not limited to, the following:
 - Curriculum review related to anti-racism, decolonization, and equity
 - Participation in anti-racism and equity related workshops/institutes
 - Review of professional materials and best practices for equity in your field, and/or
 - Review of your student success data
4. To what extent have the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) been met.

For example:

- What have you accomplished since the last report (if applicable)?
- What are your future objectives for teaching improvement and/or meeting department goals?
- How will you approach meeting these new objectives?
- What is the timeline for accomplishing these new objectives?

COLLEGE OF THE CANYONS

Full Time Faculty Professional and Instructional Evaluation Summary

Fall Spring

Date

Drop Down Menu

Course Number and Title:

Modality: **Online**

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed

Name: Dept:

Name of Evaluator:

Directions: Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any *room for improvement, please discuss with the faculty member as a part of the evaluation process.*

| Rating | Definition |
|----------|---|
| 5 | OUTSTANDING: Evaluator observed exceptional performance. |
| 4 | EXCEEDS STANDARD: Evaluator observed performance that exceeds the standard. |
| 3 | MEETS STANDARD: Evaluator observed evidence of standard. Room for growth may exist. |
| 2 | DEVELOPING: Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure-track only) |
| 1 | BELOW STANDARD: Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure-track only) |
| 0 | No evidence of standard: Evaluator observed no evidence of standard. (Remediation Plan for tenure-track only) |

I. Teaching Performance

a. Scholarship/Knowledge of Subject Matter

Sample Indicators for 3 "Meets Standard" - Highlights fundamental concepts of the subject. Engages students in discipline-specific thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret information, and an ability to answer questions and reformulate

explanations. Includes, when appropriate to the subject matter, the presentation of alternative and historically excluded viewpoints or theories.

3. Meets Standard

Comments/Evidence:

b. Clear and Measurable Lesson Objective(s)

Sample Indicators for 3 “Meets Standard” - Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives are appropriate to the course and student needs. Objectives are accessible and/or regularly communicated to students.

3. Meets Standard

Comments:

c. Written and Oral Communications

Sample Indicators for 3 “Meets Standard” - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. Instructor voice is present and primary throughout the course. Any publisher or third-party materials are used to complement instructor communication and expertise and adhere to accessibility standards. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support a student-centered learning environment.

5. Outstanding

Comments:

d. Organization, Presentation, and Pacing of Activities

Sample Indicators for 3 “Meets Standard” - Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student-centered pedagogy. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Delivers a comprehensive recap of the lesson that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery of identified learning objectives.

0. Standard not Observed

Comments:

e. Variety of Instructional Methods

Sample Indicators for 3 "Meets Standard" - Instructor uses teaching method(s) appropriate for the subject and modality, with attention to accessibility and the diverse learning styles of all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas. Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design inclusive, student-centered learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and critical thinking. Students are actively engaged as members of a learning community.

Drop Down Menu

1. Below Standard

Comments:

f. Variety of Assessment Methods

Sample Indicators for 3 "Meets Standard" - Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning. Assessments are related to the stated course objectives and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.

Drop Down Menu

2. Developing

Comments:

Evaluation of Additional Criteria:

I. Collegiality and Institutional Service (Required for Full Time Faculty)

Sample Indicators - Instructor is actively participating in campus duties outside the classroom per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, Clubs, Committees, Academic Senate, Collaborative Projects with Colleagues, Student Engagement, Dept Contributions, Community Outreach, Advisory Groups. Commitment to continuing Professional Development. Instructor seeks out opportunities for self-improvement and reflects on student feedback. Instructor continues to grow and learn through professional development in holistic assessment methods and culturally affirming pedagogy.

Comments:

Total Criteria Rating: _____

**Signature of
Evaluator**

**Signature of
Evaluatee**

Note: *Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.*

NEW TENURED FACULTY

Spring 2025

| # | First Name | Last Name | Discipline |
|---|------------|--------------|-----------------------------|
| 1 | Alexandra | Mokhnatkina | <i>Biology</i> |
| 2 | Carly | Gott | <i>Geology</i> |
| 3 | Hilary | Skoch | <i>Nursing</i> |
| 4 | Justin | Hunt | <i>Network Technologies</i> |
| 5 | Karl | Striepe | <i>Political Science</i> |
| 6 | Miles | Silverman | <i>Chemistry</i> |
| 7 | Tiffany | Diaz-Viyakan | <i>Nursing</i> |
| 8 | Tom | Gisel | <i>Chemistry</i> |
| 9 | Urvashi | Juneja | <i>Computer Science</i> |

SENATE SERVICE RECOGNITION FOR 2024-2025

AT-LARGE SENATORS

| # | First Name | Last Name | Title |
|---|------------|-----------|--------------------------|
| 1 | Sab | Matsumoto | At-Large Senator Seat #1 |
| 2 | Michelle | LaBrie | At-Large Senator Seat #2 |
| 3 | Rebecca | Shepherd | At-Large Senator Seat #3 |
| 4 | Shane | Ramey | At-Large Senator Seat #4 |
| 5 | Nadia | Monosov | At-Large Senator Seat #5 |

ACADEMIC SENATE
FACULTY AWARD RECIPIENTS

SPRING 2025

| # | First Name | Last Name | Award |
|---|------------|-----------|---|
| 1 | Katie | Coleman | <i>Education Award</i> |
| 2 | Erin | Delaney | <i>Diversity Award</i> |
| 3 | Jeremy | Patrich | <i>Collegiality & Citizenship Award</i> |

DEPARTMENT CHAIR TRAINING SERIES

SPRING 2025

List of Faculty who completed the training

| # | First Name | Last Name | Discipline |
|----|------------|------------------|---|
| 1 | Adina | Carrillo | Nursing/Health |
| 2 | Anna | Hillary | Occupational Therapy Assistant/Program Director |
| 3 | Claudenice | Braga-McCalister | Construction Management |
| 4 | Erica | Seubert | Biology |
| 5 | Erin | Delaney | English |
| 6 | Gary | Quire | Business/Hotel and Restaurant Management |
| 7 | Jaya | George | Faculty Director Pharmacy Technician |
| 8 | Kelly | Bronco | Health Science |
| 9 | Lak | Dhillon | Diagnostic Medical Sonography Faculty Director |
| 10 | Tammy | Mahan | Psychology |