

College of the Canyons Academic Senate

May 1, 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

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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:
 - Gary Quire, Peer Evaluator on Kevin Larsen's Tenure committee
 - Hiring Committee list: (pg. 3)
5. Sub-Committee Summaries:
 - Program Viability Committee Meeting Summary, March 20th, 2025 (pg. 8-11)
 - Senate Executive Committee Meeting Summary, April 3, 2025 (pg. 12-15)
6. Approval of the Consent Calendar:

Academic Senate Summary, April 17, 2025 (pg. 4-7) [Curriculum Committee Summary](#), April 24, 2025

B. Reports

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

1. Honors Committee Annual Chair Report, Chase Dimock (pg. 16-17)
2. Academic Staffing Committee Annual Chair Report, Erik Altenbernd (pg. 18-19)
3. Academic Senate Vice President Report, Garrett Rieck
4. Academic Senate Presidents Report, Lisa Hooper

C. Action Items

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

1. Academic Staffing Committee procedures revisions, Erik Altenbernd
 - Academic Staffing Committee (ASC) Procedures 2021-2022 (*marked up version*) (pg. 20-27)
 - Academic Staffing Committee (ASC) Procedures revised March 2025 (*clean version*) (pg. 28-35)
2. BP & AP 4023 Academic Departments, Gary Collis
 - BP 4023 Academic Departments (pg. 36)
 - AP 4023 Academic Departments (pg. 37-41)

CI. Discussion

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

1. [Curriculum Recommendation – Local GE Grades](#), Tricia George
2. BP & AP 4225, AP 4227, AP4228, AP 4229 Course Repetition, Gary Collis
 - Policy Review Committee, Summary of Changes (pg. 42)
 - BP 4225 Course Repetition (Current) (pg. 43-47)
 - BP 4225 Course Repetition (Final for Senate) (pg. 48-52)
 - AP 4225 Course Repetition (Current) (pg. 49-52)
 - AP 4225 Course Repetition (Final for Senate) (pg. 53-56)
 - AP 4227 Repeatable Courses (Final for Senate) (pg. 57-58)
 - AP 4228 Course Repetition- Significant Lapse of Time (Final for Senate) (pg. 59)
 - AP 4229 Course Repetition – Variable Units (Final for Senate) (pg. 60)
3. Statement on Artificial Intelligence (AI), Shane Ramey
 - Academic Integrity in the Age of AI: A Faculty Guide (pg. 61-81)
 - Statement on Artificial Intelligence (pg. 82-83)

CII. 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 15th & 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

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKaybIQ9r7Hqa63.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Selection Committees

First Name	Last Name	FTF/Adjunct
Aivee	Ortega	FTF
Alex	Lichtscheidl	FTF
Anh	Nguyen	FTF
Anthony	Moris	FTF
April	Reardon	FTF
Patricia	Garcia	FTF

Academic Senate Meeting Summary for April 17, 2025

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	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	Michelle LaBrie <i>via Zoom</i>	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	<i>Phil Marcellin proxy for Leora Gabay</i>	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Thea Alvarado (Interim, CIO)	A	Jennifer Brezina	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (AFT President)	A	ASG Student Representative Jesus Martinez (VP of ASG) (via Zoom) & Sanjana Sudhir (Student Trustee)	A

Guest							
Alexa Dimakos	X	Dustin Silva	X	Joy Shoemate	X	Pamela Williams-Paez	X
Ambika Silva	X	Erik Altenbernd	X	Katie Coleman	X	Robert Wonser	X
Chad Peters	X	Erin Delaney	X	Kelly Bronco	X	Sara Breshears	X
Dr. Daylene Meuschke	X	Hsiawen Hull	X	Mary Powell	X	Siane Holland	X
Diann Avery	X	Dr. Jasmine Ruys	X	Michael Felix	X		
Dr. Edel Alonso	X	Dr. Jim Temple	X	Nadia Cotti	X		

I. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - Special thanks to Chellie Louis and Cassidy in the UCEN for helping to reserve the UCEN lobby for an upcoming event, *"Coffee with our Assembly woman, Pilar Schiavo."* The event will address issues on student affordable housing, homelessness, and veterans.

- Counselors will be meeting with the Hart District counselors tomorrow CCC from 9am – 2pm. There will be diff breakout sessions with the Financial Aid Department and ICC. Jesse Vera and Tricia George will be presenting on Local GE, CALGETC and CCN.
3. Approval of the Agenda:
 - **Motion** to approve the agenda by Linda Beauregard-Vasquez seconded by Garrett Rieck. Phil Marcellin proxy for Loera Gabay, (yes, vote). Unanimous. Approved.
 4. Committee Appointments:
 - Update to the Tenure Committee list for 2024-2025
 - Tara Williams, Committee chair for Issac Koh
 - Patricia Foley, temporary chair for Fall 2025 for Issac Koh
 - I. It is necessary to replace faculty when they go on leave. The Tenure committee list will be agendized and brought back to include the role and term faculty serve in.
 5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, February 27, 2025 (pg. 7-9)
 6. Approval of the Consent Calendar:
 - **Motion** to approve the consent calendar by Tom Gisel seconded by Lak Dhillon. Phil Marcellin proxy for Leora Gabay (yes, vote). Unanimous. Approved.

Academic Senate Summary, March 27, 2025 (pg. 3-6)	Senate Election Nominations Results
Curriculum Committee Summary , April 3, 2025	<ul style="list-style-type: none"> • At-Large Senator position results (pg. 10-11)

J. Reports

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

1. CASL Committee Annual Chair Report, Mary Powell (pg. 12-19)
 - The committee has been working on such things as making sure coordinators are completing the assessment, the midterm accreditation report and the change in the eLumen Assessment Platform. eLumen is moving to CANVAS which will be called eLumen Insights. They are budding with the program structure, and they are in the cohort this semester. The new system will be piloted in fall 25 and roll out in spring 26. The data will be live in tableau dashboard and instructors will do assessment in CANVAS. The Curriculum platform will be separate from the assessment platform and the data will be gathered in CANVAS. Mary Powell will present a quick tutorial in early fall 25.
2. Senate Elections committee Chair Annual Report, Dustin Silva (pg. 20-21)
 - The committee met to outline running general and Department chair election. There was a suggestion to add a hyperlink to the candidate statement to the election ballot form. Marilyn will work with Dustin on adding the hyperlink into the ballot itself.
3. Academic Senate Vice President Report, Garrett Rieck
 - There are two deadlines, one for the Faculty Award nominations that are due by 5:00pm and the other for the Faculty Office Lottery that is due tomorrow at 12:00pm. Not all documentation has been submitted for faculty awards. Regarding office moves, the faculty will need to be available to move over the summer or they will forfeit the opportunity to move offices.
4. Academic Senate Presidents Report, Lisa Hooper
 - **Phase 3 for CCN Survey:** Tricia George has been sending out links to the CCN Survey for Phase 3. Faculty should look at templates to provide feedback. Some courses don't have a CID which complicates the process. A nomination for Phase 3 workgroups has been submitted and Violeta will stay for Phase 3 for Math. Stephen Flanagan Biology will also be nominated. Julie Hovden

was asked to join the summer History group. There was a request to send 3 different surveys for the Business Department as there are three different areas.

- **ASCCC & RP Group Area meetings:** Meeting will take place in 3 weeks and will discuss data associated with AB 1705. LACCD release data showing that 8 % more students completed math and English courses but less students are transferring. Ambika will attend this meeting in May.
- **ASCCC Resolutions Packet:** Erica Seubert will be disseminating the resolution packet. The resolutions are for faculty to communicate how they would like Senate leadership to advocate, reaffirm roles & services to students. There are some concerns about lost articulation with CALGETC and potential long-term acceleration for areas that we applied for. Lisa asked for input as she is voting.
- **ASCCC SP 25 Plenary:** Lisa will be attending this next week.
- **Scholarship applications:** Special thanks to all who volunteered to review scholarships.
- **Scholarly Committee Nominations:** Many nominations were received and special thanks to the committee and faculty for all their work.
- **PAC-B Committee Update:** The committee has moved towards a tri-chair model that includes faculty, administrator and classified. There is a district budget deficit of \$10M and we need to find solutions for forced costs. Leadership is taking a more comprehensive approach.
- **Senate President Service:** The district is an overwhelming adjunct faculty body but there is no wall-to-wall union. The faculty negotiates as full-time faculty and adjunct union. It is difficult to work with FTF to negotiate with AFT. In the past recent years there has only been 20% of attendance from AFT at Senate. It is important to express the importance of AFT.

K. Action Items

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

1. BP & AP 5120 Transfer Center, Gary Collis
 - BP 5120 Transfer Center (pg. 22)
 - **Motion** to approve BP 5120 by Gary Quire seconded by Mike Harutunian. Phil Marcellin proxy for Leora Gabay (yes, vote). Unanimous. Approved.
 - AP 5120 Transfer Center (pg. 23-25)
 - **Motion** to approve AP 5120 by Erica Seubert seconded by Lauren Rome. Phil Marcellin proxy for Leora Gabay (yes, vote). Unanimous. Approved.
 - There is nothing new or different. These will be new documents for the college.
2. Department Split, EMT & Health Sciences, Kelly Bronco & Jessica Crowley
 - EMT & Health Science, Department Split Proposal (pg. 26-28)
 - MOU Department Split (pg. 29-33)
 - As a reminder the proposal to split departments came through in the spring 2024. Dr. Omar Torres (past CIO) stated that he was in support of a test period to evaluate the program. The Office of Instruction and EMT faculty are supporting the split. The first read took place last year. There will also be a proposal to rename from Pre-Hospital to EMT. This split will take effect in the fall of 2025.
 - **Motion** to approve the split of Health Science and EMT by Gary Quire, seconded by Claudenice McCalister. Phil Marcellin proxy for Leora Gabay (yes, vote). Unanimous. Approved.

L. Discussion

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

1. Academic Staffing Committee procedures revisions, Erik Altenbernd
 - Academic Staffing Committee (ASC) Procedures 2021-2022 (*marked up version*) (pg. 34-41)
 - Academic Staffing Committee (ASC) Procedures revised March 2025 (*clean version*) (pg. 42-50)
 - The committee voted to change the way they compile the list of recommendations that are forwarded to the college and Academic Senate President and change the way the committee conducts evaluations. The scoring rubric for faculty presentation has 100

possible points. The proposal is to move away from a categories list that includes urgent, highly recommended and recommended to a mean and average score. The committee has vacancies for anyone who wants to join the committee. This will return as action on the next agenda.

2. [Feedback on the Shelter in Place drill & The Great Shakeout drill in fall 2025](#), Dr. Jim Temple
 - Dr. Temple shared a [“Campus Emergency Drills”](#) power point that outlined the survey results. The Facilities department is working on replacing door locks to connect all doors in the instruction and non-instruction areas. There are some take-a-minute videos being developed. On behalf of the adjuncts, special thanks to Dr. Temple for the importance of the drills. There was a suggestion to create a handout outlining steps to take in an emergency. The Great Shake out is coming in the fall and is scheduled for Thursday Oct. 16th and will impact 114 sections. This item will return for further discussion.
3. Statement on Artificial Intelligence (AI), Shane Ramey (pg. 51-73)
 - The document reflects the diverse viewpoints and controversial topics in academia. When this document is approved it may be borrowed by many counterpart partners. Suggestion to add a table of contents and introduction. Another suggestion is to add a summary of each of the 4 areas. Can we come up with a step by step if AI is used. This item will return on the next agenda.
4. [ISP Fulbright Scholarship](#), Sab Matsumoto, Brent Riffle & Dr. Jia-Yi Cheng-Levine
 - Jai provided an overview of the Fulbright program. Jai-Yi works on finding funding money via grants such as Fulbright. Fulbright is very prestigious but not elitist. Dr. Buckley asked Jai asked to bring to campus Fulbright. Fulbright takes place in 150 countries. This is a council of American overseas research center. Fulbright is currently accepting applications for 2026-2027. On May 1st there will be a presentation on campus on the CAORC program and possibly others who have participated in Fulbright to share their experiences. The event will be held in Hybrid format.

M. 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

N. 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

O. Announcements

1. [Next Academic Senate Meeting Dates Spring 2025](#): May 1st; May 15th & May 29th
2. [2025 ASCCC Spring Plenary](#): April 24 – 26th, Hyatt Regency, Irvine, CA.
3. [2025 ASCCC Curriculum Institute](#): July 9th- 12th, Ontario Convention Center, Ontario, CA.
4. [2025 ASCCC Faculty Leadership Institute](#): June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
5. [2025 Spring Curriculum Regional](#) -South Meeting: Feb. 24th, San Bernardino Valley College

P. Adjournment: 5:02pm

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKaybIQ9r7Hqa63.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Program Viability Committee Summary

March 20, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

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

Guest:							
Diane Avery	X	Chad Peters	X	Kathleen Welch	X	Nadia Cotti	X
Dr. Daylene Meuschke	X	Harriet Happle	X	Leora Gabay	X	Paul Wickline	X
Dr. Jasmine Ruys	X	Kathleen Welch	X	Marilyn Jimenez	X		X

I. Routine Matters

1. Call to order: 10:04 am
2. Approval of the 3/6/2025 meeting minutes
 - a. Motion to approve the 3/6/2025 meeting minutes by Jesse Vera seconded by Jennifer Brezina. *Dr. Daylene Mueschke proxy for Dr. Jim Temple.* Approved.
 - b. Erin Tague is the proxy for Jim Temple.
 - c. Aivee Ortega and Ruth Rassool abstained.
3. Approval of the Agenda
 - a. **Motion** to approve the agenda with an amendment to remove the counseling department program
 - b. By Daylene Meuschke seconded Jennifer Brezina.
 - c. U.A.

II. Discussion

1. Program Initiation/Modification: Kinesiology (Coaching certificate and additional activity classes) – Leora Gabay, Ted Iacenda, and Chad Peters
 - a. **Initial Proposal:** The initial proposal had classes already in existence. Leora had to send the proposal back to collect LMI data for the coaching certificate. There was also a need to do a budget pro forma form. All documents are in the Program Viability CANVAS shell. Last semester the proposal was for the Coaching Certificate, and the modification was to add additional activity classes. This gives students more

preparation and gives them the skills they need in coaching. This helps to improve their coaching skills and prepare for intercollegiate coaching. This program is an opportunity for students to develop their skill, leadership and take personal responsibility for their goals.

b. The required courses were shared for the certificate:

1. KPET 201 Theory class
2. KPET 202 Intro do sports and exercise psychology
3. KEPET 203 Techniques and theory of coaching techniques
4. KPET 120- Emergency Procedures
5. KPET 210 or 217 – prevent and care of athletic injuries or sports management (existing)
6. KEPT 103-109 – sport theory course
7. KEPAS/KPEIs – sport activity or intercollegiate

c. LMI Data: In 2023 there were over 7,000 jobs in the South-Central Coast Region. Expect to increase by 8% through 2028. Projections show nearly 1,500 annual openings in the region. The primary skill in coaching needed is CPR

d. Added Activity courses:

1. Pickleball
2. Ultimate frisbee (unarchive)
3. Flag Football
4. Futsal
5. Aqua Aerobics (unarchived)

e. Activity Classes

1. Pickleball is becoming a popular sport in America. Many people like this sport as it helps people to get fit without the need for more exercise. Most players are between 18-24 years old. Many students fall withing this age range. The program expects a high enrollment rate. Flag football will be the next bigger sport. Many colleges offer a course in aqua aerobics.

f. Quality of Program: Looking to add a well-rounded program. Considering LMI data there is growth in the field. This would be a great addition to the college.

g. Needed Equipment:

1. Aqua aerobics: water weights, buoyancy belts, water disks
2. Futsal: goals
3. Pickleball: 30 paddles, 30 + balls, 8 nets with stands, 6 temporary court lines
4. Ultimate frisbee: 115 frisbees discs, 16 small cones, 2 sets (16 each color) of scrimmage vests/pennies
5. Flag Football: flags, balls, cones

h. Alignment of Curriculum: The program wants to be competitive and entice students to take more activities courses and promote lifelong activity learning.

i. Alignments of Mission and Master Plan: This aligns with the college accessible, holist education for students to earn associate degrees, certificates and obtain employment.

j. Program Alignment with Access and Equity goals: Flag football is the growing sport among women in colleges. Adding this course will add equity to the college. This can show the college is taking steps to attract diverse populations.

k. Budget: The committee would feel more comfortable having an itemized budget with prices. As lottery funds are limited to instructional supplies. Many supplies on the list are for equipment which would require another funding source. An itemized list will give a definitive idea to secure funding. Chad Peters spoke with Jason Hinkle, and all items all considered a “777” and considered instructional supplies. All items the program uses will be thrown away and the program will need to purchase new ones.

- l. **Program Viability Budget Request:** The committee looks for total amount and not itemized. However, a question may come up regarding weights and if this is instructional or supplies? The goal posts may be considered equipment Fiscal may come back and state this is not an instructional supply. Due to the tight budget the college wants to ensure items qualify for lottery funding.
- m. **Equipment list to Fiscal:** The suggestion is to vet a few items through Fiscal. The program has purchased buoyancy belts for swimming and those were instructional supplies, this is the same with weights and goals for soccer. The program does not need to purchase new goals for soccer. All other areas listed under equipment are considered supplies. A budget sheet may be helpful to define equipment and supply needs. The definitions will require additional discussion.
 1. Jason Burgdorfer will send a list from the state chancellor's office to Garrett Rieck to help define instructional and equipment in the budget form.
<https://www.cccco.edu/-/media/CCCCO-Website/docs/faq/Proposition-20-Lottery-Frequently-Asked-Questions-Updated-082724.pdf?la=en&hash=1F2D3237C7A64F3EEA19976FE3F975B4C44B17FD>
 2. <https://www.cccco.edu/-/media/CCCCO-Website/docs/guidance-instruction/2024-25-Physical-Plant-and-Instructional-Support-Guidelines.pdf?la=en&hash=F08554C7982502D3F892AEF4ED27B9E6403C7863>
Pg 36 of the guidelines provides definitions of equipment
 3. **Equipment:** Tangible property with a purchase price of at least \$200 and a useful life of more than one year, other than land or buildings and improvements thereon. (See Appendix, Guidelines for Distinguishing Between Supplies and Equipment.)
 4. **Supply:** A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.
 5. **Request for a budget-friendly form:** A more detailed form can outline how much a program will cost and can outline where numbers have come from. A glossary of terms could be included.
 6. **Standing Program Equipment Budget:** If any items are deemed as equipment could the Athletics Dept fund the items. They could use lottery instructional supplies wherever possible and other items could be absorbed.
- n. **Offering of Courses:** The program is looking for spring 2026 to begin offering the courses. Pickleball will be one of the courses that will be offered in spring 2026. From a Curriculum Perspective this needs to be approved today. The new courses are in eLumen. If this passes today can two out of the 4 courses from the family of courses be offered?
- o. **eLumen:** There is no adding of family of courses in eLumen. Could two of the families be selected? Even if courses are unarchived, they will go to the Curriculum Committee as new proposals.
- p. **Facilities Modifications:** There is no need for any modifications with facilities to offer the courses.
- q. **Human Resources:** Existing faculty can be used to teach the courses.
- r. **Support for the Program:** The committee is in full support for the program. There are however concerns with the May governors revise budget and it is not clear what the budget will look like. The current budget proforma sheet will need an additional section added. Harriet will forward Garrett a budget template that can be revised.
- s. **Motion** to approve the program initiation and modification of the Kinesiology program, specifically the Coaching Certificate and additional activities classes by Tricia

George, seconded by Kat Almero-Fabros. Erin Tague proxy for Jason Hinkle, (yes, vote). Unanimous. Approved.

2. Department Split: Counseling – Garrett Hooper and Aivee Ortega

- a. This item was tabled and will be returned on the next agenda.

III. Adjournment: 10:50 am



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

April 3, 2025
11:00 a.m. to 12:00 p.m., Via Zoom

SUMMARY

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principal subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Attendees: Alisha Kaminsky, Chase Dimock, Dustin Silva, Garrett Rieck, Gary Collis, Gary Quire, Jesse Vera, Julie Johnson, Katie Coleman, Linda Beauregard-Vasquez, Lisa Hooper, Marilyn Jimenez, Teresa Ciardi and Tricia George.

A. Routine Matters

1. Call to order: 11:03 am
2. Public Comment:
3. Approval of the Agenda
 - I. **Motion** to approve the agenda by Gary Collis, seconded by Linda Beauregard-Vasquez. Unanimous. Approved

B. Consent Calendar

1. Adoption of February 27, 2025, Senate Executive Committee Summary (pg. 3-5)
 - I. A correction will made to the public comments portion of the meeting summary from February 27th on #4, 4th bullet point to read as follow, “*Lobbyists are waiting until after her term ends in 2 years and go back and revisit AB 1705.*” There are some areas which have not gone to the appropriations committee or house for legislative process.
 - II. **Motion** to approve the consent calendar by Jesse Vera, seconded by Gary Quire. Unanimous. Approved

C. Reports

1. Presidents Report, Lisa Hooper
 - I. **Governance Structure Update:**
 - I. All are in key important roles, regional meeting Area C in preparation for Plenary. Following legislative stuff and past action.
 - II. **Requirement for college level Math & English:**
 - a. Discussion took place regarding how effective this action has been with having students take the required college level math and English. LACCD determined that more than 8% of students are completing math and English, but they are also seeing fewer students transferring. This data was presented together as it is correlated. This created much work in terms of educating colleagues and students.
 - III. **Common Course Numbering (CCN) Surveys:**
 - a. Some emails have been shared by Tricia George. It is suggested to have faculty

participate in the surveys to consider having Lisa nominate faculty for the statewide taskforce. This is not supposed to be a common curriculum, just the template for the course. Julie Johnson has participated in these groups. Julie found the experience, in working with faculty across the state with History 111 and 112 with CNN and COR, as well handled and well done. The opportunity to collaborate with other colleagues in your area is edifying.

IV. **Campus Safety:**

- a. Lisa has been working with Dr. Jim Temple on Emergency Preparedness. In the fall Lisa toured the campus at night and identified areas that may be problematic such as areas with poor lighting and plants overgrowth. The district has been very responsive in response to addressing areas of concerns.
- b. There is more participation in the campus wide drill. The results of the survey for the drill will be shared at the next Senate meeting. There are some areas of concern that will be discussed.
- c. Teresa had a lab in progress and shared with students what the drill was about. Since the remodel in Boykin the lab gets overheated and many open the door and cannot adjust the temperature. Lisa Hooper will relay this issue. There are some areas on campus have bad cell service. in the roof of building to amplify cell service.

V. **PAC-B Committee Update:**

- a. We are in a status quo regarding the funding structure for this year, the next. and possibly the year after. The district attempted to maximize the stability amount by manipulating the FTES and tried to do the best they could. In next PAC-B will go over all request for Program Review. Many positions were not replaced, which include faculty, staff and administrators. In the next year there are some replacements that need to be filled. Next year more people may notice the constraints for the budget.

VI. **Faculty Evaluation Instrument:**

- a. Some years ago, the district was asked to infuse DEIA into an evaluation instrument. The Senate and the Evaluation Taskforce has moved more towards this process. There will be a draft of this evaluation that will go to the Senate by the end of the semester. Special thanks to Julie and Robert for all their hard work. This will move forward in the fall.

VII. **Tenure Committee Training:**

- a. Serving on Tenure committees is important work. It is important to make sure we do this in a way that is beneficial to faculty. This training will be coming through soon.

VIII. **Minimum Discipline Qualification Challenges:**

- a. It can be challenging to assign courses to disciplines and at times the discipline list is not as thorough and there is an interest in making this more active. Many can teach in various areas within their discipline but in terms of service to students this may not be the best approach. Minimum is the minimum. There will be more focus on desirable qualifications to generate more quality pools.

IX. **Governance Structure:**

- a. This does not impact many in the Senate pathways. This new governance structure keeps changing. The new term is now "Advance Teams" for ideas to be funneled through. Classified colleagues need a place for them to submit ideas. The Senate President would need to appear in more spaces. Many are feeling concerned about having to sit on multiple councils. While there are spaces for faculty to sit on the councils they are not required to do so. Faculty leadership role will remain the same but may be asked to consult in matters and areas relating to their area.

X. **Will add time at the end of the agenda to hear from committee members.**

2. Vice President Report, Garrett Rieck

I. **Faculty Awards Nomination Period:**

- a. The deadline for the faculty award nomination period is Friday, April 18th which will happen after spring break. All documents submitted will be uploaded to the Senate Exec Committee CANVAS shell on April 21st. On May 1st the Senate Exec Committee will meet to deliberate on awards.

II. Update on the Future Instructors Training Program (FIT) program:

- a. Garrett helped with the FIT program in the last iteration as the group had interest in moving to non-credit.
- b. This is being revisited as it currently lives in HR and all funding used to come from HR to pay for the coordinators and mentors. HR has stated that they no longer have funding, and the program needed to be paused. Need to determine who will coordinate this effort.
- c. Will there be classes for the mentor to teach in the future. Garrett will present to IAC. Are there success stories? Can this be targeted for certain disciplines? These are considerations for areas that need more adjustment or additional training for existing adjuncts.
- d. Historically this has been for interns who have never been hired. What made the FIT program work was the collaboration with the CETL program. There is opportunity for the mentorship program to go through Prof Dev for current part-time faculty now. There may also be high school teachers and university partners interested in this program.
- e. Many people want to register online but the process is not very easy. How is Heather Stewart and professional development working this year?
- f. Sociology connected directly with CSUN's SOCI graduate department and have current grad students matched with professors in dept as volunteers, but they receive credit for being a TA in a college class. Counseling also has an internship program. John Varga is doing something similar in History with CSUN History department.

III. Schedule Building:

- a. Tricia, Alisha and Sab piloted a program to bring various areas together. There are concerns with building the schedule too far in advance and then spending too much time making changes. Policy changes impacted many areas of classified colleagues. There are two administrative co-chair models.

IV. Board Recruitment for next CIO:

- a. The board is soliciting presentations to hire a recruiting firm to hire the next CIO. The board would like the recruiting firm by next Fiscal year.

V. Collegial End of the Year Celebration:

- a. The Collegial Celebration will be hosted from 3-5 pm in the ICC. Lisa will make changes and will honor the faculty for awards and recognize all chair sub-committees of the Senate. Lisa will be invited all to attend, and food will be provided. Graduation is on Friday evening and Lisa secured food and beverage in the Cougar Den.

D. Action:

None

E. Discussion

1. Fraudulent Student Issue, Lisa Hooper & Garrett Rieck
 - I. Dr. Jasmine Ruys sent out two emails, with one email sent out March 28th. Student services dropped all unverified students last week. There was also a link shared with resources for reducing fraudulent students. If a student is dropped and then want to re-add it is suggested to have the student go through the new enrollment process and connect them to A&R.
2. New district Governance Structure: Instructional, Operational & Executive Council, Lisa Hooper
3. Future Meeting Times/Days

4. Future Discussion Topics

F. Unfinished Business

None

G. Announcements

- a. Next Academic Senate Meeting Dates Spring 2025: April 17th; May 1st; May 15th & May 29th
- b. [2025 ASCCC Spring Plenary](#): April 24 – 26th, Hyatt Regency, Irvine, CA.
- c. [2025 ASCCC Faculty Leadership Institute](#): June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
- d. [2025 ASCCC Curriculum Institute](#): July 9th- 12th, Ontario Convention Center, Ontario, CA.

I. Adjournment: 12:00 pm.

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

Honors Committee Report Spring 2025

A. Honors Committee

Chair: Chase Dimock

Meetings: Every 2nd Wednesday from 4-5 PM via Zoom

B. Committee Members

Chase Dimock Caitlin Newcomer Jennifer Brezina Clinton Slaughter Patricia Garcia

Rana Akiel

Hind Ali

Alejandro Lichtscheidl

C. Time Stamp

4/26/2025 4:35

D. Committee Background and Purpose

The Honors Committee serves the purpose of discussing policies and plans pertaining to the College of the Canyons Honors Program. The COC Honors Program is a community of scholars participating in an academically enhanced course of study with the goal of transferring to competitive four-year universities. Through special research-focused courses, faculty mentorships, service-learning programs, and community engagement opportunities, our program prepares students to flourish in their academic careers and beyond. Our committee provides insights from their teaching and counseling backgrounds to help the Honors Faculty Coordinator (Chase Dimock) and the Honors Counselor (Patricia Garcia) run the program, address student needs, and work with faculty and departments.

E. Summary of Accomplishments

With the insight and advice of the Honors Committee, Chase Dimock, the Honors Faculty Coordinator, has spearheaded several initiatives this year to revise the program to accommodate changes in COC policies and meet evolving student needs. These include:

- Moving the program to a new office in Bonelli 249
- Designing and printing a new Honors brochure for promoting the program
- Revising the Honors website
- Revising the Honors application
- Attending promotional events including Welcome Day, Discover Day, and the

Counselor/COC Connection seminar

- Creating drop-in office hours
- Revising guidelines for the submission of student work and forms
- Developing new methods of scheduling Honors courses

F. Committee Goals for the Current Semester and Academic Year

With the insight and advice of the Honors Committee, Chase Dimock, the Honors Faculty Coordinator is currently working on the following projects

- Organizing the annual Honors Graduation Celebration
- Revising the Mutual Responsibilities Contract with clearer explanations and additional research opportunities for Honors students.
- Developing a presentation to inform counselors about Honors requirements
- Exploring the creation of new Honors courses
- Constructing a handbook to guide new Honors students
- Revising the Honors Canvas page to better accommodate student needs

G. Challenges the Committee Has Faced

The only significant challenge the committee itself has faced has been being able to fit meetings in with everyone's schedules. Generally speaking, most members have been able to attend most meetings.

H. Support

The committee itself is not in need of any additional support to meet its objectives. The Honors Program could use additional funding to support its mission, including an additional part or full-time counselor to help Patricia Garcia with her advising load. We are encouraging student research as a component of the Honors Program and we would like to be able to fund attendance at conferences and research supplies.

I. Upcoming Senate Agenda Items

No upcoming senate agenda items are anticipated.



Academic Staffing Committee

Committee & Faculty Report to the Academic Senate 2024-2025

A. Academic Staffing Committee

Erik Altenbernd (History), Faculty Co-Chair

Meeting Times: First Tuesday of each month and/or as required (Zoom)

B. Members of Committee

Faculty Co-Chair	Erik Altenbernd, SBS
Assistant Superintendent/VP of Instruction, Co-Chair	Thea Alvarado
Assistant Superintendent/VP of Human Resources	VACANT
Assistant Superintendent/VP of Student Services	Jasmine Ruys
Applied Technology	VACANT
Business	Christina Chung
Health Professions & Public Safety	Sylvia Duncan
Humanities	Adam Kaiserman
KPEA/KPEI/KPET	VACANT
Learning Resources	Sarah Breshears
Math, Science, & Engineering	Jason Burgdorfer
Personal & Professional Learning (Non-Credit)	VACANT
Social & Behavioral Sciences	Anne Marenco
Student Services	Diane Solomon
Visual and Performing Arts	VACANT

C. Date of Completion: April 28, 2025

D. The Academic Staffing Committee (ASC) is a standing committee of the Academic Senate. As part of the collegial consultation process, ASC makes recommendations to the Chief Executive Officer regarding hiring priorities for all full-time faculty positions. The committee makes recommendations regarding new full-time faculty positions as well as vacant full-time faculty positions created by retirement, resignation, termination, illness, or death.

E. ASC conducted its operations as usual over the past year. During the Spring 2024 and Fall 2024 semesters, the committee heard presentations for thirty replacement and new positions. Those positions were scored and compiled in the annual List of Recommendations, which was transmitted to the college President and President of the Academic Senate on December 5, 2024. During the fall semester, the committee also voted to reconfigure its annual List of Recommendations into a single ranked list instead of the current categorized list which uses multiple categories for replacement and new positions. The committee met multiple times during the spring semester to revise its operating procedures, primarily to delineate the terms of the proposed ranked list. Later this semester, the committee will discuss revisions to the rubric used to score presentations and report department chairs submit prior to presenting for new positions. This semester, the committee also expects to hear

presentations for positions that have been vacated (or will be vacated) by the end of the spring semester.

- F.** The primary objective of the committee at this time is senate ratification of the proposed changes to the committee's operating procedures.
- G.** ASC did not encounter any significant challenges or obstacles over the last year.
- H.** Ratification of the proposed changes to the committee's operating procedures would bring the committee's recent efforts to a successful conclusion.
- I.** The proposed changes to the committee's operating procedures remain under review by the senate. If these are ratified by October, the committee will be able to compile a ranked list by November.

Academic Staffing Committee
Clarifications and Procedures
2021-2022

I. Purpose

The purpose of the Academic Staffing Committee (ASC), a part of the collegial consultation process, is to recommend to the Chief Executive Officer (CEO) the hiring priority of all full-time academic faculty positions, including those defined as vacancies created by retirements, terminations, and resignations.

II. Membership

Membership as defined by the Academic Senate shall consist of the following:

- The Chief Instructional Officer, and one faculty member appointed by the president of the Academic Senate, shall act as co-chairs.
- The Chief Student Services Officer
- One full-time, faculty representative from each School or/Division
- The Vice President of Human Resources from Human Resources
- Additional non-voting members may be added as resource members by mutual agreement of co-chairs.

III. Protocols and Business

1. The ASC will meet on a monthly basis during the academic school year, or as needed by mutual consent of the committee chairs.
2. All faculty members will be notified of the timetable and the selection guidelines.
3. Committee members will be present to hear all presentations.
 - a. Faculty and administrators are invited to listen to in-person presentations.
 - b. All presentations will make reference to integrated planning documents (Educational and Master plan, Strategic Goals, and Program Review).
4. Department Chairs, designees and/or Schools Deans may make presentations.
 - a. ASC members shall not make presentations for new faculty but may select a designee.
5. The ASC will deliberate and make a recommendation on each district-funded position; new or vacant.
6. The ASC Chairs will notify the Academic Senate and the CEO of the Committee's recommendation and the selection guidelines used for the selection. Recommendations will be listed alphabetically within each category.

- a. The ASC will classify requests for *New or Vacant Faculty Positions* as urgent, strongly recommended, recommended, or not ranked.
 - b. Each category will be listed in rank order by year.
- 7. The ASC shall maintain an ongoing list of *New Recommended Positions, Vacant Funded, and Vacant Un-funded* positions, and the status of those positions will be posted to the ASC website from 2007 forward.
- 8. Full-time faculty hiring matters should be brought to both ASC Co-Chairs for consultation prior to Board authorization for hire of full-time faculty. If the ASC Faculty Chair is unavailable consultation shall be made with the Academic Senate President.
- 9. When there has been Board authorization for hire of a *New Position* or *Replacement Position*, but the Full-Time Hiring Committee was not able to identify a suitable candidate for that position, then:
 - a. The Full-Time Hiring Committee should continue to seek a suitable candidate for rehire of the position.
 - b. If the Full-Time Hiring Committee was not able to identify a suitable candidate the Full-Time Hiring Committee will notify both ASC Co-Chairs. If the ASC Faculty Chair is unavailable, notification shall be made to the Academic Senate President.
- 10. *Human Resources* will consult electronically with both ASC Co-Chairs before a position that has not been considered by the ASC is offered. If the ASC Faculty Chair is unavailable, notification will be made to the Academic Senate President.
- 11. Considerations for Grant Funded/Categorical Faculty Positions.
 - 1. All faculty positions, regardless of funding source, will be submitted to the Committee for information.
 - 2. Presentations must be made to the committee and should follow the same methods as requests for new positions.
 - 3. Presentations should pay particular attention to stability of funds and institutionalizing of the position

IV. Voting Methods

- 1. It is the responsibility of each ASC member to vote in the best interest of the College.
- 2. ASC members must review all position requests and be present for all in-person presentations in order to vote for a specific position. The ASC may choose to use averages or mean of ranking to vote.
- 3. A common rating system will be used for all positions. The details of this system will be made available to individuals making presentations.
- 4. All ASC members are voting members except for the Chief Instructional Officer and Faculty Co-Chair, who will mutually agree only in the event of a tie.

V. Definitions (in alphabetical order)

1. *Consultation* is defined as engaging the ASC in seeking information, advice and or guidance in determining a course of action.
2. An Emergency Hire is a funded position, may consist of a permanent position (depending on whether a pool for a particular discipline has recently been recruited within the past 12 months).
3. A *New Position* is defined as an unfunded position, which has not existed previously, or is a *Vacant Unfunded Position*, whether categorically or district funded.
4. A *One year contract faculty INTERIM Position* is defined as a full-time temporary, assignment, in which the tenure process begins. *Interim Positions* are designed to temporarily fill a needed position because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to the Program.
5. A *Permanent Position* is funded and defined as having an unchanging status as a fulltime permanent position. A *Permanent Position* is not equivalent to an *Interim Position*.
6. A *Vacant Faculty Position* is defined as a funded position, vacated by resignation, retirement, illness or death of a faculty member.
7. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by resignation, retirement, illness or death of a faculty member, which may or may not have been reviewed and recommended by the ASC, but became unfunded following the academic year in which the vacancy occurred. This is a local decision to keep track of Vacant positions.

VI. Considerations for Vacant Faculty Positions

1. Recommendations for *Vacant* (replacement) *Positions* should remain separate from the recommendations for *New Faculty Positions*. *Vacant Positions* remain funded for the next academic year and become *Vacant Unfunded Positions* thereafter.

2. In general, when there is a *Vacant Faculty Position*, the college will strive to hire a replacement instructor for the department where the vacancy took place. To ensure that replacement of the retired or resigned faculty member is the best possible option for the college, the ASC will meet to review the needs of the department and recommend using similar methods to guidelines for *New Positions*,

if the department should have primacy in replacement.

3. The Department Chair or designee and/or Dean will make a presentation to the ASC in support of the assertion their department should have primacy in replacing the faculty position.

4. If the committee recommends the vacant position is not a College priority, the position should be filled by a discipline on the faculty recommendations list.

5. If a *Vacant* Faculty Position remains unfilled, at the end of the next fiscal year the position becomes a *Vacant Unfunded* position. The department must follow the guidelines for “call for presentations for request of new faculty positions” if seeking to replace a *Vacant Unfunded* position.

VII. Guidelines for Review of Vacant Positions

1. Once the Human Resources Department notifies the ASC of a recent or upcoming fulltime vacancy in a program, the ASC will review this vacancy at its next monthly meeting and will make a recommendation to the CEO regarding the replacement. (Please note: the ASC cannot review any positions until the Human Resources Department receives an official letter of resignation or intent to retire.)

2. The Department Chair must prepare a one-page, one-sided document to be submitted to ASC Co-Chairs. This document will be shared with the entire ASC and used in evaluating the need for the replacement position and forwarded to the CEO.

3. The ASC may invite the Department Chair and/or School Dean to be available at the next ASC meeting, as a resource for the ASC should any questions regarding the replacement position arise.

4. The one page document should include the following:

a. Title of position

b. Brief job description (approximately two sentences)

c. Justification for changes in the position or job description since last hire – for example: an English generalist instructor retires but the department would like to make an argument for a basic skills instructor (if applicable)

d. Program review data (current number of full time and part time faculty, FTEF, load, etc.) For consistency use only current data, information available on the staffing committee intranet page, as your data source.

e. Funding source for this position (if applicable)

f. Additional information that may be helpful to the ASC in making recommendations, if applicable, including but not limited to how the position:

i. Improves adjunct/full time ratio

ii. Meets an important employment / job market demand

- iii. Addresses historically low WSCH/FTE
- iv. Contributes to the coordination of programs, staff
- v. Addresses access, equity, retention issues
- vi. Addresses regulatory / legal compliance issues
- vii. Makes COC more competitive
- viii. Circumvents difficulty of hiring adjuncts
- ix. Addresses department growth and innovation
- x. Contributes to future plans for department growth and innovation

5. Materials provided to the committee shall be limited to the one-page, one-sided document, and presentation.

a. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be allowed during the presentation.

6. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation.

7. Recommendations for replacement faculty positions will be grouped in 4 categories, in alphabetical order under each category (below); and they will be included on the memo to the Chancellor along with new positions recommendations on a spreadsheet.

- a. Urgent**
- b. Strongly Recommended**
- c. Recommended**
- d. Not Recommended**

VIII. Vacant Unfunded Positions

1. If the Board of Trustees does not authorize rehire of a vacated position within the next academic year, it becomes a *Vacant Unfunded* position.

2. In order to reprioritize this position, the Department Chair, designee, or Dean may make a new presentation to the ASC, following the "call for presentations for request of new faculty positions" guidelines.

3. In their recommendations to the CEO, the ASC will give special consideration to *Vacant Unfunded Positions*.

IX. Requests for New Positions

Annually the ASC will:

a. Review membership, establish criteria for scoring presentations, collect data from recent program reviews, and review ASC voting procedures.

- b. Publish selection guidelines and priorities for the current year prior to the presentations.
- c. Establish a timetable and procedures for faculty presentations and ASC selection. A "call for presentations for request of new faculty positions" will be sent to the faculty and academic deans.
 - a. Presentation scheduling should be established at future meeting times convenient to the majority of the ASC.
 - b. ASC members unable to meet at the established times should secure a substitute for either their conflicting committee or academic obligations.
 - c. The ASC will use data collected during program review to maintain consistency.
 - d. Each presentation should include a job description for the *New Position* requested.
 - e. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.)

Faculty or designees shall make presentations for new faculty positions to the ASC.

- a. Deans or designees will make subsequent presentations when appropriate.
- b. The CIO shall make presentations when necessary to provide a global perspective.
- c. The ASC shall determine the number of positions to recommend per availability, of funding, the length of term (time frame) of the list, and suggested priorities to be sent to the CEO.

X. Guidelines for New Positions

1. As groundwork for presentations of *New Full-Time Faculty* positions, Department Chairs or Deans must prepare a one-page, one-sided document to share with the ASC.

a. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.) This document will be used in evaluating the need for the new position, and forwarded to the CEO.

b. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. If the disciplines vary, or the positions differ greatly, i.e. Geography and Astronomy as differing disciplines of Earth Science, this could warrant two separate ten-minute presentations and two separate one-page position descriptions. Alternatively, if the English department were requesting a new position in Developmental English and Transfer English, these two positions would warrant one presentation. Any concerns should be discussed with the ASC

Co-Chairs before scheduling a presentation.

2. The one page, one-sided document, and presentation should include the following:

- a. Title of position or positions
- b. If requesting multiple positions, positions must be prioritized
- c. Connection of position to the mission of the college, i.e. basic skills, transfer or CTE
- d. Brief job description (one paragraph)
- e. Program review data (current number of full time and part time faculty, FTEF, load, etc.) – current data is available on the ASC intranet page. For consistency with other presentations this information must be used as the data source.
- f. Funding source for the position, i.e. categorical or district (if applicable). If funding is categorical indicate the length of time funding is available.
- g. Staffing history of the department detailing:
 - i. *Vacant Unfunded Positions* not authorized for rehire
- h. Materials provided to the ASC shall be limited to the one-page, one-sided document, and presentation.
- i. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be considered.
- ii. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation

3. Any other information that may be helpful in making our recommendations (if applicable), including but not limited to:

- a. Improves adjunct/full time ratio
- b. Meets an important employment / job market demand / CTE
- c. Addresses historically low WSCH/FTE
- d. Coordination of programs, staff / need for “lead” in the discipline area
- e. Addresses regulatory / legal compliance issues
- f. Would make COC more competitive
- g. Scarcity of adjuncts in the discipline area
- h. Department growth and innovation

4. After presentations, the ASC will create and maintain a list of “*New Full-Time Recommended Faculty Positions*” for new hire, based on the need for efficiency and current planning.

5. Recommendations for new faculty positions will be grouped in 4 categories, in alphabetical order under each category:

- a. Urgent
- b. Strongly Recommended
- c. Recommended
- d. Not Recommended

6. No position shall remain on the "*New Full-Time Recommended Faculty Positions*" list in excess of 3 years.

7. In order to maintain current data for positions based on need the ASC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.

- a. This review shall include a presentation to the ASC, including the most current program information.

- b. The "*New Full-Time Recommended Faculty Positions*" list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the ASC. This will assist the ASC in tracking the length of time a program has been waiting for a *New Full-Time Faculty Position* to be moved to the Board of Trustees for authorization to hire.

ACADEMIC STAFFING COMMITTEE PROCEDURES & CLARIFICATIONS

I. PURPOSE

The Academic Staffing Committee (ASC) is a standing committee of the Academic Senate. As part of the collegial consultation process, ASC makes recommendations to the Chief Executive Officer (CEO) regarding hiring priorities for all full-time faculty positions. The committee makes recommendations regarding new full-time faculty positions as well as vacant full-time faculty positions created by retirement, resignation, termination, illness, or death.

II. MEMBERSHIP

The Academic Senate defines membership in ASC as follows:

- The Chief Instructional Officer (CIO), and one faculty member appointed by the President of the Academic Senate (Faculty Co-Chair), shall serve as co-chairs;
- One full-time faculty representative from each School/Division;
- The Chief Student Services Officer;
- The Vice President of Human Resources;
- Additional non-voting members may be added as resource members by mutual agreement of the co-chairs.

III. DEFINITIONS OF TERMS

1. *Consultation* is defined as engaging ASC in matters related to the hiring of full-time faculty, including seeking information, advice, or guidance in determining a course of action regarding the hiring of full-time faculty.

2. An *Emergency Hire* is defined as a funded position that may result in a permanent full-time position, depending on whether the pool for a particular discipline has recently been recruited within the past twelve months.

3. A *New Position* is defined as an unfunded full-time position that has not existed previously, or a *Vacant Unfunded Position* that is supported by either district or categorical funds.

4. A *One-Year Contract Faculty INTERIM Position* is defined as a full-time temporary assignment that initiates the tenure process. *Interim Positions* are temporary and utilized because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to a particular Department/Program.

5. A *Permanent Position* is defined as a funded position that maintains status as a full-time permanent position. A *Permanent Position* is not equivalent to an Interim Position.

6. A *Vacant Faculty Position* is defined as a funded full-time position that has been vacated by

the retirement, resignation, termination, illness, or death of a faculty member.

7. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by the retirement, resignation, termination, illness, or death of a faculty member, which may or may not have been reviewed and recommended by ASC, and that has remained vacant for at least one academic year. ASC will maintain a list of all *Vacant Unfunded Faculty Positions*.

IV. PROTOCOLS AND PROCEDURES

1. ASC will meet monthly during the fall and spring semesters, or as required to complete committee business, or by mutual consent of the committee co-chairs.

A. All members of the committee will be notified of the timetable and selection guidelines for meetings.

2. ASC will, on a regular basis, review committee membership; collect data from Program Review; review, and, when necessary, revise the committee's criteria for scoring presentations and general operating procedures.

3. Committee members will attend or review all presentations.

A. Faculty and administrators are invited to listen to in-person and virtual presentations.

B. All presentations will make reference to integrated planning documents, including:

- i. Educational and Master Plan;
- ii. Strategic Goals;
- iii. Program Review.

4. Members of ASC shall not present to the committee, but may appoint a designee to present to the committee on their behalf.

5. Department/Program Chairs, designees, and/or Academic Deans may make presentations.

6. ASC will deliberate and make recommendations on all full-time faculty positions.

7. ASC shall maintain an ongoing List of Recommendations regarding all full-time positions.

8. The committee co-chairs will notify the CEO and President of the Academic Senate of the committee's recommendations and the methods used for ranking all recommendations. Notification will be provided by way of the List of Recommendations and a report that details the committee's activities and methods for compiling the List of Recommendations.

9. Full-time faculty hiring decisions should be communicated to the co-chairs of ASC for consultation prior to Board of Trustees (BOT) authorization for the hire of full-time faculty. If the Faculty Co-Chair is unavailable, consultation shall be made with the President of the Academic Senate.

10. When there has been BOT authorization for the hire of full-time faculty, but the Full-Time

Hiring Committee is unable to identify a suitable candidate for a position, then:

- A. The Full-Time Hiring Committee should continue to seek a suitable candidate for the open position and notify both co-chairs of ASC regarding the status of the search. If the Faculty Co-Chair is unavailable, notification shall be made to the President of the Academic Senate.
- B. The Full-Time Hiring Committee shall notify both co-chairs of ASC if the search is canceled. If the Faculty Co-Chair is unavailable, notification shall be made to the President of the Academic Senate.
- C. The Department/Program should return to ASC and present again if the Department/Program opts to alter the job description or specialization before conducting a new search.

11. In the event of extenuating circumstances, Human Resources will consult with both co-chairs of ASC before a position that has not been considered by ASC is offered. If the Faculty Co-Chair is unavailable, notification will be made to the President of the Academic Senate.

12. The following considerations for Grant-Funded/Categorical Faculty Positions shall be observed:

- A. All faculty positions, regardless of funding sources, will be submitted to ASC for review;
- B. Presentations must be made to ASC and will follow the same methods as requests for other full-time faculty positions;
- C. Presentations should pay particular attention to the stability of funds and institutionalization of the position.

V. LIST OF RECOMMENDATIONS

1. The Faculty Co-Chair will transmit the committee's List of Recommendations to the CEO and President of the Academic Senate after each update or revision of the list.

2. The List of Recommendations will consist of a single ranked list comprised of recommendations for all full-time faculty positions. The list will be arranged in the following manner:

- A. The list will be organized into two categories: "RECOMMENDED" and "NOT RECOMMENDED."
- B. All requests for full-time positions recommended by ASC—regardless of status or funding sources—will be included in a single, combined list;
- C. All recommended positions will be ranked in numerical order based on the mean score derived during the scoring process;

- D. Positions that receive equal mean scores will be ranked equally but arranged in alphabetical order;
- E. The following information will be included for all positions included on the list: title and status of the position; mean score derived during the scoring process; academic term of the request.
- F. All positions reviewed but not recommended by the committee will be included on the List of Recommendations in the category titled “NOT RECOMMENDED.”

VI. VOTING AND SCORING METHODS

- 1. All members of ASC are voting and scoring members, except for the Chief Instructional Officer and Faculty Co-Chair. The Chief Instructional Officer and Faculty Co-Chair may vote, with mutual agreement, only in the event of a tie vote. The Chief Instructional Officer and Faculty Co-Chair shall not score presentations.
- 2. It is the responsibility of each ASC member to vote and score presentations in the best interests of the College.
- 3. ASC members must review all requests for full-time positions and be present for all presentations, or review recordings of presentations, before scoring presentations.
- 4. A common rating system/rubric will be used for all presentations. The details of this system/rubric will be made available to all individuals making presentations.

VII. VACANT FACULTY POSITIONS

- 1. Recommendations for *Vacant Faculty Positions* (replacement hires) will be scored and ranked in a single List of Recommendations that combines recommendations for all full-time faculty positions.
- 2. When there is a *Vacant Faculty Position*, the College will strive to hire a replacement instructor. To ensure that a replacement hire is the best possible option for the College, ASC will meet to review the needs of the department and make recommendations using the same methods and guidelines utilized for *New Positions*.
- 3. The Department/Program Chair, or designee, will present to ASC with the assistance of the Academic Dean in support of the Department/Program’s request for a replacement hire.
- 4. If ASC determines that the vacant position is not a college priority, ASC will assign that position to the “NOT RECOMMENDED” category on the List of Recommendations. In such an event, that vacant position should be filled by another position on the List of Recommendations.
- 5. Previously funded *Vacant Faculty Positions* remain funded for one academic year. Previously funded positions that remain vacant for more than one academic year shall be reclassified as *Vacant Unfunded Faculty Positions*.
- 6. Departments requesting appointments for *Vacant Unfunded Faculty Positions* must present to

ASC following the guidelines for *New Faculty Positions*.

VIII. PROCEDURES FOR REVIEW OF VACANT POSITIONS

1. Once Human Resources notifies ASC of a recent or upcoming full-time vacancy in a Department/Program, the committee will review the vacancy and make a recommendation to the CEO after the respective Department/Program has made a formal presentation to the committee. ASC cannot review a future vacancy before Human Resources receives an official letter of resignation or intent to retire from the current member of the faculty.
2. Department/Program Chairs must prepare a one-page, one-sided summary to be submitted to the Faculty Co-Chair prior to presentation. This document will be shared with the committee and used in evaluating the need for the replacement position(s).
3. ASC will then schedule a time for the Department/Program Chair, designee, and/or Academic Dean to present to the committee regarding the replacement position(s).
4. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. For example, if the English Department requests two replacement positions, one in Developmental English and one in Transfer English, these two positions would be requested as part of a single presentation. Conversely, if the disciplines vary, or the positions differ greatly in specialization (e.g. Geography and Astronomy as differing disciplines of Earth and Space Sciences), this could warrant two separate ten-minute presentations, two separate summaries, and two separate reports. Department/Program Chairs and Academic Deans should direct all questions to the Faculty Co-Chair prior to scheduling a presentation.
5. The one-page summary should include the following:
 - A. Title of position and name of faculty member to be replaced
 - B. Brief job description (approximately two sentences)
 - C. Requests for multiple positions must include a list that prioritizes each position
 - D. Justification for changes in the position or job description since the last appointment. For example, justification must be given if an English generalist instructor retires but the department would prefer to replace the generalist with a basic skills instructor.
 - E. All relevant Program Review data. For example, the current number of full- and part-time faculty, Full-Time Equivalent Faculty (FTEF) number, Full-Time Equivalent Student (FTES) number, trendlines in FTES, current faculty load data, etc.
 - i. The summary should include Program Review data from the previous four academic years.
 - F. The funding source for the position, if applicable.
 - G. Staffing history of the department, including recent hires and *Vacant Unfunded Faculty Positions* not authorized for rehire.

H. Additional information that may be helpful to ASC in making recommendations, if applicable, including but not limited to the following:

- i. Improvements to adjunct/full time ratio;
- ii. Important employment/job market demand;
- iii. Weekly Student Contact Hours (WSCH) or FTES numbers;
- iv. Coordination of Department/Program or staff;
- v. Issues related to access, equity, inclusion, or student retention;
- vi. Regulatory or legal compliance;
- vii. College competitiveness;
- viii. Issues related to hiring adjunct faculty;
- ix. Department growth and innovation.

6. Supporting materials provided to the committee shall be limited to the one-page, one-sided summary.

7. Presenters should be timely and punctual or forfeit the opportunity to present to ASC.

8. *Vacant Faculty Positions* recommended for hire shall remain on the List of Recommendations for no more than three years; positions on the List of Recommendations that fail to receive BOT authorization for hire will be removed from the list after three years.

- A. The Faculty Co-Chair will notify Department/Program Chairs and Academic Deans when recommendations approach the end of the third (“sunset”) year and are scheduled for removal from the List of Recommendations.
- B. Sunsetting recommendations may be renewed for another three-year cycle following the guidelines for *New Faculty Positions*.

9. All recommendations for *Vacant Faculty Positions* and *Vacant Unfunded Faculty Positions* shall be updated to reflect the most recent date of review, as well as the original date of recommendation by ASC. This will allow the committee to track the duration of requests made prior to BOT authorization for hire.

IX. NEW FACULTY POSITIONS

1. ASC will solicit and review requests for *New Positions* according to the following procedures:

- A. Publish selection guidelines for the current academic year prior to presentations.
- B. Establish a timetable and procedures for faculty presentations and ASC recommendations.
- C. Issue a “call for presentations for request of new faculty positions” to Department/Program Chairs and Academic Deans.
- D. Establish a presentation schedule that is convenient for a majority of the members of the committee.

- E. ASC members unable to meet at the designated times shall review recordings of each presentation, if such recordings are made; or, designate a substitute to attend presentations on their behalf.
- F. ASC will use Program Review data to maintain consistency in scoring.
- G. The Chief Instructional Officer may join or make presentations when necessary to provide a global perspective.

X. PROCEDURES FOR REVIEW OF NEW POSITIONS

1. Department/Program Chairs must prepare two supporting documents to be submitted to the Faculty Co-Chair prior to presentation:

- A. a one-page, one-sided summary identical to that prepared for *Vacant Faculty Positions*;
- B. a completed “Faculty Staffing Request for New Positions: Full-Time Faculty” report.

2. Both supporting documents will be shared with the committee and used in evaluating the need for new position(s).

3. ASC will then schedule a time for the Department/Program Chair, designee, and/or Academic Dean to present to the committee regarding the new position(s).

4. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. For example, if the English Department requests two new positions, one in Developmental English and one in Transfer English, these two positions would be requested as part of a single presentation. Conversely, if the disciplines vary, or the positions differ greatly in specialization (e.g. Geography and Astronomy as differing disciplines of Earth and Space Sciences), this could warrant two separate ten-minute presentations and two separate one-page summaries. Department/Program Chairs and Academic Deans should direct all questions to the Faculty Co-Chair prior to scheduling a presentation.

5. The one-page summary should include the following:

- A. Title of position
- B. Status of position (i.e. new request or representation of request already on List of Recommendations)
- C. Brief job description (approximately two sentences)
- D. Requests for multiple positions must include a list that prioritizes each position
- E. Justification(s) for new hire.

- F. All relevant Program Review data. For example, the current number of full- and part-time faculty, Full-Time Equivalent Faculty (FTEF) number, Full-Time Equivalent Student (FTES) number, trendlines in FTES, current faculty load data, etc.
 - i. The summary should include Program Review data from the previous four academic years.
 - G. The funding source for the position, if applicable.
 - H. Staffing history of the department, including recent hires and *Vacant Unfunded Positions* not authorized for rehire.
 - I. Additional information that may be helpful to ASC in making recommendations, if applicable, including but not limited to the following:
 - i. Improvements to adjunct/full time ratio
 - ii. Important employment/job market demand
 - iii. Weekly Student Contact Hours (WSCH) or FTES numbers
 - iv. Coordination of Department/Program or staff
 - v. Issues related to access, equity, inclusion, or student retention
 - vi. Regulatory or legal compliance
 - vii. College competitiveness
 - viii. Issues related to hiring adjunct faculty
 - ix. Department growth and innovation
6. Supporting documents provided to the committee shall be limited to the one-page, one-sided document summary and “Faculty Staffing Request for New Positions: Full-Time Faculty” report.
7. Presenters should be timely and punctual or forfeit the opportunity to present to ASC.
8. *New Positions* recommended for hire shall remain on the List of Recommendations for no more than three years; positions on the List of Recommendations that fail to receive BOT authorization for hire will be removed from the list after three years.
- A. The Faculty Co-Chair will notify Department/Program Chairs and Academic Deans when specific recommendations approach the end of the third (“sunset”) year and are scheduled for removal from the List of Recommendations.
 - B. Sunsetting recommendations may be renewed for another three-year cycle following the guidelines for *New Faculty Positions*.
9. All recommendations for *New Positions* shall reflect the most recent date of review and recommendation by ASC.



BP 4023 Academic Departments

References:

Education Code Section 78015(a)(1) and 78016(a);
Title 5, Section(s) 51022, 53203(d)(1), and 55130

4023.1 — An Academic Department is an organizational structure composed of one or more related disciplines, and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.

4023.2 — The Santa Clarita Community College District CEO shall establish administrative procedures to implement this policy, including the implementation of proposals for Academic Department Initiation, Merger, Splitting, or Renaming.

See Administrative Procedure 4023

Board Approved: June 26, 2019

Next Review Date: Spring, 2031²⁵



AP 4023 Academic Departments

References:

Education Code Section 78015(a)(1) and 78016(a);
Title 5 Section(s) 51022, 53203(d)(1), and 55130

~~4023.1~~ Definitions

Academic Department ("department") ~~—"academic department", hereinafter referred to as~~
~~"department", is a~~ An organizational structure composed of one or more related disciplines, and
comprised solely of faculty members, that enable the overseeing of unique, specialized matters
of academic content coordination, and academic planning and management among and within
disciplines.

~~4023.2~~ Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.
 1. Categories/Types of New Departments
 - i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.
 - A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.
 - ii. Proposed departments that merges two existing departments.
 - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Instruction.
 - iv. Departments resulting from a proposal to split an existing department into two or more departments.

- v. Proposals to rename an existing department without splitting or merging the department.
- vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.

(Some proposals may fall within more than one category of “new” departments.)

- b. Upon receipt of the written proposal, the Academic Senate will send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.
- c. Program Viability Committee Functions (for AP 4023 proposals):
 - 1. Determining the initial proposal’s evidentiary sufficiency as required by per Section 4023.2.c.2.(g) of this procedure.
 - 2. Gather all qualitative and quantitative evidence into a narrative written report.
 - 3. Make recommendations to the Academic Senate as to the proposal’s validity.
 - 4. Use as its guiding principles for recommendation, the following:
 - i. The proposed department is based on the need of the District and not other national or regional standards alone.
 - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
 - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
 - iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.
- d. The written proposal shall address the following issues:
 - 1. How will the proposal help the students of the college?
 - 2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
 - 3. What is the proposal’s impact on existing students and faculty members? Does the Office of Instruction support the proposal? Please explain, why or why not?
 - 4. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?

5. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
 6. Is the size of the proposed department a relevant factor to consider? If so, why?
 7. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
 8. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the Curriculum Committee? (*Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*)
 9. CCC, CSU and UC Considerations:
 - a. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
 - b. Is the proposed department's academic discipline common to the California Community College system and mission?
 - c. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
 10. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
 11. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.
 12. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?
 13. Can the proposed department be absorbed into an existing department?
 14. Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?
 15. The proposal must include a feasible implementation plan, to include funding for the duration of the pilot department status ~~at-~~ least three years.
- e. The proposal will be forwarded to the Chief Instructional Officer (CIO) and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, and unless mutual agreement is reached between the Academic Senate and the CIO, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to

honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. The CIO, being a nonvoting member of the Academic Senate, shall speak to the matter as it is before the full Academic Senate. In the absence of any stated opposition from the CIO, or designee, and if the proposal is then approved by the Academic Senate, it shall be concluded that mutual agreement has been reached and, the proposal will be advanced for implementation.

4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year College Catalogue.
- c. All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;
- d. Pilot Department Status

All newly initiated departments shall be deemed pilot departments. Three status reports must be provided to the Program Viability Committee of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.

1. Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the pilot process. Any recommendations to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.
2. Required Reporting Content
 - i. Report #1 – the report shall be an informational status update to include evidence of the department's growth, success and challenges to date.
 - ii. Report #2 – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests required by listed in "Proposals for Academic Department Initiation, Merger, Splitting or Renaming" above. Section 4023.2.c.2.(g) of this procedure. The report shall also

- include a substantiated projection as to the department's likelihood for sustainable success by the Final Report.
 - iii. Final Report - the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed [required by "Proposals for Academic Department Initiation, Merger, Splitting or Renaming" above in Section 402.2\(g\) of this procedure](#). The report shall also include a substantiated projection as to the department's immediate institutional sustainability...
- 3. Final Approval- Upon receipt of the Final Report, the Program Viability Committee will ~~will~~ ~~report~~ ~~to~~ ~~the~~ ~~Academic Senate~~ ~~as to whether the~~ pilot department shall be recommended as permanent to the Academic Senate. A majority vote of a quorum by the Program Viability Committee is needed to forward the recommendation for approval by the Academic Senate, which requires a majority vote of a quorum. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.
 - i. Discontinuance- all pilot departments failing to receive approval for permanent status after the Final Report will be deemed strictly discontinued requiring an immediate implementation.

["4:1-10"2"3="4--- Academic and Professional Matters](#)

TMs procedure [pertains to is considered as one](#) of the "other academic and professional matters" described in [the District's](#) Board Policy on Faculty Involvement in Governance (BP 7215). It is a [matter on which area where](#) the Senate and the District will reach mutual agreement.

Board Approved: June 26, 2019

Next Review Date: Spring, [2031-2-a](#)

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: March 18, 2025
RE: Explanation of Proposed Revisions to BP 4225 (Course Repetition)

California law governing community college operations, largely expressed in Title 5 of the California Code of Regulations, outlines elaborate rules regarding the circumstances under which a student may be allowed to repeat a course. Presently, COC's local governing rules concerning course repetition are contained in BP/AP 4225 (Course Repetition), which were adopted more than eleven years ago and which vary considerably from the "model" policies and procedures published by the Community College League of California (CCLC). As only one example, much of the content in COC's BP 4225 is procedural in nature (rather than policy) and appears in one of the CCLC's APs. One District goal should be, in my opinion, to more closely align COC's governing documents with the CCLC models when possible and desirable to allow for easier, and more timely updates necessitated by legal changes. COC's local-drafted policy and procedure language, while sometimes better than CCLC's and sometimes inevitable because the CCLC models are incomplete, is one significant reason for COC's consistent struggle to review and update its policies and procedures.

The CCLC model policies and procedure include a single, rather basic, BP 4225, and four "nested" Administrative Procedures (numbered AP 4225, AP 4227, AP 4228, and AP 4229), each addressing a different legal basis upon which a student may be allowed to repeat a course (i.e., because of a substandard grade, because the college has designated the course as "repeatable" as allowed by law, because of a "significant time lapse" since the student last completed the course, or because the class to be repeated has "variable units.").

The documents presented for Senate consideration would repeal the current BP/AP 4225 and, instead, follow the CCLC model's organizational structure, i.e., by adopting one board policy and four nested administrative procedures. Splitting the content in this manner across documents precluded the use of tracked changes to easily display the word-for-word language changes, unfortunately.

The proposed documents are not intended or designed to alter anything substantive regarding the circumstances under which COC will allow a student to repeat a course. Indeed, Title 5 leaves very little room for local discretion in this area even if COC wanted to go its own way on repeatability. Essentially, these changes are about document organization, with some wordsmithing to improve clarity and readability. All the language in the proposed documents is consistent with Title 5 and the CCLC model documents.

(Current)

BP 4225 COURSE REPETITION

Reference:

Education Code Sections 66700, 70901, 70902; Title 5, Sections 55000 – 55043, 55253 and 58161

4225 The Santa Clarita Community College District has adopted the following policy with regard to course repetition. Nothing in this policy shall conflict with Education Code section 76224 or Title 5 section 55025 that pertains to the finality of grades assigned by instructors or pertaining to the retention and destruction of student records.

4225.1 Definitions

- A. "Course repetition" occurs when a student who has previously received a grade in a particular course reenrolls in that course and receives a subsequent grade.
- B. For the purposes of course repetition, academic renewal, and all other grade related issues, substandard grades shall be defined as meaning course work for which the student has earned a "D," "F," "FW," "NC", and/or "NP."
- C. For the purpose of course repetition, academic renewal, and all other grade related issues, non-substandard grades shall be defined as meaning course work for which the student has earned an "A," "B," "C," "CR", or "P".
- D. For the purpose of this policy "Extenuating Circumstances" is taken to mean verified cases of accidents, illness, or other life changing events beyond the control of the student.
- E. For the purpose of this policy "Active Participatory Courses" are courses where individual study or group assignments are the basic means by which learning objectives are obtained. Active Participatory courses consist of courses in physical education, visual and performing arts, music, fine arts, theater, or dance.
- F. For the purpose of this policy "Enrollment" occurs when a student receives an evaluative or non-evaluative symbol (A, B, C, D, F, FW, CR, NC, P, NP or W) on their transcript.

4225.2 The policies and procedures adopted allow course repetition under the following circumstances:

A.) Repeatable Courses

The District will designate certain types of courses as "repeatable courses" consistent with Title 5 section 55041 and the number of course repetitions allowed for each course will be published annually in the college catalog.

Districts may only designate the following types of classes as repeatable:

1. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree.
2. Intercollegiate athletics.

3. Intercollegiate academic or vocational competition.

Students may repeat courses listed as repeatable up to the limit set forth by the course outline of record. Students may repeat these courses for not more than three times, even if one of the grades received is substandard, unless an exception provides for an additional repeat. The grade received each time shall be included for purposes of calculating the student's GPA.

B. Alleviate Substandard Grades

The District may permit a student to repeat a course in an effort to alleviate substandard grades.

- i. Students may enroll in a course for which they have earned a substandard grade or a withdrawal no more than three times.
- ii. If a student repeats a course for which he or she has earned a substandard grade or a withdrawal and receives a non-substandard grade (A, B, C, CR or P), he or she cannot repeat the course a second time.
- iii. If the student repeats a course for which he or she has earned a substandard grade or a withdrawal and receives a second substandard grade or a withdrawal, he or she can repeat the course one more time. If the student receives a withdrawal or a substandard grade on the third enrollment, the student cannot repeat the course again. A withdrawal does not alleviate the substandard grade on the previous enrollment.
- iv. After course repetition occurs to alleviate substandard grades, the previous grade and unit credit will be disregarded in computing the student's GPA for the previous two instances of substandard repetition. The course will be annotated such that the GPA calculation occurs for the most recent grade. A withdrawal does not alleviate a substandard grade.

C. Significant Lapse of Time

The District may permit or require a student to repeat a course due to significant lapse of time. Students cannot repeat courses where a non-substandard grade was received, unless there has been a significant lapse of time (36 months) and:

- i. the district has established a recency prerequisite established for a course or program; or,
- ii. another institution of higher education to which the student seeks transfer to has established a recency requirement which the student will not be able to satisfy without repeating the course in question. The student may petition if 36 months has not elapsed and the student provides documentation the repetition is necessary for the student's transfer to the institution of higher education.
- iii. The district determines a student must repeat an active participatory experience course due to significant lapse of time. If the student has exhausted all repetitions for the course, the district may permit one additional repetition.

Course repetition for a significant lapse of time can only occur once. All course work shall remain on the student's permanent record. When a course is repeated pursuant to this section, the previous grade and unit credit will be disregarded in computing the GPA.

D. Open Entry/ Open Exit Courses

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit are to be disregarded in computing the student's GPA.

E. Legally Mandated Training

The District may permit a student to repeat a course to meet a legally mandated training requirement as a condition of continued or volunteer employment. Students may repeat a course to meet legally mandated training requirements as a condition of their continued or volunteer employment. The student may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA. The District reserves the right to require a student to certify or document that course repetition is necessary to complete legally mandated training pursuant to this section.

F. Extenuating Circumstances

The District may permit a student to repeat a course, which is not designated repeatable, regardless of whether substandard academic work was previously recorded, when there are extenuating circumstances which justify the repetition. Course repetition due to extenuating circumstances may be granted when the student files a petition and the academic standard committee, or its designee, grants written approval of the petition based on a finding that the student's previous grade (whether substandard or non-substandard) was, at least in part, the result of extenuating circumstances. The previous grade and unit credit will be disregarded in computing the student's GPA.

G. Cooperative Work Experience Course

The District may permit a student to repeat a course in occupational work experience. Students may repeat cooperative work experience courses for a total of 16 semester units. General work experience courses may be taken one time for up to 6 semester units of credit. Occupational work experience course may be repeated multiple semesters up to 8 units of credit per semester. The combination of both types of work experience classes cannot exceed 16 semester units total. The grade

and unit credit received each time shall be included for purposes of calculating the student's GPA.

H. Special Courses for Students with Disabilities

The District may permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that student. Students with a disability may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student. The previous grade and unit credit will be disregarded in computing the student's GPA each time the course is repeated.

I. Significant Change in Industry or Licensure Standards

The District may permit a student to repeat a course as a result of significant changes in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times. The District reserves the right to require a student to certify or document that course repetition is necessary for employment or licensure pursuant to this section.

In all conditions described above, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and annotated in such a manner that work remains legible, insuring a true and complete academic history.

4225.3 Apportionment for Course Repetition

The District may claim the attendance of students who enroll in a credit course for state apportionment as follows:

- A. The attendance of a student enrolled in credit activity course may be claimed for a maximum of four times, regardless of standard, substandard grades, or withdrawals.
- B. Where substandard academic work has been recorded, apportionment may be claimed for a maximum of three enrollments to alleviate substandard grades.
- C. The attendance of a student repeating a credit course by petition for a significant lapse of time may be counted only once beyond the prior enrollment.
- D. The attendance of a student repeating a portion of a variable unit open entry/open exit credit course may be counted for state apportionment each time the student enrolls to complete one time the entire curriculum of the course.
- E. The attendance of students in legally mandated training may be claimed without limitation.
- F. The attendance of a student repeating a credit course by petition for extenuating circumstances may be claimed for one additional enrollment.
- G. The attendance of a student repeating a cooperative work experience course may be claimed for state apportionment up to the 16 unit limit.

- H. The attendance of students in special courses for students with disabilities may be claimed without limitation.
- I. The attendance of students in courses necessary for employment or licensure due to a change in industry or licensure standards may be claimed without limitation.

4225.4 Transfer Coursework

A. Course Repetition Outside the District

The Santa Clarita Community College District (SCCCD) shall permit repetition of a course which was taken in an accredited college or university and for which substandard academic work is recorded.

B. Transfer Coursework

In determining transfer student's credits, the SCCC, will honor similar, prior course repetition actions by other accredited colleges and universities.

C. Grade Alleviation

The SCCC will not alleviate substandard coursework earned at SCCC with passing coursework from another accredited institution. Students may only alleviate SCCC coursework with courses taken at SCCC. Passing coursework earned at SCCC will not alleviate a substandard grade from another accredited institution on the College of the Canyons transcript.

D. Inclusion of Transfer Coursework

The SCCC will include coursework taken at other accredited colleges and universities to count towards, unit totals, graduation requirements, and area requirements where applicable and appropriate.

Board Approved: 3/26/14

Next Review Date: Spring, 2020

(Final for Senate)



BP 4225 Course Repetition for Credit Courses

References:

Title 5 Sections 55040, 55041, 55042, 55043, 55044, 55045 and 58161

Students may repeat credit courses in which substandard grades (less than “C,” and including “FW”) were earned. The District shall identify reasonable limitations on credit course repetition in AP 4225 (Course Repetition).

Under special circumstances, consistent with AP 4225 (Course Repetition), 4227 (Repeatable Courses), 4228 (Course Repetition – Significant Lapse of Time), and 4229 (Course Repetition – Variable Units), students may repeat a course in which a grade of C or better was earned.

Nothing in this policy shall conflict with Education Code section 76224 or Title 5 section 55025 that pertains to the finality of grades assigned by instructors or pertaining to the retention and destruction of student records.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

(Current)

AP 4225 COURSE REPETITION

Reference:

Education Code Sections 66700, 70901, 70902, 76224; Title 5, Sections 55000 – 55043, 55253, 56029 and 58161

J. In accordance with section BP 4225.2:

(A) Repeatable Courses

Admissions & Records will work with the office of Academic Affairs to ensure that all courses published in the college catalog and schedule of classes include information regarding each course's repetition limitations, including the number of times the course may be repeated as required by Title 5 section 55041 and outlined in BP 4225.2 (A).

(B) Alleviate Substandard Grades

The computer system is programmed to allow two course enrollments with a substandard grade or withdrawal notation for all appropriate courses. Students attempting to enroll in the course for a third time shall file a "Course Repeat Petition" with the Admissions & Records department. The student must watch the video posted on the College's website www.canyons.edu/vll entitled "How to Successfully Repeat a College Course." The student must include the code at the end of the video with the petition and submit it for approval.

The college catalog and schedule of classes will reflect each course's repetition limit. The student's academic record will be annotated to disregard previous grade and unit credit for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student's GPA. No more than two grades will be alleviated.

(C) Significant Lapse of Time

Students repeating a course due to "significant lapse of time" shall file a "Course Repeat Petition" with the Admissions & Records department. Designated staff will ensure that 36 months have elapsed since the last grade was earned before granting the request and that the student has not requested such action previously on the same course. The lapse of time may be less than 36 months if the student's course repetition is necessary for transfer to another institution of higher education. The student must provide documentation of a recency requirement with the petition.

The designated staff member will also verify the course must be repeated due to:

- a recency prerequisite established by the course curriculum; or,
- a recency requirement as established by a transfer institution;

Permission to repeat a course based on a significant lapse of time can only be allowed once. The first grade and corresponding unit credit will be disregarded when computing the student's GPA.

(D) Open Entry/Open Exit Courses

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. The District will program the computer to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course.

Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit will be disregarded in computing the student's GPA.

(E) Legally Mandated Training

Students repeating a course due to "legally mandated training" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate from their continued or volunteer employment.

Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

(F) Extenuating Circumstances

Students requesting a fourth attempt due to "extenuating circumstances" shall file a "Course Repeat Petition" with the Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not been previously approved. The student's academic record will be annotated to disregard previous grade and unit credit and shall reflect that the most recent grade is calculated into the student's GPA.

Students may not file a petition for "extenuating circumstances" to eliminate a substandard grade or withdrawal in one of the allowable course repetitions for activity courses. The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in

music, fine arts, theater or dance. The computer system will be programmed to ensure compliance with the unit limitation of each activity course, and the student's academic record will be annotated accordingly.

(G) Cooperative Work Experience

Occupational and General Work Experience courses (CWEE) will be listed in the college catalog and schedule of classes along with the appropriate number of units a student may complete under Title 5 section 55253. The computer system will be programmed to ensure compliance with the unit limitation and the student's academic record will be annotated accordingly.

(H) Special Courses for students with disabilities

Student with disabilities courses (GENSTU) may be allowed additional course repetitions as determined by the Director of Disabled Students and Programs. The student's academic record will be annotated to disregard previous grade and unit credit each time the student repeats a course.

(I) Significant Change in Industry or Licensure Standards

Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure as a result of significant changes in industry or licensure standard.

Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

2. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits outlined in BP 4225.3.

3. In accordance with BP 4225.4:

Students who would like to include the units from external accredited colleges and universities must submit an "Inclusion of External Coursework" form. Once the courses, units, and grades from another accredited college or university are posted to the student's permanent record, they cannot be removed.

- a) All external courses will be included in the student's cumulative units, grades, and grade points.

- b) College of the Canyons will honor prior coursework repetition actions by other accredited colleges and universities.
- c) A student's substandard coursework at College of the Canyons will not be alleviated by coursework completed at an external college or university. Nor will external courses be used to determine COC academic standings.
- d) A student's substandard coursework at an external college or university will not be alleviated on a College of the Canyons transcript with College of the Canyons coursework.
- e) All coursework taken at an accredited college or university will count towards unit totals, degree or certificate requirements, CSU Breadth and UC IGETC requirements, where applicable and appropriate.

Policy Approved on 3/26/14

(Final for Senate)



AP 4225 Course Repetition for Credit Courses

References:

Title 5 Sections 55040, 55041, 55042, 55043, 55044, 55045 and 58161

Course Repetition for Credit Courses and Academic Records

1. Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.
2. Annotating the permanent academic record shall be done in a manner that all coursework remains legible, ensuring a true and complete academic history.
3. The Office of Instruction shall ensure that all courses published in the college catalog and schedule of classes include information regarding each course's repetition limitations, including the number of times the course may be repeated as required by Title 5 Section 55041.
4. When a credit course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average, except if the course is repeated pursuant to another section of this procedure that allows the previous grade(s) to be disregarded.

Repeatable Courses

5. When a student repeats a course designated as repeatable to alleviate substandard academic work (a "D," "F," "FW," "NP," or "NC"), the previous grade and credit shall be disregarded in the computation of the grade point averages. No more than two substandard grades per course may be alleviated.

Nonrepeatable Courses

6. The Student Information System shall be programmed to allow two course enrollments with a substandard grade or withdrawal notation for all nonrepeatable courses. Students attempting to enroll in the course for a third time shall file a "Course Repeat

Petition” with the Admissions & Records department. The petition shall direct students to watch a video outlining how to successfully repeat a college course. The student must include the code at the end of the video with the petition and submit it for approval.

7. The student’s academic record will be annotated to disregard previous grade and unit credit for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student’s GPA. No more than two grades will be alleviated.

Significant Lapse of Time

8. Students repeating a course due to “significant lapse of time” shall file a “Course Repeat Petition” with the Admissions & Records department. Designated staff will ensure that 36 months have elapsed since the last grade was earned before granting the request and that the student has not requested such action previously on the same course. The lapse of time may be less than 36 months if the student’s course repetition is necessary for transfer to another institution of higher education. The student must provide documentation of a recency requirement with the petition.

9. The designated staff member will also verify the course must be repeated due to:

- a. a recency prerequisite established by the course curriculum; or,
- b. a recency requirement as established by a transfer institution.

10. The previous grade and corresponding unit credit will be disregarded when computing the student’s GPA.

Variable Unit Courses

11. The District may permit a student to repeat a portion of a variable unit course. Students may enroll in a variable unit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. The District shall program the Student Information System to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course one time.

12. Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit will be disregarded in computing the student’s GPA.

Extenuating Circumstances

13. Students requesting an additional attempt, beyond the maximum allowable repetitions of a course, due to “extenuating circumstances” shall file a “Course Repeat Petition” with the Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not been previously approved. The student’s academic record will be

annotated to disregard previous grade and unit credit and shall reflect that the most recent grade is calculated into the student's GPA.

14. Students may not file a petition for "extenuating circumstances" to eliminate a substandard grade or withdrawal in one of the allowable course repetitions for activity courses. The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in music, fine arts, theater or dance. The Student Information System will be programmed to ensure compliance with the unit limitation of each activity course, and the student's academic record will be annotated accordingly.

Courses for Students with Disabilities

15. Students with disabilities may be allowed additional course repetitions in identified courses for students with disabilities upon approval by the Director of the Academic Accommodation Center. The student's academic record will be annotated to disregard previous grade and unit credit each time the student repeats a course.

Legally Mandated Training

16. Students repeating a course due to "legally mandated training" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate from their continued or volunteer employment.

Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

Significant Change in Industry or Licensure Standards

17. Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure as a result of significant changes in industry or licensure standard. Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

Limitations on Active Participatory Courses

18. The District may not permit student enrollment in active participatory courses, as defined in Title 5 Section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

External Coursework, Repetition, and Grade Alleviation

19. Students who would like to include the units from external accredited colleges and universities must submit an “Inclusion of External Coursework” form. Once the courses, units, and grades from another accredited college or university are posted to the student’s permanent record, they cannot be removed.
 - a. All external courses will be included in the student’s cumulative units, grades, and grade points.
 - b. College of the Canyons will honor prior coursework repetition actions by other accredited colleges and universities.
 - c. A student’s substandard coursework at College of the Canyons will not be alleviated by coursework completed at an external college or university. Nor will external courses be used to determine COC academic standings.
 - d. A student’s substandard coursework at an external college or university will not be alleviated on a College of the Canyons transcript with College of the Canyons coursework.
 - e. All coursework taken at an accredited college or university will count towards unit totals, degree or certificate requirements, CSU Breadth and UC IGETC requirements, where applicable and appropriate.

Limitations on Apportionment

20. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits identified in Title 5 Section 58161.

(Final for Senate)



AP 4227 Repeatable Credit Courses

Reference:

Title 5 Sections 55040, 55041, 55253, and 56029

1. Only the following types of credit courses may be designated as repeatable:
 - a. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
 - b. Intercollegiate athletics courses; and
 - c. Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times.
2. The District shall identify and designate courses as repeatable in its catalog.
3. Under special circumstances, students may repeat courses in which a "C," or better, grade was earned.
4. Students are allowed to repeat a course when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment.
 - a. Students repeating a course due to "legally mandated training" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate from their continued or volunteer employment.
 - b. Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA.
5. Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any number of times.
 - a. Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure as a result of significant changes in industry or licensure standard.
 - b. Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

6. Students may enroll in activity courses in physical education, visual arts, or performing arts that are related in content (course families). Such courses may not be repeated more than four times. This limit applies even if the student receives a substandard grade or “W” during one or more enrollments or if a student petitions for repetition due to extenuating circumstances.
7. Students with disabilities can repeat specific classes for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.
8. A student may repeat a work experience course any number of times as long as they do not exceed the limit on the number of units of work experience set forth in Title 5 Section 55253; however, the grade received by the student each time will be included in calculations of the student’s grade point average.
9. The District shall develop and implement mechanisms to allow it to properly monitor course repetition.

Approved XX/XX/XX



AP 4228 Course Repetition – Significant Lapse of Time

Reference:

Title 5 Section 55043

1. Students may be permitted or required to repeat courses in which a “C” or better grade was earned where there was a significant lapse of time of no less than 36 months since the grade was obtained and:
 - a. The District has established a recency prerequisite for a course or program; or
 - b. An institution of higher education to which a student wishes to transfer has established a recency requirement that the student cannot satisfy without repeating the course.
2. Students repeating a course due to “significant lapse of time” shall file a “Course Repeat Petition” with the Admissions & Records department. Designated staff will ensure that 36 months have elapsed since the last grade was earned before granting the request and that the student has not requested such action previously on the same course. The lapse of time may be less than 36 months if the student’s course repetition is necessary for transfer to another institution of higher education. The student must provide documentation of a recency requirement with the petition. The designated staff member will also verify the course must be repeated due conditions outlined in 1.A or 1.B of AP 4228.
3. When a student needs to repeat an active participatory experience course in physical education, or visual or performing arts, or that is related in content due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition due to significant lapse of time may be permitted or required by the District.
4. When a course is repeated due to a significant lapse of time, the prior grade and corresponding unit credit will be disregarded when computing the student’s GPA.

Approved XX/XX/XX



AP 4229 Course Repetition – Variable Units

Reference:

Title 5 Section 55044

1. Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once. The District will program the Student Information System to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course.
2. After initial completion of the curriculum one time, students may not repeat variable unit open-entry/open-exit courses unless:
 - a. The course is required for legally mandated training; or
 - b. The course is a special class for students with disabilities which needs to be repeated; or
 - c. Repetition of the course is justified by extenuating circumstances; or
 - d. The student wishes to repeat the course to alleviate substandard work.
3. A student may not enroll in a variable unit open-entry/open exit active participatory course in physical education, visual arts, or performing arts more than one time.

Approved XX/XX/XX

Academic Integrity in the Age of AI: A Faculty Guide

A Resource for Faculty at College of the Canyons

Prepared by the
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Preface

The "Academic Integrity in the Age of AI: A Faculty Guide" has been prepared by the members of the Academic Integrity Committee (AIC) to serve as an essential resource for all faculty at College of the Canyons, regardless of individual stances on the role of artificial intelligence (AI) in academia. Recognizing that faculty perspectives range broadly—from complete opposition to enthusiastic adoption—the AIC intentionally represents diverse viewpoints to create a balanced and inclusive guide.

The development process began with an outline collaboratively crafted by the entire committee. Subsequently, each of the four main sections was authored by pairs of AIC members, ensuring a variety of insights and thoughtful consideration across different perspectives. This draft is specifically intended to spark meaningful discourse within the Academic Senate and among our wider faculty community.

We invite robust discussion and critical feedback from the Academic Senate, as this input is essential for guiding the **refinement and further development** of the faculty AI guide. Your responses and insights will shape subsequent iterations of this document, ensuring its relevance, clarity, and effectiveness in addressing AI's complexities within higher education.

To facilitate productive feedback, the AIC has identified several key questions for consideration by the Academic Senate:

1. Should the Faculty AI Guide be more comprehensive, or should it adopt a more streamlined approach?
2. Are the four proposed categories of AI use—*Prohibited*, *Restricted*, *Conditional*, and *Integrated*—sufficient, or should alternative frameworks be explored?
3. Does the guide effectively address the diverse range of faculty concerns and interests related to AI usage?
4. Are there critical topics or considerations regarding AI integration that have not yet been addressed?
5. Is the current balance between practical guidance and theoretical background appropriate for faculty needs?
6. Should additional examples, case studies, or best practices from other institutions be included?

Outline

I. Introduction

- a. Purpose of the Guide
 - i. Supporting academic freedom of faculty in determining AI policies
 - ii. Encouraging informed decisions about AI use
- b. The Role of Faculty in AI Literacy
 - i. Importance of faculty understanding AI capabilities and limitations
 - ii. Encouraging faculty to experiment with AI to understand its strengths and weaknesses
- c. AI's Impact on Higher Education
 - i. Why AI is not a passing trend
 - ii. The growing presence of AI in academic and professional settings

II. Understanding AI Fundamentals

- a. Practical Definition of AI
 - i. This definition should make sense to college-level instructors and students
- b. Key AI Concepts
 - i. AI Hallucinations, AI Bias, AI Detection Tools, Prompt Engineering
- c. Current AI Integration in Academic Tools
 - i. AI-enhanced platforms (Grammarly, Turnitin, Canvas, Microsoft Office, etc.)
- d. Examples of Potential AI Use (and Misuse): The Good, the Bad, and the Ugly
 - i. The Good: AI tutoring , as a tool for accessibility (text-to-speech, language translation), etc.
 - ii. The Bad: cheating & plagiarism, AI-generated misinformation and hallucinations, accessibility & equity concerns, etc.
 - iii. The Ugly: environmental impact, unauthorized use of intellectual property, AI bias, etc.

III. Faculty Decision-Making: Developing a Clear AI Policy for Your Course

- a. Why Faculty Need a Well-Defined AI Policy
 - i. Avoiding confusion and inconsistencies in AI use
 - ii. Preventing misunderstandings about academic integrity
 - iii. AI use varies by discipline and teaching style
- b. Clear Communication of AI Guidelines to Students
 - i. Discussing AI use with students at the start of the semester
 - ii. Reinforcing AI policies in assignment instructions
 - iii. Making AI expectations explicit in the syllabus (see next section)
- c. Four Levels of AI Use (With Sample Syllabus Language)
 - i. Prohibited – No AI use permitted; all work must be student-generated
 - ii. Restricted – AI allowed for limited assignments with clear guidelines
 - iii. Conditional – AI can be used but must be cited and disclosed
 - iv. Integrated – AI actively incorporated as a learning tool

IV. Academic Integrity and AI: Challenges and Solutions

- a. What Counts as Academic Misconduct in an AI Age?
 - i. Plagiarism, misrepresentation, and AI-assisted writing
 - ii. AI-generated content vs. student-generated content
- b. AI Detection Tools: Limitations and Ethical Concerns
 - i. The fallibility of AI checkers (false positives and negatives)
 - ii. Why AI checker results alone are not proof of misconduct
- c. Challenges of Proving Unauthorized AI Use
 - i. The need for clear evidence beyond an AI detection tool
 - ii. Best practices for identifying AI-generated content
- d. Faculty Responsibilities in Addressing AI Use
 - i. Importance of clearly defining acceptable vs. unacceptable AI use
 - ii. Strategies for maintaining academic integrity while using AI

Summary

I. Introduction

- The guide is a resource empowering faculty at COC to thoughtfully integrate AI in courses.
- Supports academic freedom in developing course-specific AI policies.
- Encourages informed decision-making about AI use, balancing potential benefits and risks.
- Highlights faculty's critical role in promoting AI literacy among students.
- Suggests faculty should personally experiment with AI tools to assess their educational value.
- Positions AI as a lasting and significant change, not a transient trend.
- Addresses AI's growing prevalence in academic and professional environments.

Key Takeaway:

Faculty should actively engage with AI, define clear policies, and promote responsible, informed use of AI to enhance learning outcomes.

II. Understanding AI Fundamentals

- AI commonly refers to Large Language Models (LLMs), which statistically predict language patterns.
- AI-generated content does not reflect true human cognition or intent.
- Key concepts include AI hallucinations, bias, detection tools, and prompt engineering.
- AI-enhanced academic platforms include Grammarly, Turnitin, Canvas, and Microsoft Office AI.
- Positive uses of AI include tutoring, accessibility improvements (text-to-speech, language translation), and learning support.
- Negative aspects encompass cheating, plagiarism, AI-generated misinformation, and equity concerns.
- Ethical concerns include environmental impact, transparency, intellectual property rights, and global inequity.
- AI's increasing presence in workplaces requires students to develop relevant critical thinking skills.

Key Takeaway:

Understanding AI's practical capabilities, limitations, and ethical implications is essential for faculty to

effectively guide responsible student use.

III. Faculty Decision-Making: Developing a Clear AI Policy for Your Course

- Clearly defined AI policies prevent confusion, uphold academic integrity, and align with teaching objectives.
- Faculty must clearly communicate their AI guidelines to students, emphasizing transparency and consistency.
- Suggests four distinct AI-use policy levels: *Prohibited*, *Restricted*, *Conditional*, and *Integrated*.
- Provides explicit sample syllabus language for each policy level to ensure clear student expectations.
- Stresses the importance of faculty modeling responsible AI use in their courses.
- Encourages adaptability of AI policies based on discipline-specific contexts.
- Promotes student disclosure and citation of AI assistance where allowed.

Key Takeaway:

Clearly articulated and consistently communicated AI policies tailored to each course ensure transparency and maintain academic integrity.

IV. Academic Integrity and AI: Challenges and Solutions

- Academic misconduct with AI includes plagiarism, unauthorized assistance, fabrication, and misrepresentation.
- Existing academic integrity guidelines already cover unauthorized use of AI without citation.
- AI detection tools have significant limitations, including false positives/negatives, and should not solely determine misconduct.
- Faculty must collect clear evidence and engage students directly when misconduct is suspected.
- Encourages proactive methods (process journals, drafts) to mitigate cheating.
- Faculty must define acceptable AI use, educate students, uphold standards, stay informed, enforce rules fairly, and cultivate integrity.

Key Takeaway:

Academic integrity in an AI-enhanced academic environment demands proactive policy definition, careful evidence-based investigation, and thoughtful assessment design.

I. Introduction

Authored by the following AIC members:

- Sara Breshears
- Scott McAfee

Purpose of the Guide

The **Faculty AI Guide** serves as a comprehensive resource for faculty navigating the integration of artificial intelligence (AI) into higher education. As AI tools become increasingly prevalent, faculty members must make informed decisions about how these technologies align with their pedagogical values and institutional guidelines. This guide does not impose a universal AI policy but rather empowers faculty to determine their own AI usage policies while considering academic integrity, ethical concerns, and student learning outcomes. By offering a framework for understanding AI's capabilities and limitations, this guide ensures that faculty retain academic freedom while engaging with these evolving technologies.

Supporting Academic Freedom of Faculty in Determining AI Policies

Faculty play a pivotal role in shaping the academic landscape, and this includes determining how AI fits into their courses. Whether an instructor chooses to prohibit, restrict, conditionally allow, or fully integrate AI tools, this guide provides insights to support informed decision-making. Protecting academic freedom means ensuring faculty have the autonomy to create policies that align with their disciplines, teaching philosophies, and student learning objectives. Encouraging clear, well-communicated policies will help faculty establish transparent expectations regarding AI use in coursework and assessments.

Encouraging Informed Decisions About AI Use

AI is a transformative technology that brings both opportunities and challenges. Faculty are encouraged to explore and assess AI tools, understanding their strengths and weaknesses before making policy decisions. This guide presents various considerations, including ethical concerns, detection tools, academic integrity, and AI literacy. By fostering informed discussions, faculty can create AI policies that enhance learning while mitigating risks such as plagiarism, misinformation, and over-reliance on automated assistance.

The Role of Faculty in AI Literacy

Faculty members are essential to AI literacy efforts, ensuring students understand how AI functions and how to use it responsibly. AI is not a replacement for critical thinking, research skills, or creativity; rather, it is a tool that can complement these skills when used appropriately.

By experimenting with AI tools firsthand, faculty can better evaluate their practical applications and limitations. This engagement enables educators to guide students in ethical AI usage and prevent the misuse of generative technologies in academic work.

Importance of Faculty Understanding AI Capabilities and Limitations

AI has the potential to support or hinder learning, depending on its application. Understanding key AI concepts—such as hallucinations, bias, data limitations, and detection methods—will help faculty make informed choices about AI's role in their courses. As AI-generated content becomes more sophisticated, faculty must critically assess its reliability and ensure students are developing authentic academic skills. This guide provides foundational knowledge on AI functionalities and best practices for its implementation in educational settings.

Encouraging Faculty to Experiment with AI to Understand Its Strengths and Weaknesses

The best way to grasp AI's potential is through hands-on experimentation. Faculty are encouraged to test AI tools to identify their benefits and drawbacks in different educational contexts. By using AI for tasks such as content summarization, brainstorming, or grading assistance, educators can evaluate its practical applications while recognizing its limitations. This approach will enable faculty to craft policies that align with their pedagogical goals and student engagement strategies.

AI's Impact on Higher Education

AI is not a passing trend—it is a fundamental shift in how information is created, processed, and disseminated. Higher education institutions are increasingly integrating AI into learning management systems, research methodologies, and administrative functions. Faculty must adapt to this evolving landscape to prepare students for a future in which AI literacy is an essential skill. By proactively addressing AI's role in academia, faculty can help students develop ethical and responsible AI practices that align with their academic and professional pursuits.

The Growing Presence of AI in Academic and Professional Settings

Beyond the classroom, AI is transforming industries, automating tasks, and reshaping professional expectations. Students entering the workforce will encounter AI-driven processes in fields ranging from healthcare to business to the arts. Educators must equip students with the critical thinking skills necessary to engage with AI ethically and effectively. This guide provides faculty with the tools to foster AI literacy, ensuring that students understand AI's role in their disciplines and can navigate its applications responsibly.

By utilizing this guide, faculty can make informed, autonomous decisions about AI integration, balancing innovation with academic integrity while preparing students for an AI-enhanced world.

II. Understanding AI Fundamentals

Authored by the following AIC members:

- Adam Kaiserman
- Sylvia Duncan

a. **Practical Definition of AI**

In the middle of Stanley Kubrick's *2001: A Space Odyssey* (1968), H.A.L., an artificial intelligence tells Dave, his human operator, "I'm sorry, Dave. I can't do that... I know that you and Frank were planning to disconnect me, and I'm afraid that's something I cannot allow to happen." H.A.L. tries to kill Dave for the rest of the film, while Dave valiantly struggles and succeeds in deactivating H.A.L. Visions of artificial intelligence have circulated for years in science fiction and popular films. Such depictions, combined with Silicon Valley's persistent boosterism, have colored the public's reception of OpenAI's ChatGPT and other novel forms of artificial intelligence (AI). We are told by OpenAI's CEO Sam Altman, almost in the same breadth, that AI may usher in a world without the drudgery of work or we might end up with the robot apocalypse. The truth, of course, is much less dramatic. You are unlikely to encounter a murderbot, but you are likely to have your job transformed by a perfectly indifferent computer. For the last few years, those of us in education have seen how ChatGPT has weakened academic integrity. Students across academia have turned to ChatGPT and other large language models (LLMs) in lieu of writing their own essays and, in the process, have cheated themselves out of an education.

Before moving forward, however, it is helpful to understand this new technology. While the term AI circulates widely throughout the media sphere, it is worth recognizing that talking machines like H.A.L., C-3PO, and other sci-fi robots are a long way off from the technology we currently have. ChatGPT and other LLMs may speak in the first person, and may even adopt names for themselves as they attempt to seduce a *New York Times* reporter, but they do not possess actual intelligence. They do not approximate anything like human cognition. While their facility at linguistic manipulation may pass a Turing test, they aren't someone you would want to spend your time with. As the technologist Jaron Lanier proclaims "There is no AI." He argues that "the most pragmatic position is to think of AI as a tool, not a creature." Rita Raley and Jennifer Rhee, scholars advocating for the new discipline of Critical AI argue that the term AI is "reductive, even absurd," and worry that it perpetuates a type of "magical thinking". Nevertheless, for the sake of "linguistic pragmatism," they adopt the term for the sake of mutual understanding.

What we talk about when we talk about AI are large language models like OpenAI's ChatGPT, Meta's Llama, or Anthropic's Claude. These models are by no means sentient and have no understanding of natural language use. They are, according to the computer linguist Emily Bender, "stochastic parrots." By "stochastic parrot," Bender means that LLMs attempt to statistically approximate a human's use of language on any given topic. In a sense, LLMs play a guessing game of what the human would say and then try to reproduce the most likely utterance. As such, LLMs can achieve what Bender describes as "seemingly coherent" prose. While we have all encountered LLM-produced text and found it fluid or at least serviceable, it is not, by Bender's definition, coherent. What Bender means by all of this is that "human-to-human communication" is governed by mutual communicative intent and undergirded by a common understanding (ibid.). In contrast, a LLM has no communicative intent and does not understand what it is saying. One way to think about LLMs is that they are a fancy autocomplete function hooked up to three Wikipedias and a score of Reddit discussion boards.

LLMs achieve their seeming coherence because they were trained on an "unfathomable [amount of] training data". In many cases, this data was gathered by using web crawlers to "read" millions of web pages of human-generated text. This text was then "studied" by the LLM and, through fine-tuning, the neural network learned which words to associate with one another. The science fiction writer Ted Chiang has analogized this as a blurry jpeg of the internet. Chiang compares ChatGPT to a Xerox copy. When a Xerox makes a paper copy, it takes a photographic reproduction of the image and makes a copy of that image. Your Xerox copy is a copy of a copy. In this process, the image loses some information, and sometimes discrepancies are visible on the printed page. Chiang argues that this phenomenon is more or less what occurs with LLMs. Essentially, these models are large copies of the internet, rich in information to be sure, but due to the compression involved in making this data accessible, some errors inevitably occur. This compression, a necessary component for LLMs to function, is unavoidable. Such data loss is a primary reason why LLMs are said to "hallucinate" misinformation.

LLMs may become increasingly less serviceable as these hallucinations become more common, ensuring the need for human expertise. LLMs need to undergo continual training, but they have already absorbed most of the human-derived texts in the world. To move beyond these limitations, and produce more data to train LLMs, AI companies plan on training future versions of the model on synthetic data, writing derived from LLMs rather than human writers. The problem with this method is that LLMs hallucinate and these errors may become further entrenched in the LLM's dataset. Whether this comes to pass is an open question, but there is a real possibility that LLMs may lose some degree of functionality, and since they are rapidly being integrated with other applications and web search functions these too may become less and less operable.

Regardless of LLMs' future efficacy, it is worth thinking of them as a tool rather than an entity. In *Literary Theory for Robots: How Computers Learned to Write* (2023), Dennis Yi Tenen argues that rather than think of LLMs as true artificial intelligence, we should think of them as the result of collective labor. On one level, Tenen means that LLMs learn through the collective effort of their programmers, and trainers, as well as all the human labor that went into producing the vast troves

of data that was used to train the LLM. On the other hand, Tenen also hopes to remind us that writing has always been a work of collective labor. For centuries now, writers have relied on “dictionaries, style guides, schemas, story plotters, [and] thesauruses”. The word processor and now chatbots are just the latest in a line of tools that writers can use. The difficulty for us as instructors is that while we should think of LLMs as one tool among many, it differs from these earlier writing innovations because no one ever tried to pass off the words in the dictionary as an essay they wrote for class credit.

b. Key AI Concepts

- **AI Hallucinations**- refers to when a model generates outputs that are factually incorrect or misleading, often presented as if they were true, stemming from limitations in training data or inherent biases.
- **AI Bias** - AI tools generate content based on probabilities of language patterns found in their training data. If this data is disproportionately slanted toward particular viewpoints, your use of viewpoint terms can amplify that bias, resulting in unbalanced or one-sided responses.
- **AI Detection Tools** - are designed to identify whether a piece of text or content has been generated by artificial intelligence (AI) models like ChatGPT, Gemini, or Bard, by analyzing patterns and sentence structures.
- **Prompt Engineering** - is the art and science of designing and optimizing prompts to guide AI models, especially Large Language Models (LLMs), towards generating desired responses by providing context, instructions, and examples.

c. Current AI Integration in Academic Tools

- AI-enhanced platforms (Grammarly is an AI-powered writing assistant that helps users improve their grammar, spelling, punctuation, and overall writing style, offering suggestions and corrections across various platforms and applications, Turnitin is a plagiarism detection software and originality checking service used by educational institutions to help identify potential instances of plagiarism and ensure academic integrity, Canvas LMS is a web-based Learning Management System (LMS) developed by [Instructure](#), used by educational institutions, educators, and students to manage and access online course materials, facilitate communication, and track student progress , Microsoft Office AI, particularly through features like Microsoft 365 Copilot, leverages artificial intelligence to enhance productivity by automating tasks, providing intelligent suggestions, and simplifying complex processes within apps like Word, Excel, and PowerPoint, etc.)

d. Examples of Potential AI Use (and Misuse): The Good, the Bad, and the Ugly

- The Good: AI tutoring, as a tool for accessibility (text-to-speech, language translation), etc. -
 1. Generative AI can generate quizzes and questions that you can use to practice and prepare for exams.

2. Ask generative AI to explain concepts and theories that you are having a hard time understanding in plain language or in different ways. Can also use for language translation.
 3. AI can be used for accessibility by also using text to speech such as having a book read out loud.
- The Bad: cheating & plagiarism, AI-generated misinformation and hallucinations, accessibility & equity concerns, etc.-
 1. Students may be tempted to use these tools to produce plagiarized work, circumvent academic integrity policies, or deceive instructors about the authenticity of their assignments (COC Exploring AI Series).
 2. AI tools can produce wholly fabricated output (termed *hallucinations*), where AI will authoritatively state content as true or correct when it has no basis in fact (COC Exploring AI Series).
 3. The development and deployment of Gen AI technologies are often concentrated in the hands of a few powerful companies and nations, reinforcing global power imbalances and structural inequalities. This centralization of control over these transformative technologies could further marginalize and disempower already disadvantaged communities, exacerbating existing disparities in education and beyond (COC Exploring AI Series).
 - The Ugly: environmental impact, unauthorized use of intellectual property, AI bias, etc.

Below is our section on AI Ethics. This was developed primarily by Chase Dimock (I gave him some sources to work with), and he should get credit. -- Adam Kaiserman

AI Ethics

The rapid growth of Artificial Intelligence raises many ethical concerns. As we consider its use in the classroom, we must factor its broader impact on society and the environment. It is our recommendation that any classroom usage of AI also includes a discussion of these broader impacts.

Environmental Impact

AI programs need large scale physical infrastructure in order to function, which includes the mining of resources to build servers and cables along with high amounts of energy usage to run and cool data processing devices. Critics have argued that this places additional strain on natural resources and increases the burning of fossil fuels to power these programs. Others have countered this argument by stating that AI programs could be key to identifying solutions to environmental problems. [Scientific American surveys the environmental impact of AI in this article.](#)

Transparency

In teaching students to find reliable sources of information, we have emphasized using articles that are transparent about their research methods and using periodicals and journals that disclose their aims and missions. AI programs have been criticized for not practicing transparency in explaining how their algorithms gather and process data. This has raised concerns about the accuracy of the information and the potential for bias. The MIT Technology Review explores these concerns in this article.

Intellectual Property

AI programs are trained on millions of works by artists and writers without their consent or knowledge. Thus, it has been argued that the content produced by AI could be seen as plagiarism and/or in violation of the intellectual property held by the creators whose work has been used to train the AI program. Further questions have been raised about the intellectual property rights to the content that an AI program produces and its use for commercial purposes. This article from the Harvard Business Review details these potential issues.

Impact on Labor

The International Monetary Fund forecasts that at least 60% of jobs will be impacted by the integration of AI. Critics are concerned that AI will be used increasingly to replace human workers, which could increase unemployment, especially in the tech sector and creative industries such as entertainment and publication. Bloomberg confirms that since the introduction of open access AI programs, around 4600 layoffs were directly the result of AI.

Global Inequity

The International Monetary Fund has stated that AI could exacerbate the wealth gap between high and low wage earners: “The effect on labor income will largely depend on the extent to which AI will complement high-income workers. If AI significantly complements higher-income workers, it may lead to a disproportionate increase in their labor income. Moreover, gains in productivity from firms that adopt AI will likely boost capital returns, which may also favor high earners. Both of these phenomena could exacerbate inequality.” OpenAI directly benefits from global wealth inequality by outsourcing their labor to nations like Kenya where workers tasked with labeling violent and discriminatory training content earn less than two dollars an hour. [Time discusses the plight of Kenya workers here. The IMF further develops how AI may transform the global economy.](#)

Should an instructor decide to permit the use of AI in some capacity in their course, it is advised that they discuss its ethical implications and require students to be transparent about the extent of their own usage. Below is a list of questions students can use to make ethical decisions regarding the use of AI in their coursework.

1. Does my usage violate anything in the school’s honor code?
2. Does my usage violate anything in the instructor’s syllabus?
3. Does my usage constitute dishonesty in regards to the guidelines in an assignment?
4. Does my usage misrepresent comprehension of the course curriculum?
5. Does my usage misrepresent achieving a course learning objective?
6. Does my usage jeopardize the standing of fellow students?
7. Does my usage violate the intellectual property rights of others?
8. Does my usage misrepresent proficiency in an area of my studies that could impact others via professional malfeasance?
9. Does my usage grant me honors, certificates, and/or privileges that depend on skills, knowledge, and/or abilities I do not possess?
10. Does my usage propagate false or inaccurate information?
11. Does my usage contribute to the exploitation of others?
12. Does my usage promote or enact harm against people and/or the environment?

III. **Faculty Decision-Making: Developing a Clear AI Policy for Your Course**

Authored by the following AIC members:

- Jennifer Overdevest
- Ruth Rassool

a. Why Faculty Need a Well-Defined AI Policy

As generative AI becomes increasingly integrated into education, college professors must establish clear policies to guide its use in the classroom. Without well-defined guidelines, both faculty and students may struggle to navigate the ethical, academic, and practical implications of AI-generated content.

(Credit AI in Education FLEX series) - We should add a link to the COC FLEX series

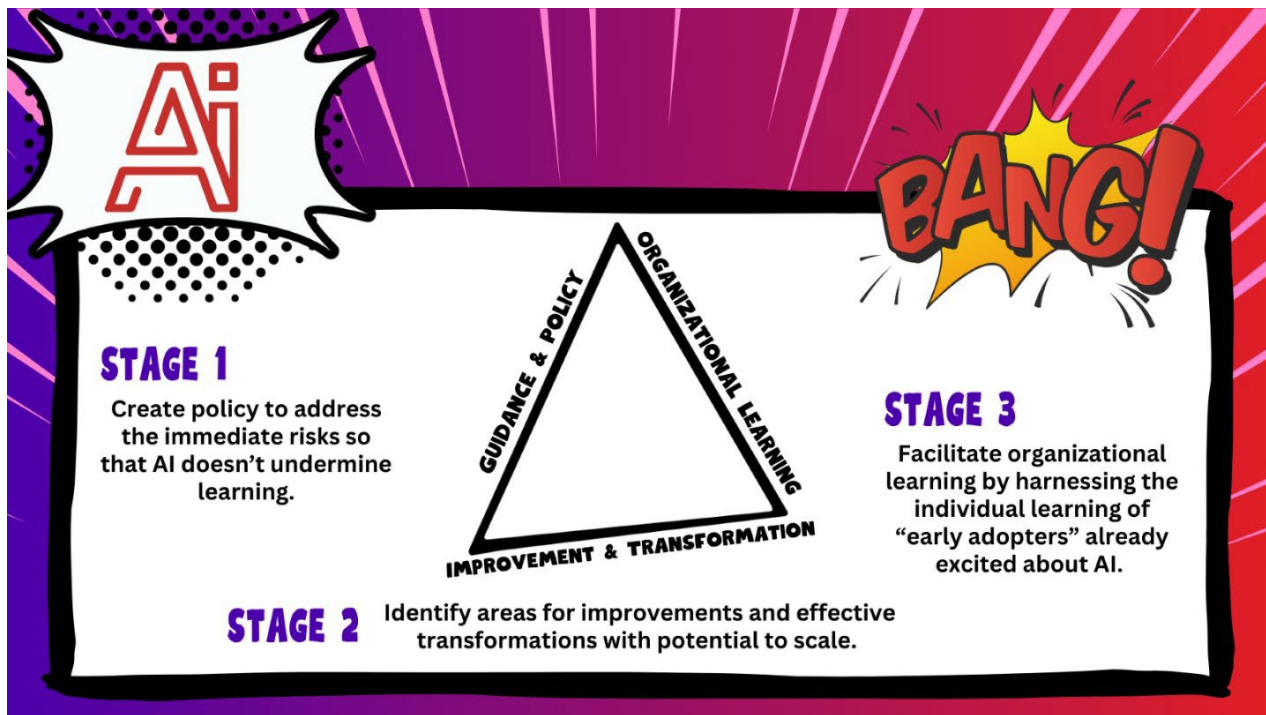
b. Clear Communication of AI Guidelines to Students

The rise of generative AI has led institutions to reassess their approaches to teaching, learning, assessment, and academic integrity. AI policies in higher education vary widely, from outright bans to active encouragement. Institutions that integrate AI into coursework typically require students to attribute AI-generated content, ensuring transparency in the learning process.

Just as the use of AI in course development depends on context, policies governing student AI use must also be adaptable. Faculty play a key role in setting expectations by modeling responsible AI use and providing clear guidance on ethical and appropriate applications.

To ensure students understand these expectations, AI policies must be communicated clearly and consistently. Explicit guidelines help students navigate permissible AI use, uphold academic integrity, and reduce the risk of misuse. Professors should reinforce these policies through syllabi, class discussions, and assignment instructions, ensuring that students are aware of how AI can—and cannot—be used in their coursework.

(Credit AI in Education FLEX series) - We should add a link to the COC FLEX series



c. **Four Levels of AI Use (With Sample Syllabus Language)**

Prohibited – No AI use permitted; all work must be student-generated

In this course, all assignments, projects, and exams must be entirely student-generated. The use of AI tools, including but not limited to ChatGPT, Grammarly AI, and image-generating software, is strictly prohibited. Any submission found to have been generated or significantly assisted by AI will be considered a violation of academic integrity policies.

Restricted – AI allowed for limited assignments with clear guidelines

AI tools may be used in this course for specific assignments as outlined by the instructor. For example, AI may be permitted for brainstorming or grammar suggestions but not for writing full essays or analyzing texts. If AI assistance is allowed, clear instructions will be provided. Unauthorized use of AI beyond these designated assignments will be considered a breach of academic integrity.

Conditional – AI can be used but must be cited and disclosed

Students may use AI tools as a supplemental resource in this course, but all AI-generated contributions must be disclosed and cited. When submitting work, students must indicate which AI tools were used and how they contributed to the final product. Failure to properly attribute AI assistance may be considered academic dishonesty.

Integrated – AI actively incorporated as a learning tool

AI is an integral part of this course and will be used as a tool to enhance learning, creativity, and problem-solving. Students will be encouraged to engage with AI for research, idea generation, and content creation while critically evaluating its outputs. Assignments will include reflections on AI use, ensuring students develop ethical and practical AI literacy.

IV. Academic Integrity and AI: Challenges and Solutions

Authored by the following AIC members:

- Michelle LaBrie
- Shane Ramey

What Counts as Academic Misconduct with AI?

The advent of AI tools has introduced new forms of potential misconduct, but the underlying principles remain the same. If a student uses AI in a way that misrepresents who actually did the work, it is an academic integrity violation (section 5529.2.C of the Student Conduct Code [need link]). For example, submitting an essay entirely written by ChatGPT as if it were one's own writing is a form of plagiarism – the student is presenting work they did not create as original. Our academic integrity policies already cover this: *"It is already a violation of policy for students to represent work they did not do as their own, and work generated by an AI system that is not credited falls under that policy."* ([ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements | Center for Teaching & Learning](#)) In other words, even without a fancy new "AI policy," our existing rules on cheating and plagiarism apply: uncredited/uncited AI assistance = cheating. More specifically, common AI-related misconduct can include: AI plagiarism (submitting AI-generated text/code as your own writing without attribution), unauthorized aid (using AI on a test or assignment where it wasn't allowed, similar to using a hidden notesheet), or fabrication (using AI to invent data, sources, or lab results). Note that our *Statement on Academic Integrity* approved by the Academic Senate on May 25, 2023 specifically references such uses of AI [need link to statement].

There's also a gray area of misrepresentation: e.g., a student might prompt ChatGPT with their homework question and turn in the AI's answer verbatim – even if the answer is correct, the student hasn't demonstrated their own learning and has violated the expectation of original work. Another example: if a student is supposed to write a program from scratch but they prompt an AI coding assistant to write it and then claim authorship, that's misconduct. It's important to communicate to students that using AI is not "smarter cheating" that doesn't count – it will be treated with the same seriousness as copying from a book or another student. Also, remind them that lying about AI use when asked is an integrity violation on top of the misuse itself. Conversely, if a student uses AI within allowed parameters and cites it (under a conditional/integrated policy outlined by the instructors established policy), that action would not be considered misconduct – honesty is the differentiator.

Some educators are introducing the term "AI-aided plagiarism" to describe failing to cite AI, and "misrepresentation of AI work" as a violation akin to having someone else do your work. The big picture: any time AI crosses from being a tool you wield to being the hidden author of your work, academic integrity is breached. Faculty should define these boundaries clearly and then enforce them just as they would enforce traditional plagiarism or cheating. The key is that faculty must operationally define how and if AI use is allowed in their courses, communicate specifically how students can or cannot use it, if/how the AI use must be cited (for example MLA, APA, Chicago style citations).

Faculty must clearly describe and explain the consequences of unauthorized use or misuse of AI. For example, will the student earn a zero on the assignment and would the student be allowed to resubmit that assignment or is resubmission not allowed? Faculty must develop and communicate the AI use policy used in their class with no room for misinterpretation. Faculty might consider requiring or providing an extra credit “syllabus quiz” if the policies are outlined in the syllabus delivered in person or in the course LMS (Canvas). Review of this “syllabus quiz” is a check for understanding of the course policies and if in person, provides an open dialog for the faculty to engage in a healthy conversation about AI use prior to the student beginning any course assignments. Faculty can use the results of this syllabus quiz as an opportunity to clarify their course policies and provide resources and support to students as a proactive measure. Faculty might also place their academic integrity policy and resources as a module in the LMS and use an assignment or quiz as a small group “scavenger hunt” for an in-person class. If it is used as a “game” that is timed with “prizes” it may serve as an ice breaker for in-person classes and a first week collaborative activity to develop cohesion and rapport in the class.

AI Detection Tools – Limitations and Ethical Concerns

One of the challenges of the AI age is determining whether a student used AI inappropriately. Various AI detection tools have sprung up, promising to identify AI-written text. Turnitin’s detector is now widely available and some faculty may be considering or using other services (GPTZero, CopyLeaks AI, etc.). It’s crucial to understand that these tools are not foolproof evidence on their own. Turnitin, for instance, reports that to minimize false accusations, their AI detector intentionally does not flag some AI text; it may miss ~15% of AI content and claims a very low false-positive rate (~1%) ([Professors proceed with caution using AI-detection tools](#)). However, independent tests cast doubt on even that 1% figure, showing detectors can incorrectly label human work as AI-generated if the writing style is simple or non-native ([Does AI Have a Bias Problem? | NEA](#)). In June 2023, an academic study found that a dozen available detectors were “*neither accurate nor reliable*” at distinguishing AI from human text ([Professors proceed with caution using AI-detection tools](#)). Additionally, students quickly learned how to evade detectors (for example, by paraphrasing AI text or using tools that “humanize” AI output), which can trick these systems ([Professors proceed with caution using AI-detection tools](#)).

The ethics of using detection tools are also debated. There’s a concern about false positives – accusing a student of cheating when they actually wrote the work themselves is a serious misstep that can erode trust and even lead to wrongful punishment. That’s why we are in alignment with many institutions and urge caution regarding the use of AI detection tools. Notably, some universities (Montclair State, Vanderbilt, and others) have explicitly advised faculty *not* to rely on AI detection results alone ([Professors proceed with caution using AI-detection tools](#)). Montclair State’s academic integrity office announced that faculty should avoid using Turnitin’s AI detector because “*we don’t want to say you cheated when you didn’t*” ([Professors proceed with caution using AI-detection tools](#)), instead focusing on other strategies. The article *Navigating the Challenges of AI-Powered Education: Strategies for Community College Instructors* from the Academic Senate for California Community Colleges states, “While AI detection tools, such as GPTZero and Turnitin’s AI writing detection feature, offer valuable support, they should be viewed as part of a broader assessment strategy rather than definitive evidence of AI use.” [\[Link\]](#) If you choose to use an AI detection tool, it should be one data point among many.

A reasonable approach: if a detector flags a submission with high AI probability, faculty must investigate

further – look at the student’s writing style in other assignments, ask the student to explain their work or reproduce a portion of it under supervision, etc. It may be more effective to directly engage the student in a conversation: if you suspect AI use, talk to them about how they completed the assignment. Ask the student about the writing process: how did they formulate the outline or ask the student to submit drafts leading up to the assignment due date. Often, an honest student will have a clear process and drafts to show with dates of the draft submissions in advance of the assignment due date, whereas one who cheated might struggle to provide details.

From an ethical standpoint, students should be informed if you are using detection tools (transparency helps maintain trust) and it must be clearly communicated to the student in the syllabus or other course documents readily available to the student (in the course LMS, if used). Never should a detector’s verdict be the sole basis for a harsh penalty without human review. Keep in mind also the privacy and bias issues – some detectors require submitting student text to external servers, which could violate privacy policies or data agreements.

In summary, detection tools can be a helpful aid (much like plagiarism checkers are), but they are not infallible. The limitation of proving AI use “beyond a reasonable doubt” means faculty should collect multiple forms of evidence or rely on preventative measures. Consider designing assessments that are harder to complete with AI alone (e.g., oral components, individualized prompts, process journals), requiring details and specific evidence within the question prompts or applied question prompts/topics reducing the need to play detective after the fact.

Challenges of Proving Unauthorized AI Use

Proving that a student improperly used AI can be tricky. Unlike catching a copied Wikipedia paragraph (which you can directly Google and find the source), AI-generated content is often unique and not easily traceable. You can’t search the internet for a match because the text was newly created by the AI. This means traditional plagiarism detection falls short. The burden may fall on circumstantial evidence and student honesty. Challenges include:

- **False Positives/Negatives** – as discussed, tools might mislabel text.
- **Lack of Admissible Evidence** – aside from detection tools, what evidence can the faculty present to support the student submitted AI work?

If a student denies using AI, an instructor might end up in a he-said/she-said situation unless the student confesses or there’s another clue (e.g., the student left the AI’s formatting or a tell-tale glitch in their work). In some cases, faculty could ask a student to do a spontaneous in-person re-write to compare styles, but this may not be a practical solution.

Another challenge is definitional: if a student used Grammarly’s advanced AI to rewrite sentences, is that “unauthorized AI use” or just using a spell checker? Faculty must clarify where the line is (hence the policy) and the policy must be communicated clearly and in writing to the student, preferably in the syllabus and or course materials easily accessible to the student (the course LMS). In any case, enforcement needs to be fair and consistent. It’s wise to have a plan for what you’ll do if you suspect AI

cheating. One suggestion: rather than immediately accusing, approach the student in an investigative, non-confrontational way. For example, invite them to a meeting and ask them to talk through their assignment or answer a few probing questions about the content. If they can't explain key points that "they" wrote, that's a red flag. You might even give a short impromptu quiz on the submitted work's topic to see if their knowledge matches the submission. Faculty at some schools have successfully used this method to differentiate between students who truly understood their submitted work and those who likely generated it via AI. Also, document everything – if it does escalate to an official report of academic misconduct, you'll need to show your rationale and any supporting material (like an analysis from an AI detector, the student's other writing samples, etc.). It's important to apply the same standards you would for any cheating allegation: ensure the student has a chance to respond, follow due process as per COC's policies, and maintain confidentiality.

Proactively, the best "solution" to this challenge is to prevent the situation: make sure students know you value learning processes over simply perfect answers, perhaps collect drafts, or incorporate oral defenses, so students are disincentivized to hand in AI-written work. If they see the benefit of doing the work themselves (and the risk of getting caught using AI improperly is high), they'll be less likely to attempt it.

If a faculty member submits an allegation of academic misconduct to Student Conduct, the onus is on the faculty member to provide supporting documents and evidence to support the allegation. The Student Conduct committee will request the course syllabus and all supporting documents of the faculty member's operational definition of AI use, policies and potential consequences on academic integrity were clearly communicated to the student.

Faculty Responsibilities in Addressing AI Use

Ultimately, maintaining academic integrity in an AI-pervasive environment falls to both students *and* faculty. Instructors have several key responsibilities:

(1) **Define Acceptable Use** – As covered, it's a faculty duty to explicitly define what is allowed regarding AI for each course or assignment. By removing ambiguity, you hold students to clear standards.

(2) **Educate Students** – Don't assume students inherently know how to use AI ethically. It may be their first time confronting these questions. Faculty should coach students on citation of AI, on the importance of doing one's own thinking, and on the risks of over-reliance. Many students resort to cheating out of pressure or poor time management; by being approachable and discussing AI use openly, you might reduce the temptation. Consider placing educational materials in the course LMS where students can refer to the policies and support material before the assignment is due. Academic Integrity modules are available in the Canvas commons (provide examples and links?). Faculty can import those resources into their courses, modify and customize the materials for their specific policy and copy this content into each new course rather than creating the content from scratch. It is much easier to modify and customize materials than create materials on one's own.

(3) **Uphold Academic Standards** – With AI capable of generating content, faculty might feel pressure to lower the bar ("if everyone can just get an AI answer, what's the point?"). Instead, we should **adapt our teaching and assessment** methods to continue to effectively measure learning. This could mean

designing assignments that require personal reflection, creativity, or specific class context that an out-of-the-box AI wouldn't have. Or it could mean incorporating AI usage into the assignment in a way that still demands critical thinking (for instance, asking students to critique the AI's output). Our responsibility is to ensure our assessments remain valid indicators of student learning in spite of AI.

(4) **Stay Informed** – The AI landscape is evolving fast. New tools and capabilities (and detection methods) are emerging each semester. Faculty don't have to be AI experts, but keeping abreast of basic developments will help. For example, knowing that OpenAI released an updated model or that Turnitin's detector has a certain limitation could influence how you approach a class. Engaging in professional development or simply conversations with colleagues about AI experiences can be very helpful.

(5) **Fair Enforcement** – In maintaining integrity, we must enforce rules fairly. This means treating AI-based violations as seriously (or leniently) as analogous traditional violations. It also means verifying any suspicion carefully so as not to falsely accuse. As one expert noted, *"You imagine [detection] as a tool that could be beneficial while recognizing it's flawed and may penalize some students"* (Professors proceed with caution using AI-detection tools) – hence, use it wisely.

(6) **Promote a Culture of Integrity** – The best defense against academic dishonesty (AI or otherwise) is a course culture that values learning over grades. Faculty can cultivate this by emphasizing mastery, allowing revisions, being clear that you care more about their growth than catching mistakes, etc. If students feel a sense of trust and see that you're not out to "get" them, they are less likely to violate that trust. In the context of AI, this could involve sharing that you know these tools exist but you expect students to use them (or not) in the ways outlined, and that you have measures in place to ensure fairness for those who don't use AI. It's a partnership: *"Adhering to these responsibilities helps maintain academic integrity and ensures that AI serves as a tool for learning rather than a means of unfair advantage."* (Rights and Responsibilities Regarding AI Use in Academia - ASCCC)

In summary, faculty have a new element to manage in their courses, but with thoughtful policies, open communication, smart assessment design, and a commitment to our academic values, we can handle AI in stride. The goal is to harness what's useful about AI to enhance education while firmly discouraging and addressing misuse that undermines learning.

College of the Canyons Academic Senate

Statement on Artificial Intelligence in Education

The rapid development and proliferation of Artificial Intelligence (AI) tools bring significant changes and considerable challenges for higher education. As generative AI becomes increasingly integrated into the tools and workflows used by students and professionals, College of the Canyons recognizes its lasting impact on the educational landscape. This statement from the Academic Senate serves to articulate **guiding principles** for our faculty community as we navigate this evolving environment.

Principle: Recognizing AI's Role and Responding Thoughtfully

Artificial Intelligence is not a passing trend but a development with considerable effects on academia and the future workforce. Regardless of individual perspectives on its merits or drawbacks, AI tools are now accessible to our students and are influencing how information is generated, accessed, and utilized. Consequently, the Academic Senate asserts that all faculty must engage thoughtfully with AI's presence and proactively develop pedagogical strategies and clear course policies to address its use. This requires a commitment to balancing the potential benefits AI may offer for learning and efficiency with the critical need to mitigate risks to academic integrity, including heightened challenges related to plagiarism, cheating, and ensuring the authenticity of student assessment and grades.

Principle: AI Literacy and Life-long Learning

Effective engagement with AI necessitates AI literacy among faculty. The Academic Senate strongly encourages and supports the principle of life-long learning, recognizing that understanding AI is now an essential component of ongoing professional development. **AI Literacy**, in this context, involves understanding not only the capabilities and functionalities of current AI tools (particularly Large Language Models) but also their inherent limitations, potential biases, and the broader ethical considerations surrounding their use, including issues of data privacy, intellectual property, and equity. This literacy is fundamental for making informed pedagogical decisions, designing relevant learning experiences, and guiding students responsibly.

Principle: Academic Freedom and AI Policies

The Academic Senate underscores that academic freedom is a cornerstone of higher education, affirming the right and responsibility of individual faculty members to determine the specific policies regarding AI use that are most appropriate for their courses, disciplines, and learning objectives. This includes the freedom to prohibit, restrict, permit with conditions, or integrate AI tools into coursework. However, this freedom is coupled with the crucial responsibility to develop **clear, unambiguous AI policies** for each course. Furthermore, these policies must be **communicated effectively and consistently** to students through syllabi, assignment instructions, and classroom discussion. Clearly articulated expectations are essential for avoiding confusion, preventing misunderstandings, and upholding academic integrity.

Principle: Upholding Educational Goals Through Adaptive Teaching

Across disciplines, College of the Canyons faculty strive to cultivate intellectual curiosity, foster creativity, and develop students' capacity for critical thinking, rigorous analysis, and effective communication. The emergence of AI does not alter this fundamental goal; rather, in light of the

challenges AI presents to verifying original student work and ensuring authentic assessment, it requires us to adapt our methods to ensure these essential skills are developed authentically. Faculty are encouraged to design assessments and learning activities that prioritize higher-order thinking, process over product, and the application of knowledge in ways that AI cannot replicate, thereby ensuring that technology serves rather than subverts our educational objectives.

Principle: Preparing Students Through AI Literacy Education

Parallel to developing our own literacy, faculty have a vital role in fostering AI literacy among students. This includes educating students on the definition, capabilities, limitations, and ethical dimensions of AI tools they will encounter both in academia and their future careers. Students must be guided on how to use AI effectively, responsibly, and ethically (if permitted under course policy), how to properly cite AI assistance when required, and how to critically evaluate AI-generated content. Preparing students to navigate an AI-influenced world and leverage these tools appropriately in their professional lives is an essential aspect of their education at College of the Canyons.

Principle: Providing Institutional Support and Fostering Collaboration

Navigating the complexities of AI in education is a collective endeavor. The Academic Senate, in collaboration with the College, is committed to supporting faculty through professional development opportunities, resources, and ongoing dialogue. We encourage faculty to engage with these opportunities and with colleagues to share best practices, challenges, and innovative approaches.

Conclusion

The integration of Artificial Intelligence into education requires proactive, informed, and ethically grounded engagement from the College of the Canyons faculty. Embracing life-long learning, developing AI literacy, establishing clear course policies within the framework of academic freedom, adapting pedagogy to foster critical thinking while addressing integrity challenges, and educating our students responsibly for their future are all essential steps. Through these commitments, faculty can successfully navigate the complexities and leverage the opportunities presented by AI to fulfill our core educational mission. The Academic Senate encourages all faculty to approach this evolving landscape thoughtfully and collaboratively.