College of the Canyons Academic Senate

November 19, 2026
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/81647762764?pwd=UlApeHKRcS9vext0KAGfNTnlO5biYQ.1
Meeting ID: 816 4776 2764; **Passcode:** 739323
One tap mobile +16694449171 US +12532158782 US (Tacoma)

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. VP/Assistant Superintendents Executive Cabinet Report Out (*3 minutes)*
4. Approval of the Agenda
5. Committee Appointments: (pg. 3)
6. Sub-Committee Summaries:
   - Program Viability Committee meeting summary, October 29, 2026 (pg. 8-11)
7. Approval of the Consent Calendar

1. Academic Senate Summary, November 5, 2026 (pg. 4-7)	2. Curriculum Committee Summary, November 12, 2026

B. Reports

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

1. Curriculum Committee Chair Annual Report, Tricia George
2. Vice President Report, Garrett Rieck
3. Communications Officer Report, Erica Seubert
4. Academic Senate President 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. BP/AP 4030 Academic Freedom, Gary Collis
   - PRC Executive Summary for Senate regarding revisions (pg. 12)
   - AP 4030 Academic Freedom (Track Changes for Senate) (pg. 13-15)
   - AP 4030 Academic Freedom (Final Clean for Senate) (pg. 16)

- BP 4030 Academic Freedom (Final Clean for Senate) (pg. 17-18)
- BP 4030 Academic Freedom (Tracked Changes for Senate) (pg. 19-20)

D. Discussion

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

1. Academic Integrity Committee "AP 5522 Faculty Primer", Dr. Shane Ramey
2. BP 4220 (Standard of Scholarship) (Final for Senate 2026), Gary Collis (pg. 21)
3. AP 4234 Pass no Pass (Final for Senate), Gary Collis (pg. 22)
4. AP 4222 Remedial Coursework (Final for Senate 2026, Pt. 2), Gary Collis (pg. 23-25)
5. AP 4102(Career and Technical Education) (Final for Senate 2026), Gary Collis (pg. 26-27)

E. Unfinished Business

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

1. *none*

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, Collaboration with COCFA
2. Department Chair Training Series Schedule
3. Changes to New Educational Program Processes
4. Changes to Program Viability Processes

G. Announcements

1. Next Academic Senate Meeting Dates for Fall 2026: Dec. 10th; Spring 2027: Feb. 11th, Feb. 25th, March 11th, March 25th, April 15th, April 29th, May 13th and May 27th
2. 2027 Spring Plenary Session, April 8th – 10th, Hyatt Regency Irvine, Irvine, CA.
3. 2027 Fall Plenary Session, Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.
4. 2027 Faculty Leadership Institute, June 10th - 12th, San Francisco Marriot Waterfront, Burlingame, CA.
5. 2027 Curriculum Institute, July 14th – 17th, Riverside Convention Center, Riverside, CA.

H. Adjournment

The teleconference is accessible though the following link:
https://canyonsonline.zoom.us/j/81647762764?pwd=UlApeHKRcS9vext0KAGfNTnlO5biYQ.1
Please note:
This meeting will be broadcasted at the following locations via zoom
none

Academic Calendar Committee

Faculty Appointments

#	First Name	Last Name	School/Division
1	Angela	Harris	Counselor (Financial Aid) Services/Counseling
2	David	Michaels	Mathematics, Science & Engineering
3	Deanna	Riviera	Social and Behavioral Sciences
4	Michael	Sherry	Mathematics, Science & Engineering/COCFA Representative

Non-Credit Curriculum Committee

(At-Large Representative for Spring 2027)

Faculty Appointments

#	First Name	Last Name	School/Division
1	Daniel	Thomas	Mathematics, Science & Engineering

Academic Senate Meeting Summary for November 5, 2026

Voting Members					
Senate President	Lisa Hooper	A	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	Jessica Crowley	X
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	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	*Erin Delaney proxy for* Alexandra Dimakos	X
Student Services Senator	Anne Marchesan	X	Part-Time Senator	*Lauren Rome proxy for* Joshua Rideaux	X
Humanities Senator	Annie Aboulian	X	Part-Time Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Part-Time Senator	Alma Juarez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. David Vakil (Interim, CIO)	X	Jennifer Brezina (VP of Instruction)	X
Marilyn Jimenez (Admin Assistant to the Academic Senate	X	Dilek Sanver Wang (COCFA President)	A
Dan Portillo (AFT President) via Zoom	X	Joshua De Jesus (ASG Executive Vice President) via Zoom	X

Guest							
Anthony Michaelides	X	Dan Portillo	X	Michael Monsour	X	Susan Ling	X
Christopher Boltz	X	Dianne Avery	X	Nadia Cotti	X		
Collette Gibson	X	Erika Torgeson	X	Paloma Vargas	X		

I. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment:
    - The are no lights in parking lot 1 & 2 and this happened last year too. There may have been temporary lighting installed. Dr. Vakil will follow up to get an update on the lighting in lot 1.
3. VP/Assistant Superintendents Executive Cabinet Report Out (*3 minutes): None*
4. Approval of the Agenda
    - **Motion** to approve the agenda by Rebecca Shepherd, seconded by Tom Gisel. Lauren Rome proxy for Joshua Rideaux (yes, vote); Erin Delaney, proxy for Alene Terzian (yes, vote). Unanimous.

Approved.

5. Committee Appointments: *none*
6. Sub-Committee Summaries:
   - Senate Executive Committee meeting summary, October 22, 2026 (pg. 9-12)
7. Approval of the Consent Calendar
   - Two corrections will be made to the Department Chair Training Schedule as sessions are in person only. The second correction is regarding the May 27th date as the intended date was May 28th, Friday. There was a suggestion to NOT host the last session the Friday before Memorial Day. An alternative date will be discussed.
   - **Motion** to approve the consent calendar by Gary Quire, seconded by Lauren Rome.
   - Lauren Rome proxy for Joshua Rideaux (yes, vote); Erin Delaney, proxy for Alene Terzian (yes, vote). Unanimous. Approved.

3. Academic Senate Summary, October 22, 2026 (pg. 3-7)	4. Curriculum Committee Summary, October 29, 2026
5. Department Chair Training Series for Spring 2027 (pg. 8)	

J. Reports

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

1. Academic Integrity Committee annual chair report, Dr. Shane Ramey (pg. 13-22)
   - There are concerns that not much is being done to address artificial intelligence (AI) locally, state or in the country. Dr. Ramey attended an AI conference in which it was emphasized that issues with AI are becoming burdensome for some online classes. However, the idea is not to cancel online classes but instead offer solutions. AI is evolving faster that the solutions proposed. Part-Time faculty are also facing challenges when needed to follow different rules if working at difference districts. The Academic Integrity Committee will be drafting an "Cheat Sheet". The system is designed to prevent cheating and is not set up for AI. Some solutions may may require funds; do we go through PACB to request funds? Or do we ask for donations? How is the AI Taskforce being categorized? How much authority are they getting?
   - This item will return with the "Cheat sheet".
2. Guided Pathways Liaison Annual Report, Susan Ling
   - Program Maps are to be used as a marketing tool or a helpful guide only. The current state mandate is still in phase I of the CCN. The district is now at the 2.0 version of Program Maps, and it has already demonstrated many issues. Version 1.0 is still loading on the website. There will be a new AI chat box where students can research the school they are attending by major, program or certificate. There will be a single sign on for programming maps. Some programs have specific requirements that cannot be added to the PM software and there is concern with this information not getting communicated to students. The catalog will not need to be assembled by hand but will be online. The goal is to have the catalog ready by late spring.
3. Communications Office Report, Erica Seubert
   - Scholarly Committee Presentation-**The Boy Who Lived and The Author Who Shall Not Be Name: Reading Harry Potter in the Shadow of JK Rowling,** scheduled for November 12 at 6:00pm at the PAC. Presenter will be Erin Delaney. Erin shared that her master's thesis was on Harry Potter. The presentation will discuss the argument that there is much space made for fluidity of gender and sexuality in the book, but the author JK Rowling has made unfavorable comments on trans people. What do we do when the values espoused in the book and those of the author are in stark contrast? Erin will check to see if there is a sign in sheet and FLEX credit. The presentation will discuss adult content if people want to bring children it is at their own discretion.
4. Vice President Report, Garrett Rieck
   - **Faculty Office Lottery Update:** There will be three office moves that will take place. The next office

lottery will be held the week after spring break.

- **2026 ACCE Fall Zoom-in Conference:** This conference was hosted by the Association of Community & Continuing Education (ACCE), which took place on Wednesday, Nov. 4, 2026. Garrett was in attendance and the first Friday webinar will start soon and will discuss non-credit.

K. Action Items

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

1. AP 7121 (Minimum Qualifications) Policy, Alisha Kaminsky & Gary Collis
   - AP 7121 (Current) (pg. 23-33)
   - AP 7211 (PRC Summary for Senate 2026) (pg. 34-35)
   - AP 7211 (Equivalencies) (Final for Senate) (pg. 36-42)
     - It was clarified that if a department doesn't accept equivalencies this may be noted in the boiler plate. The suggestion is to change the wording from "will" to "may." There are some sections of the boiler plate that cannot be deleted and any request for changes will need to happen on a case-by-case basis.
     - **Motion** to approve AP 7121 by Erica Seubert, seconded by Lauren Rome. Lauren Rome proxy for Joshua Rideaux (yes, vote); Erin Delaney, proxy for Alene Terzian (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. BP/AP 4030 Academic Freedom, Gary Collis
   - PRC Executive Summary for Senate regarding revisions (pg. 43)
   - AP 4030 Academic Freedom (Track Changes for Senate) (pg. 44)
     - The operating procedures were taken out of the AP.
   - AP 4030 Academic Freedom (Final Clean for Senate) (pg. 45)
   - BP 4030 Academic Freedom (Final Clean for Senate) (pg. 46-47)
   - BP 4030 Academic Freedom (Tracked Changes for Senate) (pg. 48-49)
     - The Academic Freedom policy anchors to the AAUP 1940 statements. Ed Code requires that districts have a policy on Academic Freedom but doesn't state what it should be. This is a nationwide standard and there is nationwide committee that researches violations across the country and publishes results. This item will return for further discussion.
2. Universal Desing for Learning (UDL), Tricia George
   - The title 5 language regarding section 55001 has been revised and emphasizes that districts will ensure that CORs for all courses accommodate a diverse population of students. However, there was a question regarding what if a course doesn't align with the course outline. The law cannot be modified but aspirational language can be added. The new standards for digital instructional materials are that they meet WCAG 2.1 Level AA (Web Content Accessibility Guidelines). Ronald Mace coined the term Universal Design (UD) for building design and space. The UD to Universal Design for Learning (UDL) expanded to digital and audio-visual areas. The main 3 main principles of UDL include engagement, representation and action & expression.

M. Unfinished Business

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

1. *none*

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, Collaboration with COCFA
2. Department Chair Training Series Schedule

O. Announcements

1. Next Academic Senate Meeting Dates for Fall 2026: Nov. 19th & Dec. 10th; Spring 2027: Feb. 11th, Feb. 25th, March 11th, March 25th, April 15th, April 29th, May 13th and May 27th
2. **Scholarly Presentation Committee-*The Boy Who Lived and The Author Who Shall Not Be Named: Reading Harry Potter in the Shadow of JK Rowling,*** Presenter, Erin Delaney (Professor of English) November 12, 2026, 6:00pm at the PAC
3. 2026 Fall Plenary Session, Nov. 5th – 7th, Grand Bay Hotel San Francisco, CA.
4. 2027 Spring Plenary Session, April 8th – 10th, Hyatt Regency Irvine, Irvine, CA.
5. 2027 Fall Plenary Session, Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.
6. 2027 Faculty Leadership Institute, June 10th - 12th, San Francisco Marriot Waterfront, Burlingame, CA.
7. 2027 Curriculum Institute, July 14th – 17th, Riverside Convention Center, Riverside, CA.

P. Adjournment: 5:02 p.m.

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Please note:
This meeting will be broadcasted at the following locations via zoom
none

Program Viability Committee Summary

October 29, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	*Committee Chair*	X	Jason Burgdorfer	*COCFA Rep/MSE*	X
Gary Quire	*Program Review Faculty Chair/Business*	A	VACANT	*Transfer Discipline Rep./At-Large Member*	A
Dilek Sanver-Wang	*COCFA President*	A	VACANT	*ASG Student Rep.*	A
Jaya George	*Health Professions*	A	**Administrator Voting Members**		
Jennifer Paris	*CTE Rep/ECE Rep/SBS*	X	David Vakil	*Interim Asst. Superintendent/CIO*	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*	X
Ruth Rassool	*Humanities (Part-Time) Representative*	X	VACANT	*Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support*	A
Tricia George	*Curriculum Committee Chair/Humanities*	X	**A= Absent**	**X = Present**	

Guest:							
Chloe McGinley	X	Marilyn Jimenez	X	Monica Shukla-Belmontes	X	Dr. Paul Wickline	X
Dr. Daylene Meuschke	X	Larry Alvarez	X	Nadia Cotti	X	Tammera Rice	X
Harriet Happel	X						

I. Routine Matters

1. Call to order: 10:06 am.
2. Approval of the 10/15/2026 meeting minutes:
    i. There are some typos that will be corrected.
    ii. **Motion** to approve the meeting minutes with amended corrections by Erin Tague, seconded by Jesse Vera. Unanimous. Approved.
3. Approval of the Agenda:
    i. **Motion** to approve the agenda by Jesse Vera, seconded by Ruth Rassool. Unanimous. Approved.

II. Reports

1. none

III. Discussion

1. Program Initiation Proposal for Baccalaureate Degree in Modern Policing, Larry Alvarez
    i. **Program Initiation Proposal Overview:** Due to the recent George Floyd events a CA AB 89 Modern Policing Degree was created that set age and a mandatory degree requirement for modern police officers. The CCCs were tasked with the creation of "modern policing" degrees, and this resulted in the proposal. UCs and CSUs are not interested in creating a transfer pathway. AB 89 generated some issues and push back, as a result, the legislature amended some of the language and pushed the education requirement to 2031.
    ii. **No Transfer Pathway:** There are currently no transfer pathways with the CSUs and UCs. There are many focuses of the bachelor's degree that include: upper-level curriculum,

humanistic policing, community policing, officer wellness and resilience, leadership and public safety, and intelligence-led policing.

iii. **New Program Courses**:
    1. **Admin Justice 310**, *Effective Communication for Law Enforcement*
    2. **Admin Justice 350**, *Public Disorder & Internal Subversion*
    3. **Admin Justice 410,** *Critical Decision Making for Public Safety: Theory & Practice*

iv. **Program Proposal Objectives:** The objective is to empower and train law enforcement officers to handle conflict with clarity, confidence and resilience.

v. **Budget and Costs Requirements**: There is a net zero cost as the program will utilize existing college infrastructure with no labs or clinical requirements.

vi. **Student Population**: Larry met with Jason Hinkle to fill out the pro-forma budgeting tool. The tool projects a revenue each year over four, with the first year being less and the remaining three years being constant.

vii. **Premise for Program Proposal AB 89:** The associate degree required in AB 89 is sufficient for this bill and it makes it an option to develop a B.S. in Modern Policing. We currently offer an associate degree in Modern Policing in addition to the ADT in Administration of Justice. CCCs should consider B.S.'s programs as UCs and CSUs are not interested in transfer pathways. Currently both Porterville and AVC college are considering the same B.S. degree, however, there is holding pattern due to current changes in legislation.

viii. **Workforce & Regional Demand:** The Lightcast LMI data demonstrated in the addendum demonstrates 4.5% employment demand. However, public safety agencies and post jobs are different as they do much of their own internal posting. Professor Alvarez believes the percentage could be higher than that.

ix. **Advisory Board:** The advisory board needs to be consulted for a true picture of LMI. In public safety sector about 50% of law enforcement officers are within a few years of retirement. The state of CA Standardized Training Commission estimates there will be about 1000 listings for various agency positions such as dispatcher and deputy sheriffs. This is just state officers and not federal agencies. The advisory board has been given the proposal many times and has given unanimous approval.

x. **Student Demand**: The target audience is current law enforcement officers and current students. There are some officers who obtain a B.S. degree for promotion, to move into a higher pay range, or to move into sergeant or detective roles. This is an unofficial requirement. Currently the only requirement is a HS diploma and to be 21 years of age. Many students already have an AA and are looking for the B.S. There is a large population of students who are looking for a program that is fully online.

xi. **Marketing Needs:** There are costs associated with promoting BA degrees. There are additional chair workload considerations with scheduling, staff, and providing continued student advice.

xii. **Administrative of Justice Associates:** This degree prepares students for the Criminal Justice degree at CSUN.

xiii. **Program Design:** AB 992 replaced AB 89. This new legislation requirements for the Modern Policing degree include courses in communications, psychology, writing, ethics and criminal justice. The AJ program has been working on recruiting other disciplines that want to work with the new program proposal. The disciplines that have been contacted include English, Philosophy, EMT, Nutrition and Kinesiology. There are many courses that are in conversation such as Crime & Punishment Philosophy courses, Kinesiology, EMT (Wellness Officer) and Nutrition (Diet and Nutrition issues). If the district chooses to offer more than one BA degree, it would be valuable to have flexibility with upper division GE courses so students in more than one program can take the same courses.

xiv. **Upper Division Considerations:** B.S. program requirement of 40 upper division units, and the program as written is currently at 24. B.S. programs can use WEE courses, and these courses are moving to 4 units. The current requirement asks for 9 upper division GE courses, but the proposal calls for 12, which seems like a lot. The suggestion is to offer another 1 or 2 admin justice courses.

xv. **Pro-Forma Form:** The tool is designed to capture all new FTES and new expenses. The committee may need to develop one pro forma tool for 2 year programs and another for 4-year programs.

xvi. **Marketing:** The real cost is the human element and there currently no good way to estimate. Marketing has been necessary for the Building Performance BA.

xvii. **Human Resources:** There is a need for additional staff as the current staff may not be able to handle the additional requirements of the BA. There is no need for new faculty as courses will be taught primarily by part-time faculty who are currently employed.

xviii. **Supplemental Services for faculty:** Significant time is needed to develop and write curriculum for BA programs. In addition, faculty are required to provide student advising.

xix. **Physical and Software Resources:** This is not needed.

xx. **Financial Outlay:** show a net gain. This is lecture based and remote learning based.

xxi. **Development of BA Degree:** A student is in a current AA in modern policing and can I then apply for BA degree and start as an upper classmate. What are the criteria and how is the cohort selected? Is preference to those who are in the program or those who are active in law enforcement? No clear answers at this time. Selection criteria have not been developed. Title 5 requires a different enrollment process for baccalaureate programs. How do we demonstrate that a BA will lead to higher earnings? There is a need for data to show program justification.

xxii. **Long Term Impacts on Existing Programs:** Many are programed for the AJ degree AB 89 and trying to replace Admin Justice with Modern Policing. Occasionally new proposals could impact on other areas. We don't want to play catch up but stay ahead of legislation. Many courses align with an AA in Admin Justice and due to the shared curriculum, many students can pursue both degrees. We want to provide options.

xxiii. **Next Steps:** The committee is not prepared to move forward. The suggestion is to have Larry return on the Nov. 12th meeting where Wendy Brill-Wynkoop will provide an update on Baccalaureate degrees from the Chancellor's Office. Regarding new program proposals, it is the goal of the committee to make recommendations to the CIO rather than approve or disapprove programs. The committee asked Larry for some additional time for the committee to prepare before reporting back. The suggestion is for Larry to consult with Jason Oliver on the admissions process for the existing Building Inspection program.

2. Refinements to the Program Viability and AP process, Lisa Hooper
   i. **Checklist:** The committee discussed possible areas missing from a BA proposal. Need to look at a 4-year window. The pro forma form can always be adjusted.
   ii. **BA annual admissions requirements:** How long should a program accept applications? How long do reviews take? New line items can also be added to the pro forma. The idea is to build something that will live beyond the original author.
   iii. **Exisiting BA Program Insights:** The suggestion is to bring Jason Oliver and Nadia Cotti back who started the BA Building Performance program to give a report on how the program is doing. There are many areas that were not considered, such as required release time to develop the handbook that includes requirement from the chancellor's office.
   iv. **Prior to the programs start:** There is much time that goes into building and there is a need to compensate faculty for writing curriculum. PV is aligned with Institutional Development, and the conversations need to take place to honor shared governance. There are programs

that are brought on with external accreditation that created a large workload for the IR office. Some review has taken place with past health programs to determine what worked and what didn't.

IV. Adjournment: 11:35 a.m.

TO: College of the Canyons Academic Senate

FROM: Gary Collis, Chair of Policy Review Committee

DATE: October 20, 2026

RE: Summary of Revisions to BP/AP 4030 (Academic Freedom)

The District last revised BP/AP 4030 (Academic Freedom) six years ago. While there have been no legal developments necessitating the Policy Committee's recent review and changes, accreditation standards require review of all policies and procedures on a regular basis nonetheless. Basically, it was time to examine the documents and consider changes.

A brief summary of the noteworthy changes:

Board Policy

- The references were updated to incorporate changes to ACCJC numbering.
- The Board Policy was revised to change language appearing to command the Academic Senate to establish a committee on academic freedom. The Academic Senate alone decides questions relating to its subcommittees.

Administrative Procedure

- The AP is filled with rules and requirements regarding the operation of the Academic Senate's Subcommittee on Academic Freedom, such as committee membership, report types, and voting procedures, that are more appropriately left to the committee's operating procedures. Indeed, the Committee on Academic Freedom has already incorporated the rules in the AP into its operating procedures, which the Academic Senate has, pursuant to its regular process, endorsed. The changes to the AP would simply delete these rules and requirements. The Academic Senate should have exclusive control over questions relating to its subcommittee's operations. Not only does that make structural sense but it allows the Senate itself to change the rules by which its committee operates without the need to bring those changes to College Policy Council.

AP 4030 ACADEMIC FREEDOM

Reference: ***Education Code section 76120; Title 5 section 51023; ACCJC Accreditation Eligibility 13 and 20; Accreditation Standard 4.1 I.C.7***

A. ~~ESTABLISHMENT OF AN~~ THE ACADEMIC FREEDOM COMMITTEE

The Academic Senate has ~~shall~~ established a standing committee to consider matters of academic freedom (hereinafter, "committee").

B. ~~COMMITTEE MEMBERSHIP~~

~~The committee shall consist of at least three faculty appointed by the Senate for a term of one academic year, one of whom will be designated as Chair. The Senate may re-appoint members for subsequent terms.~~

~~The President of the College of the Canyons Faculty Association ("COCFA"), or that person's designee, shall be a member of the committee.~~

~~The President of the American Federation of Teachers, Local 6262 ("AFT"), or that person's designee, shall be a member of the committee.~~

~~At the request of the Senate, the committee, or any person or entity (including, but not limited to, any academic or non-academic department, school, or campus organization) having an interest in a matter under the committee's consideration, the Senate may appoint a disinterested person with specialized training or expertise to serve temporarily as an *ex officio* (non-voting) advisor to the committee on issues within the appointee's area of training or expertise.~~

~~The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.~~

~~Any person serving on the committee in more than one capacity, such as a member appointed by the Senate who is also COCFA President, shall only be entitled to a single vote on committee issues.~~

~~The committee is empowered to engage in all action allowed under this administrative procedure despite failure of the COCFA or AFT committee members to participate or attend the committee's meetings.~~

~~Any committee members having a direct interest in a matter under the committee's consideration shall disclose the interest and recuse themselves from participation in that matter and, in that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the committee's work on that matter.~~

C. COMMITTEE WORK

The District recognizes that the committee's work, as determined by the Senate, currently includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

1. Requests for Formal Recommendations: The Senate, a faculty member, a college committee, or an academic or non-academic department may ask that the committee provide its interpretation, clarification, analysis, or opinion on an issue directly or indirectly concerning academic freedom to the Senate (the "Matter").

    a. The Conditional Report: The committee shall, subject to the exceptions set forth in this procedure, provide a written report containing its interpretations, clarifications, opinions, findings, and/or recommendations on the Matter to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations ("Conditional Report"). The Senate may return the Confidential Report to the committee for its reconsideration, or further consideration, of any point raised therein or any related point. The committee shall begin its work with a presumption that a Matter justifies the creation of a Conditional Report but has discretion to decline to issue a Conditional Report if, after considering the Matter in light of the committee's charge, it determines that the Matter either does raise an issue of academic freedom of such significance to warrant Senate involvement or that a Confidential Report is otherwise unjustifiable or unwise. The committee shall explain its reasons for declining to issue a Conditional Report, in writing, to the Senate President and the party or parties who initiated the Matter. The Senate may direct that the committee prepare a Conditional Report nonetheless.
    b. The Final Report. A Conditional Report is inoperative unless and until the Senate approves and adopts it, in whole, in part, or as modified, as its own final report on the matter ("Final Report"). A Final Report constitutes the studied interpretation, opinion, recommendation, and finding of the Senate on the Matter and is entitled to appropriate weight and consideration by all parties involved and the campus community as a whole. The Senate shall deliver a copy of any Final Report to the Chief Executive Officer, the Chief Instructional Officer, and to the party or parties who initiated the Matter.

2. Requests for Informal Advice or Guidance: At any faculty member's request, the committee may provide informal advice or guidance, which will not require a Conditional Report or a Final Report, with respect to a matter of academic freedom ("Informal Matter").

    a. Committee Discretion to Provide Advice: The committee shall retain discretion to accept or reject a request for informal advice or guidance on an Informal Matter.
    b. Requests for Confidentiality: The faculty initiating a request for advice or guidance on an Informal Matter may ask that the committee provide that advice and guidance confidentially. If the initiating faculty member requests confidentiality, the committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the committee and the committee's advice and guidance. The committee cannot, however, maintain or promise to maintain confidentiality to the extent

such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Furthermore, the committee has discretion to decide, after hearing the Informal Matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the committee determines that maintaining confidentiality over an Informal Matter would be harmful to the Senate, the campus community, or other faculty, it shall present the Informal Matter to the Senate President who may instruct that the committee either maintain confidentiality, to the extent allowable under this procedure, or prepare a Conditional Report.

D. COMMITTEE PROCEDURES

1. The committee shall operate in an open, collegial manner to the extent possible.
2. Committee meetings may be conducted only if a quorum is present. A quorum is defined to be a majority of the Senate-appointed members only. The absence of the President of COCFA and/or AFT, or their respective designees, shall not deprive the committee of a quorum.
3. Decisions of the committee shall be made by a vote of a majority of its members during a noticed committee meeting having a quorum.
4. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
5. The committee shall establish its own guidelines to govern committee meetings and operations including, but not limited to, setting meeting dates/times and establishing procedures for the intake of new requests for Formal Recommendations or Informal Advice of Guidance.
6. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
7. The committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and to affix weight and significance to that information and evidence. The committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the committee.
8. Before the creation of a Conditional Report, the committee shall provide notice of a Matter to any Administrator or Department Chair who the committee reasonably determines has, or may have, a direct or substantial interest in the Matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding the Matter to the committee. To avoid undue delay, the committee shall have the discretion to establish a reasonable time limit for submission of such information. This notification requirement does not apply where the committee exercises its discretion to decline to prepare a Conditional Report or with regard to any Informal Matter.

Revised _____

AP 4030 ACADEMIC FREEDOM

References: Education Code section 76120; Title 5 section 51023; ACCJC Accreditation Eligibility 13 and 20; Accreditation Standard 4.1

A. THE ACADEMIC FREEDOM COMMITTEE

The Academic Senate has established a standing committee to consider matters of academic freedom (hereinafter, "committee").

B. COMMITTEE WORK

The District recognizes that the committee's work, as determined by the Senate, currently includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

Revised _____

BP 4030 ACADEMIC FREEDOM

References: Education Code section 76120; Title 5 section 51023; ACCJC Accreditation Eligibility 13 and 20; Accreditation Standard 4.1; 1940 Statement of Principles on Academic Freedom and Tenure with Interpretative Comments, in AAUP POLICY DOCUMENTS & REPORTS (11th ed. 2015)

A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. The free expression guarantee provided by the United States Constitution's First Amendment is vital to America's democracy; the functioning of democratic institutions depends on the people's freedom to vigorously discuss, debate, disagree, challenge and dialogue on all topics of public concern.
2. To fulfill its civic and educational mission, an institution of higher education must encourage its campus community to comprehend and value the importance of the right of free expression to an open society and an educated populace.
3. Developing the critical inquiry and thought required for individual success and societal progress can only occur in an academic environment that promotes an open and free exchange of ideas and freedom of expression must, therefore, extend to students and faculty in an educational environment.
4. The Santa Clarita Community College District ("District") supports academic freedom for its faculty and students and encourages them to develop and engage in opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

B. ACADEMIC FREEDOM AND THE FACULTY

The District adopts the definition of academic freedom provided by the 1940 *Statement of Principles on Academic Freedom and Tenure*, including the 1970 Interpretive Comments. That definition, in summary, declares that academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic or other interest, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

C. ACADEMIC FREEDOM AND STUDENTS

1. By engaging in academic study within the District, students should accept that they will study in an environment designed to present a full, open, and thoughtful range of

academic insights, perspectives, and viewpoints and that they are likely to be exposed to conflicting and controversial views as a result.
2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner that is consistent with the District's Code of Student Conduct. Students remain responsible, however, for learning the content of any course in which they are enrolled, and can expect to be evaluated on their knowledge of such information.

D. DISTRICT RESPONSIBILITIES AND SUPPORT

1. The District is committed to the full support of the principle of academic freedom within all its activities.
2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present multiple viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, access the full range of information available, explore difficult and controversial material, develop and practice critical thinking skills, and learn in a climate free of intimidation and conducive to the free exchange of ideas.
4. The District recognizes that the California Education Code grants faculty the right and the professional responsibility to assign grades free from political influence, intimidation, or legal threat.

E. ROLE OF ACADEMIC SENATE

1. The District recognizes that the Academic Senate has established a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.

See Administrative Procedure [AP 4030]
Revised _____

BP 4030 ACADEMIC FREEDOM

Reference: ***Education Code section 76120; Title 5 section 51023; ACCJC Accreditation Eligibility 13 and 20; Accreditation Standard 4.1; 1940 Statement of Principles on Academic Freedom and Tenure with Interpretative Comments, in AAUP POLICY DOCUMENTS & REPORTS (11th ed. 2015)***

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See Administrative Procedure [AP 4030]
Revised _____

BP 4220 Standards of Scholarship

Reference:

Education Code Section 70902(b)(3); Title 5 sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., and 55050 et seq.

1 The CEO shall establish procedures for standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., 55050 et seq., and Board policy and procedure.

2. These procedures shall address: grading practices, academic record symbols, grade point average, credit for prior learning, academic and progress ~~probation~~notice, academic and progress ~~dismissal~~pause, readmission following dismissal, academic renewal, course repetition, limits on remedial coursework, graduation requirements, and grade changes.

The procedures shall be described in the college catalogs.

Board Approved 11/12/2025
Next Review Date: 11/12/2031

AP 4234 Pass/No Pass

Reference:

Title 5 Section 55022

1. Courses may be offered in either or both of the following categories:

   A. Courses in which all students are evaluated on a "pass-no pass" basis.
   B. Courses in which each student may elect until seven days before the last day of the course section as listed in the schedule of classes whether the basis of evaluation is to be "pass-no pass" or a letter grade.

2. A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted. Units attempted for which a student receives a "no pass" grade are considered in academic or progress notice and pause procedures.

3. A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student electing to be evaluated on the "pass-no pass" basis who fails to perform satisfactorily will be assigned a "no pass" grade.

4. The student electing to be evaluated on the "pass-no pass" basis is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

5. Students may use a "P" grade, when that grading option is available for students enrolled in the course, to satisfy major requirements for any associate degree that includes the District's local general education pattern. Students may not use a "P" grade in major courses needed to earn associate degrees that do not include the District's local general education pattern, unless a student (1) submits a petition to the Counseling Department requesting an exception to the prohibition and (2) dialogues with a counselor regarding the potential impact of electing P/NP grades for major coursework on the student's educational goals. As an exception to this limitation, students may use a "P" grade in major courses needed to earn associate degrees using any general education pattern if that "P" grade is assigned as Credit for Prior Learning ("CPL"), including Advanced Placement ("AP") credit, approved pursuant to the District's CPL and AP related policies and procedures.

6. The District shall denote classes in which students may elect pass-no pass grading in the college catalogue.

AP 4222 Remedial Coursework

References:
Education Code Sections 78212.5 and 78213;
Title 5 Section 55035;
ACCJC Standard 2

1. Remedial coursework consists of ~~pre-collegiate~~ nondegree-applicable basic skills courses.

2. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

3. Students shall not receive more than 30 semester units for remedial coursework. The Vice President of Student Services or designee shall refer a student who exhausts this unit limitation for further remedial work to appropriate adult noncredit education services.

4. The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

5. The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for students enrolled in English as a Second Language courses ~~students~~, completing transfer-level coursework in English within a three-year timeframe.

6. The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the District may use guided placement or self-placement. When using multiple measures, the District shall

apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur: (1) low performance on one measure shall be offset by a higher performance on another measure; (2) multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it; (3) any one measure may demonstrate a student's preparedness for transfer-level coursework; (4) the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and (5) the multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

7. If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade point average and coursework and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

8. The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the Vice President of Instruction or designee determines the support will increase the student's likelihood of passing a transfer-level English or mathematics course.

9. If the District places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation, (2) the enrollment will improve the student's probability of completing the first STEM calculus course, and (3) the enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

10. A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college-level coursework.

11. Students who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in a certificate program without English

or mathematics requirements, students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate, students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes, students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in adult education programs who are enrolled in coursework other than mathematics or English, current high school students in dual enrollment or taking courses not available in their local high school are exempt from the limitations of this procedure.

12. Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

13. District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Approved xx/xx/xx
Reviewed and Endorsed by CPC: xx/xx/xx

AP 4102 Career and Technical Education Programs

References:
Title 5 Section 55600 et seq.;
2 Code of Federal Regulations Part 200 ~~(The Federal Education Department General Administrative Regulations, 2nd Edition)~~;
34 Code of Federal Regulations Part ~~600~~ 668~~(U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)~~;
ACCJC Accreditation Standard 2 ~~II.A.14~~

The purpose of career and technical education is to:

- provide accessible and equitable quality learning opportunities to students of all ages and provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners;
- respond to industry needs and engage with employers to provide employees for employment in high-skill, high-demand positions with the knowledge and skills needed for success in the global economy; and
- advance the region's and state's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

Students completing career and technical education courses shall be evaluated by the same local criteria as used for all courses.

Advisory Committees

Advisory committees are groups of local employers and community stakeholders who advise educators on the design, development, operation, evaluation, and revision of career and technical education programs. The workplace knowledge and resources provided by committee members help to ensure that all aspects of career and technical education programs reflect the needs and current conditions of the workplace and that program completers are capable of successfully completing the next step whether it be employment or further education.

Recognizing the high cost of career and technical education programs, the state has utilized federal funds (Carl D. Perkins) to support the needs of these programs. Each program receiving Perkins funds during a given academic year shall have an advisory committee comprised of a

majority of members from business and industry that meet at a minimum of one time each academic year. Members of the advisory committee are selected by the appropriate department chair in consultation with the related instructional deans, Workforce and Economic Development personnel, and Career Services personnel.

The activities of an advisory committee and/or individual members of an advisory committee, as outlined in the District's Career Education Program Advisory Committee Handbook, may include providing information or guidance with respect to particular industries, student learning and mentoring, curriculum, facilities, and equipment.

Compliance with United States Department of Education Gainful Employment Requirements

Consistent with federal regulations pertaining to federal financial aid eligibility, the Chief Instructional Officer (CIO) shall establish procedures to ensure applicable Career and Technical Education programs comply with the federal reporting and earnings accountability requirements, including the timely submission of required program and student information to the United States Department of Education.~~will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website~~.

~~The CIO shall ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.~~

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx