



College of the Canyons Academic Senate

February 12, 2026

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

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

Join Zoom Meeting

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Meeting ID: 829 4449 2894; Passcode: 305922

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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:
 - Kelly Cude, CASL Committee and Planning & Institutional Effectiveness PAT
 - Ben Riveira, Operations PAT
5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, December 11, 2025 (pg. 8-11)
6. Approval of the Consent Calendar
 - Academic Senate Meeting Summary, December 11, 2025 (pg. 3-7)

B. Reports

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

1. Center for Excellence in Teaching & Learning (CETL) Annual Chair Report, Julie Johnson & Robert Wonser (pg. 12-15)
2. Academic Senate Presidents Report, Lisa Hooper
3. Vice President Report, Garrett Rieck

C. Action Items

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

1. New Discipline Assignment for Milan Manorat (*Diagnostic Medical Technology (Diagnostic Medical Sonography, Neurodiagnostic Technology, Polysomnographic Technology)*) (pg. 16)
2. Additional Discipline Assignment for Kevin Larsen (*Architecture & Graphic Design*) (pg. 17-18)
3. BP/AP 4230 (**Grading and Academic Records Symbols**), Gary Collis

I. Summary of Changes for the Senate (pg. 19)	III. AP 4230 (Final for Senate) (pg. 21-25)
II. BP 4230 (Final for Senate) (pg. 20)	IV. BP 4230 (Current) (pg. 26-32)

D. Discussion

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

1. Shelter in Place Drill SP26, Reinhardt Schuerger
 - [2026 Emergency Notification System \(EMS\)-Shelter-Flyer March 12th](#)
 - [Shelter in Place Checklist](#)
2. Academic Integrity Committee's Statement on Faculty Use of Artificial Intelligence in Grading and Feedback, Dr. Shane Ramey (pg. 33)
3. Primer on Academic Freedom, Karyl Kicenski (pg. 34-36)

E. Unfinished Business

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

1. IRC Discussion - Automated Book Adoptions
2. Web Design/Senate Sub-Committee pages update
3. Proposed revisions to the Faculty Evaluation Instrument
4. BP/AP 4300 Field Trips and Excursions

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. Department Chair Training Series Schedule

G. Announcements

- [Next Academic Senate Meeting Dates Spring 2026](#): Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- [2026 ASCCC Spring Plenary](#), April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
- [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center
- [2026 ASCCC Non-Credit Institute](#), April 30th – May 1st, San Jose Marriot
- [Association of Community and Continuing Education \(ACCE\) Conference](#), March 11th – March 13th, The Dana in Mission Bay in San Diego, CA.

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

None

Academic Senate Meeting Summary for December 11, 2025

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	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	Alexandra Dimakos	X
Student Services Senator	<i>Jennifer Thompson proxy for Jesse Vera</i>	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	A	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	<i>Erin Delaney proxy for Jennifer Paris</i>	X	X= Present	A= Absent	

Non-voting Members				
Dr. Thea Alvarado (Interim, CIO) <i>Via Zoom</i>	X	Jennifer Brezina <i>Via Zoom</i>		X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)		A
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative: TBD		A

Guest							
Amber Cole	X	Dr. Daylene Meuschke	X	Dr. Jasmine Ruys	X	Siane Holland	X
Ambika Silva	X	Dr. Deanna Riveira	X	Jennifer Brezina	X	Victoria Leonard	X
Chad Peters	X	Dianne Avery	X	Michael Felix	X		X
Claudenice McCalister	X	Dr. Edel Alonso, Trustee	X	Monica Shukla-Belmontes	X		
Cyndi Trudeau	X	Dustin Silva	X	Ruth Rassool	X		

I. Routine Matters

1. Call to order: 3:02 p.m.
 - I. It was announced that the Course Document Contract is on the board agenda for the December 17th meeting.
 - II. A rework of the fall 2026 schedule was done and many faculty were not alerted to this. The Office of Instruction has redone how hours are calculated for classes and they apologize for the late notice. It was understood that 3-unit classes would not be impacted. Dr. Brezina will do a presentation on this to the Senate in spring 2026 outlining changes in the new attendance manual with the state.

Campus Safety will need to be notified as there are many courses that will go later due to the way the schedule was built. Lisa will discuss with Erin Tague and Campus safety to develop a list of all classes that start early or end late so they can be attentive to those areas.

2. Approval of the Agenda
 - I. **Motion** to approve the agenda by Lak Dhillon seconded by Garrett Rieck. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved
3. Committee Appointments:
 - I. Kelly Cude (*temporary replacement for remainder Fall 2025 and Spring 2026*)
 - a. Program Review Faculty Committee Chair
 - b. Academic Senate Executive Committee
 - c. Dr. Jasmine Ruys is now Acting President and Clinton Slaughter moved to the acting CCSO. As a result, the Dean of Counseling was vacant, and Erika Torgeson will assume the acting role. This change has also left the Program Review position vacant. Erika recruited a replacement, and Kelly Cude will step in for the spring 2026 term. Kelly will also sit on the Planning Advancement Team, Program Viability and CASL committees.
 - II. Hiring committee (pg. 3)
4. Sub-Committee Summaries:
 - I. Senate Executive Committee meeting summary, December 4, 2025 (pg. 9-11)
5. Approval of the Consent Calendar
 - I. **Motion** to approve the consent calendar by Lauren Rome, seconded by Shane Ramey. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved

I. Academic Senate Meeting Summary, November 20, 2025 (pg.4-8)	II. <u>Curriculum Committee Summary, December 4, 2025</u>
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J. Reports

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

1. [Policy Committee Annual Chair Report](#), Gary Collis
 - I. All policies discussed must be approved by the board of trustees. AP's can be changed without board approval and implemented at the discretion of the CEO. Once the committee body reviews a policy, discusses recommendations and approves it, it will go to CPC. The legal basis for policies is Title 5, and the Board of Governors sets the minimum standards. The district subscribes to the CCLC model documents to ensure compliance with Title 5. There are several positions within Title 5 that require the faculty voices, such as 10+1 areas. The committee advises the Senate and does not tell the Senate what to do. Ideally the committee would have a curriculum and policy person. All policies need to be touched before the next accreditation cycle.
2. Senate Elections Committee Annual Chair Report, Dustin Silva (pg. 12-13)
 - I. The committee struggled with a main list of departments for the department chair nominations. Special thanks to Lisa for all her help. Due to the development of the new health programs, there has been some confusion about whether the new programs are department or programs. The hope is that a final list will be maintained. This is Dustin's last semester, and Sara Breshears will take over as chair. There is a need to have another member join the committee. The committee follows the By-laws, and the hope is to continue to work with the Drupal system. The AP for Program Viability will be revised and brought to the Senate for consideration. Need to define what an academic department vs program is.
3. Academic Senate President's Report, Lisa Hooper
 - I. Lisa gave her report at the end of the meeting to allow more time for outside presenters.
 - II. **Adjunct Offices:** Adjuncts now have access to UCEN 304 that should be equipped for zoom use.
 - III. **Renaming of the CCC Campus:** Classified and Academic Senate Presidents were invited to a meeting to discuss the renaming of the CCC campus. There is a need to advocate more through vetting methods.
 - IV. **ASC Memo:** ASC submitted a recommendation memo to acting President Dr. Ruys who responded in reserved manner until the Governor's budget revise is outlined.

- V. **Adjunct Advisory Council:** This council is to become a subcommittee of the Senate and will be representative. The group is outlining the operating procedures.
- VI. **Shared Gov Council Update:** The council had a renaming and rebranding discussion on the CCC. The council drafted a response. Lisa Hooper, Wendy Brill, Dilek Sanver-Wang and Ruth Rassoul are all serving on this group. This work should inform the rebranding of CCC. At this moment this process is premature and there is a need to delay the recommendation.
- VII. **Union colleagues took stand on AI.** There was an option to opt out of using AI. Lisa outlined all safety and security concerns. There is a need to determine how it all works. The Senate leadership is aware of the pressures all faculty are experiencing. Need to create a space to determine what learning looks like in classrooms.

K. Action Items

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

1. Department Chair Training Series Schedule (pg. 14)
 - I. Erica Suebert, Lisa Hooper and Marilyn Jimenez met to strategize some modifications to the schedule. There are no presenters confirmed yet, but an outline of dates has been drafted. There are two themes per date, and each session does not have more than 2 presenters. There is a need to chairs to discuss the content and develop comradery with presenters. It was supported to include a session on conflict resolution. Someone from the Office of Instruction can present on how to build the schedule. The first series was to only schedule 6 sessions and schedule for 2 hours. If faculty miss one, they need to wait an entire year to complete the session. There are some who don't think it matters if this is a cohort.
 - a. **Motion** to approve by Gary Collis seconded by Lauren Rome. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.

2. **Student Conduct Policies and Procedures**, Gary Collis

I. New Documents:	II. Current Documents:
<ul style="list-style-type: none"> a. BP 5500 Standards for Student Conduct (Final for Senate) (pg. 15-18) b. AP 5520 Student Discipline Procedures (Final for Senate) (pg. 19-29) c. AP 5521 (Grade Penalty Procedures) (Final for Senate) (pg. 30-37) d. AP 5530 Student Rights and Grievance (Final for Senate) (pg. 38-48) e. BP 4231 Grade Changes (Final for Senate) (pg. 49) f. AP 4231 Grade Changes (Final for Senate) (pg. 50-51) 	<ul style="list-style-type: none"> a. BP 5529 (Student Conduct) (pg. 52-59) b. BP 5530 (Disciplinary Action) (pg. 60-63) c. BP 5531 (Due Process – Student Disciplinary Action) (pg. 64-74) d. BP 5532 (General Student Grievances) (pg. 75-81) e. BP 5533 (Student Grades or Grading Review Policy) (pg. 82-84)

- I. **AP 5520:** Days are defined as business operating days, excluding Saturdays, Sundays, and holidays. Page 20 will match the "business days" language. Faculty can assign an "I" grade immediately. Students can be marked down for cheating and this needs to be reported. Students have the right to due process and faculty can re-grade. Under the current policy faculty cannot assign an "F" if they cheated unless faculty run this by the disciplinary system. Admissions will assign an "RD.".
 - b. **Motion** to approve BP 5500 by Rebecca Shepherd seconded by Shane Ramey. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - c. **Motion** to approve AP 5520 with the understanding that it is subject to the change regarding the language defining "day" by Rebecca Shepherd, seconded Regina Blasberg. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - d. **Motion** to approve AP 5521 by Erica Seubert seconded by Shane Ramey. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous.

- Approved.
- e. **Motion** to approve AP 5530 by Gary Quire, seconded by Linda Beuregard Vasquez. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - f. **Motion** to approve BP 4231 by Thomas Gisel seconded by Todd Fatta. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - g. **Motion** to approve AP 4231 by Shane Ramey, seconded by Linda Beuregard. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - h. These policies are not approved until CPC adopts in February and the board approves in March.
4. AP 4235 (**Credit for Prior Learning**), Gary Collis
- II. **Motion** to approve AP 4235 by Regina Blasberg, seconded Garrett Rieck. Erin Delaney proxy for Jennifer Paris (yes, vote). Jennifer Thompson proxy for Jesse Vera (yes, vote). Unanimous. Approved.
 - III. AP 4235 will take effect in February.
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| I. Policy Review committee Summary for the Senate regarding revised AP (pg. 85-86)
II. AP 4235 (Final) (pg. 87-91) | III. AP 4235 (Existing AP) (pg. 92-96)
IV. AP 4235 (Compare version) (pg. 97-101) |
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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 4230 (**Grading and Academic Records Symbols**), Gary Collis
 - I. One page 109 to 115 there is a long BP which does not track the CCLC model. What was in the original BP was split, the BP was shortened and a more robust AP was written out. The reference to P/NP was removed as a few months ago a separate P/NP policy was adopted. Most of the substances in the policy are regarding the withdrawal process. There was a question regarding whether faculty can only assign a student the grade they sought. It was clarified that faculty cannot assign an "EW" and will need to stick to the "A, B, C, D, F, FW" format. For notation there is a notes column regarding "Credit by Exam" to determine what CPL was received by the student, for example a portfolio. On the back of the transcript, it will include a legend that defines the codes. These policies will return as an action item in February and can be discussed again.
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| V. Summary of Changes for the Senate (pg. 102)
VI. BP 4230 (Final for Senate) (pg. 103) | VII. AP 4230 (Final for Senate) (pg. 104-108)
VIII. BP 4230 (Current) (pg. 109-115) |
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- 2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
 - I. [Full-Time Faculty Professional and Instructional Evaluation](#) (pg. 116-119)
 - a. Current Classroom Visitation Report (pg. 120-123)
 - b. Online and Hybrid Visitation Report (pg. 124-127)
 - c. Senate suggested edits for fall 2025 (pg. 128-131)
 - o These documents needed to be revised as faculty were working off two reports, one for in person and one for online. The idea is to merge both documents. There is an obligation to attend to IDEAA principles. There is also a self-evaluation document. The district needs to adopt and define competencies for the IDEA principles and train faculty. With that guidance Senate leadership could infuse those into an evaluation instrument. However, until that time the Senate has an obligation to make this part of the evaluation instrument. Therefore, Lisa presented an edited version and additional edits were made.

- The area of having an evaluator review the syllabus was removed.
- Need to include *Regular and Substantive Interaction (RSI)*. This is for the asynchronous piece. It may be equitable to give an evaluator full access to the CANVAS shell. RSI may be noted as required when evaluating online courses.
- A suggestion was made to modify the category name to “*Written and Oral Communication and/or Online Interaction*.”
- Some feel the collegiality and institutional service should not be included in the *Self-reflection, Self-Evaluation* piece and more so in the faculty evaluation. Feedback on professional development can be noted as a narrative.

II. New Guide for Self-Evaluation Tenured and Tenured Track Faculty (pg. 132-133)

- a. Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 134-136)
- b. Senate suggested edits for fall 2025 (pg. 137)

M. Unfinished Business

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

5. IRC Discussion - Automated Book Adoptions
6. Web Design/Senate Sub-Committee pages update

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.

3. Tenure Committee Training Workshops
4. Department Chair Training Series Schedule
5. Academic Integrity Committee’s Statement on Faculty Use of Artificial Intelligence in Grading and Feedback
6. Primer on Academic Freedom
7. BP/AP 4300 (Field Trips)

O. Announcements

- Next Academic Senate Meeting Dates Spring 2026: Feb. 12th, Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
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- 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
- 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center

P. Adjournment: 5:02pm.

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

None

Program Viability Committee Summary

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

Voting Committee Members:				
Lisa Hooper	Committee Chair	X	Kathrina Almero-Fabros	Transfer Discipline Rep./At-Large Member A
Kelly Cude		X	VACANT	ASG Student Rep. A
Jason Burgdorfer	MSE, COCFA President	X		
Jaya George	Health Professions	A	Administrator Voting Members	
Jennifer Paris	CTE Rep/ECE Rep/SBS	X	Dr. Thea Alvarado	Interim Asst. Superintendent/CIO X
Jesse Vera	Enrollment Services /Counseling	A	Erin Tague	Assist. Superintendent/VP of Facilities A
Karl Striepe	SBS/Transfer Discipline Faculty	X	Jason Hinkle	Associate, VP, Business Services X
Ruth Rassool	Humanities (Adjunct)/AFT Designee	A	VACANT	Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support A
Tricia George	Curriculum Committee Chair/Humanities	X	A = Absent	X = Present

Guest:						
Christopher Boltz	X	Daylene Meuschke	X	Harriet Happel	X	Monica Shukla Belmontes X
Claudencie McCalister	X	Deanna Riveira	X	Jennifer Paris	X	Paul Wickline X
David Stears	X	Dianne Avery	X	Marilyn Jimenez	X	Regina Blasberg X

I. Routine Matters

1. Call to order: 10:01 am
2. Approval of the 11/13/2025 meeting minutes:
 - a. A correction will be made to reword the Chicano Feminist course to the “Chicana/Latina Feminism in Contemporary Society.”
 - b. **Motion** to approve the meeting minutes by Tricia George, seconded by Karl Striepe. Unanimous. Approved.
3. Approval of the Agenda:
 - a. Lisa shared that she would work on updating the administrative procedures so that we have some more clearly defined milestones.

II. Reports

1. Report #1: Construction Management and Build Inspection, Regina Blasberg & Claudencie McCalister
 - a. **Overview:** The Building Inspection Certificate has always existed before but as a single certificate. Consistent enrollment has always been a challenge. This may be due to the program not being comprehensive. This program may work for those students who only want to take a *Mechanical Code* class but not for completing a certificate.
 - b. **National Code Council (NCC):** Regina worked with the *National Code Council (NCC)* the organization recognized that there is no single path, academically for the position of City Building Official. This position oversees all permitting, code checking, plan checking and understanding construction and codes. The Building Official is the most senior position with a city or county. Inspectors work underneath or as part of this department. These individuals come in with different background and degree paths. Regina was in discussion with them and a college on the east coast to do a 2 + 2.

- c. **Program Pathway:** There is a need to develop a full degree pathway by adding additional code classes that are currently missing to have students move to an Inspector position. This prepares them for a contractor's license.
 - d. **Budget Requirement:** As a new program funding and large workload is required. The district must support the program. Given the current climate the idea is proceeding slowly.
 - e. **Current Construction Management Program:** The curriculum has been updated for the *Construction 101* course. There is an increase in units from 2 to 3 and they are offering courses for the first time this semester. The program submitted updates for *Construction 108* from 2 to 3 unit's class. Patrick and Tricia discussed that the approval for the courses will be on an early spring curriculum committee process. This aligns with the *Architectures Bachelors Program*. The 2-unit courses create some challenges with veteran's student when trying to obtain 15 units. The program realized that a 3-unit course works best. *Construction 108* will be in place for Fall 26. The program will work on new courses for the Inspection classes and electives. Course substitutions have been made for students who want to use the courses as electives for construction management.
 - f. **Challenges:** The program is small, and it is just Regina Blasberg and Claudenice McCalister and it has been challenging to find time to work on areas to move forward to the system. Regina was on sabbatical in spring 2025 and Claudenice stepped up in the spring. The program will look at next year to work on curriculum and will wait for the transition into the new system.
 - g. **Transition from in person to online program:** The other transition for the program is to move from in person to an online program.
 - h. **Building inspection Certificate & Degree Path:** Each of these areas will be their own. The difference is the GE. The LMI being reviewed is for the Inspector data. It will be the same coursework offered to both those students who want a degree and those who don't. The difference will be in the general ed.
 - i. **Advisory Committee Feedback:** Most codes update every 3 years and those have been done for the course. Updates to the program has never occurred and now the idea is to give it the breath of content. There is a total of 12 CA codes effective in Construction. Currently the program is only offering 4 which includes plumbing, mechanical, electrical and building codes. There are no residential codes. There are 8 codes that are not offered, such as energy efficiency and CAL green.
 - j. **Curriculum Updates:** An additional unit was added to the 108 course to deal with sustainability and incorporated into 101. Course 108 is more for codes and discusses codes in place and needed.
 - k. **Feedback from Regina Blasberg:** Regina is very grateful for all support from Claudenice and all faculty in the area. There is an agreement to maintain a certain standard and have online shells to share with adjuncts. The success of students is important as they go to the workplace.
 - l. **Budget Proforma:** At the inception of programs, it is best to be conservative with the budget proforma report. The program is looking to add 3 lecture classes and not looking for another full-time faculty. There is no significant cost increase. Claudenice may teach one course first to develop the material and then adjuncts can teach. These are low-cost classes. There is a 4-5 FTEs and will increase revenue with low expenses.
 - m. **Marketing Need:** The program requested additional support with marketing.
 - n. **Hy FLEX Course Modality:** The program determined that fewer students were enrolling in Hyflex. This format is no longer as effective for this program. The program needs to offer the course modality that will capture the larger enrollment.
 - o. **Next Steps:** If the program reaches another milestone with work product or if a certain amount of time has elapsed an updated will be required for the committee.
2. Report #1: Drafting for the Entertainment Industry, Chris Boltz & David Stears

- a. **Overall Update:** The program has received approval, scheduled the software but has not offered any courses. There is currently no data available to demonstrate how the program is doing.
- b. **Curriculum Update:** All curriculum has been written, approved and cataloged. There are 4 non-credit courses. This allows students to take a footstep into the industry.
- c. **Student and Industry:** One of the entry points for students is being an assistant to help clean up and make edits and being a studio assistant. AutoCAD and Vector works are the two programs used in industry. The focus is on techniques and computer codes that tell the computer what to generate.
- d. **Advisory Board Feedback:** The advisory board saw two issues.
 - i. One issue is the courses offered do not fully cover the software and instead just cover some pieces of it in short demos. There is a need for a course that teaches students the software.
 - ii. The second issue is with hiring people who know AutoCAD but don't know Vector Works or vice versa. The advisory committee developed a taskforce that wrote the content which Chris Bolts then finalized and forwarded to the Curriculum Committee.
- e. **NEW! 3 Certificates in Non-Credit:**
 - i. **Certificate in AutoCAD:** Requires NC. TTHR 020 and 021. The idea is for students to take the first level or both. The idea of the first level or both is to open a document and perform basic edits. The opening and editing of a document is quick, however the editing function is substantial as there are many tools needed to learn to edit a document.
 - ii. **Certificate in Vector Works:** Requires NC. TTHR 025 and 026.
 - iii. **Fundamental Certificate:** Requires NC. TTHR 020 and 025. The 020 and 025 courses are written in parallel and are almost identical. The second level courses are more advanced topics.
- f. **Mirroring of Courses:** The intent is to mirror courses. The Advisory Committee felt non-credit was the way to go as there is an area of repeatability. Vector Works and AutoCAD release a new version every year. The repeatability factor is to get students returning to the industry to update their skills every 3-4 years.
- g. **Mentry Hall Lab & Software Licenses:** There is a lab that Regina and Jason share on the 2nd floor of mentry. The level one courses are for learning how to open, edit and print documents. The Mentry lab has AutoCAD software. Vector works has a free lab license. Some software installations have begun with IT. Vector Works has 9-10 sub programs, but the program is looking for fundamentals and architecture. The spotlight is the theater related subprograms.
- h. **Number of Course seats:** In the past courses have been approved for traditional 35 and the district bought 12 licenses. The minimum lab license is more licenses than the room has. The hope is to hire industry professionals and focus on the professional work and working in a studio. There are several advisory boards who teach similar classes at institutions nearby. The last advisory meeting will send out the call soon for students to apply. There are two students who are very interested.
 - i. The advisory board likes meeting on a Monday night and will be a good night for industry folks.
 - j. **Theater Dept. Policy:** They only schedule non-credit courses on Monday night. These classes are short and are 4-6 weeks. The program is hoping to offer late spring.
 - k. **Next Steps:** The reason this came to PV was due to the software requirement. The hope is to address resources and the vision and what is needed to bring fruition.
- 2. **Pro Forma- Budgeting Tool:** The committee will discuss how to infuse the pro forma budgeting tool into milestones. Lisa will meet with Jason Hinkle. If the AP is updated, it needs to be live and function. Harriet can help with revising the AP policies due to the many CE programs that come through PV. Need to

reassure CE faculty that the committee and district are committed to both GE and CE and ensure better fiscal management. The hope is that the president and CEO decide when items go online.

3. **Committee Replacement:** Kelly Cude has stepped into Erika Torgeson's previous position and that of the Program Review chair. This is due to Erika now being the interim Director of Counseling.

- III. **Adjournment:** 11:05 am.



The Center for Excellence in Teaching and Learning Senate Update 2026

Prepared by Robert Wonser and Julie Johnson

CETL Steering Committee

School of Applied Technologies	Claudenice McCalister
School of Business	Lori Young
School of Health Professions	Kristi Miura
School of Humanities	Alexa Dimakos, Heather Maclean
School of Kinesiology, Health & Wellness, Fitness & Athletics	Garrett Reick
School of Mathematics, Sciences and Engineering	Erica Seubert, Alexandra Mokhnatkina, Teresa Ciardi, Rana Akiel, Heidi McMahon
School of Personal and Professional Learning	Garrett Reick
School of Public Safety	VACANT
School of Social and Behavioral Sciences	Michelle LaBrie and Karyl Kicenski
School of Visual and Performing Arts	VACANT
Online Education	Carol Johnston
The Learning Center	Chloe McGinley

In 2025, the Center for Excellence in Teaching and Learning (CETL) continued to deliver professional development and instructional training through multiple modalities, supported by campus collaborations with Online Education and the School of Personal and Professional Learning. Guided by our CETL Steering Committee, a subcommittee of the Academic Senate and in collaboration with the Office of Instruction, CETL remains committed to offering high-quality professional development *led by faculty, for faculty*.

CETL completed the following learning and growth opportunities for COC faculty in 2025. (Not a complete list)

2025 CETL Projects

- 1) **2024/2025 Enrollment in Non-Credit** - CETL offered 14 sections of faculty-led professional development with 154 students enrolled and a success rate of 89%.
- 2) **Non Credit Collaboration** - In collaboration with the School of Personal and Professional Learning CETL has trained more than 425 faculty and offered 42 sections of Non Credit education opportunities.
- 3) **Multiple Flex Sessions** - CETL offered multiple flex sessions in 2025 including *Why We Love Teaching*, *AI Coffee Breaks*, and most recently, *Groundhog Day with AI: Repetition and Rethinking AI in the Classroom* multiple dates
- 4) **Fully Asynchronous, Self-Paced Course** - 1 hour of Flex credit [Best Practices in Accelerated Learning](#) **CETL Completion Badges in Self-Paced Course** - These completion badges are used to help completers track their professional development through CETL. Badges are slowly being added to our other CETL courses.
- 5) **CETL Non Credit Certificates** CETL offers two Non Credit certificates that are invaluable for teacher preparation. The first is [Teaching Foundations Certificate](#) This 54 hour certificate includes a combination of offerings like Teaching Strategies, Introduction to Online Instruction (IOI), Culturally Responsive Teaching, Critical Thinking, Reading Strategies, and Assessment Strategies. Our second certificate is [21St Century Teaching Practices Certificate](#) that includes our newer courses like Teaching Project Based Learning and Teaching International Students
- 6) **CETL Advocacy**
 1. The CETL Steering Committee's recommendation **Best Practice in Syllabi** one pager for the campus is finalized and will be presented to the Academic Senate in Spring of 2026.
 2. Faculty Evaluations - With an eye always focused on equitable classroom practices, CETL continues to support the Academic Senate and COCFA's combined efforts to revise our Full Time Faculty evaluations.
- 7) **Future Instructors in Training (FIT)**: CETL continues to collaborate with Garrett Reick, HR and the FIT instructors to bring FIT into Non Credit course listings using CETL's NC.EDUC-100 Introduction to Teaching Strategies. The new Non Credit certificate is **Fundamental Teaching Skills for Higher Education**.
- 8) ****NEW CETL Course - NC.EDUC 112: Mindfulness Foundations for Educators** with Garret Reick
- 9) ****NEW CETL Asynchronous Course - Dual Enrollment in a College Class** - 2 hour flex credit (pending) in development - Self enrolled, asynchronous opportunity in Canvas
- 10) **Continued Updates to CETL Website:** www.canyons.edu/cetl Includes a calendar of classes, instructions for Non Credit enrollment, CETL Faculty bios and forms for new faculty interest.
- 11) **Ongoing Partnerships** - CETL is honored to work with the following Campus initiatives:
 1. Online Education - CETL continues to have a robust partnership with Online Education over HyFlex training, IOI certification and AI Flex Sessions.
 2. ePortfolios
 3. Civic Engagement - Project Based Learning
 4. Title V Grant - Empowering STEM students and faculty
 5. IDEAA Repository - CETL houses the IDEAA repository on our resources [page](#)
 6. Academic Freedom Committee - Series of conversations surrounding Academic Freedom and Best practices in syllabi, evaluations, and culturally responsive pedagogy.



Steering Committee Plans/Ideas Underway and upcoming for 2026-2027lude:

- 1) Continued **Coffee Break series** with AI in the classroom.
- 2) **Best Practices in Dual Enrollment** (being built) **Develop** a working UDL/Open Pedagogy checklist for the campus - Steering Committee
- 3) **Write** more CETL curriculum into Non Credit and offer another certificate option
 - a. IOI 2.0 - recruit new instructors and write curriculum

- i. Teaching in an AI World
 - b. Equity Minded Teaching Certificate
 - i. African American Student Success
- II. **Market and support** a [peer collaboration program](#) with Professional Development- Faculty can earn flex hours by partnering with a peer and unofficially evaluate one another to improve classroom practices.

CETL's Spring/Summer 2026 Calendar of Classes

Spring 2026

1.  Best Practices in Accelerated Learning - Fully Async Online [Self-Enrolled](#) and Self-Paced Hour Flex
2.  NC.EDUC 111 - OnlineLIVE - Linda Beauregard Vasquez March 2 - March 13 Synchronous sessions March 3rd and March 12th at 6pm on Zoom.
3.  NC.EDUC 101 - Reading Strategies - Erica Seubert 18 hours 100% Online - April 13th - May 23rd
4.  NC.EDUC 105 - Introduction to Online Instruction - Chloe McGinley April 20 - May 22
5.  NC. EDUC 108 - Teaching International Students - Heather Maclean
6.  NC.EDUC 107 - ePortfolios - Brittany Applen
7.  NC.EDUC102 - Assessment Strategies - Linda Beauregard Vasquez
8.  NC.EDUC100 - Introduction to Teaching Strategies - Victoria Leonard

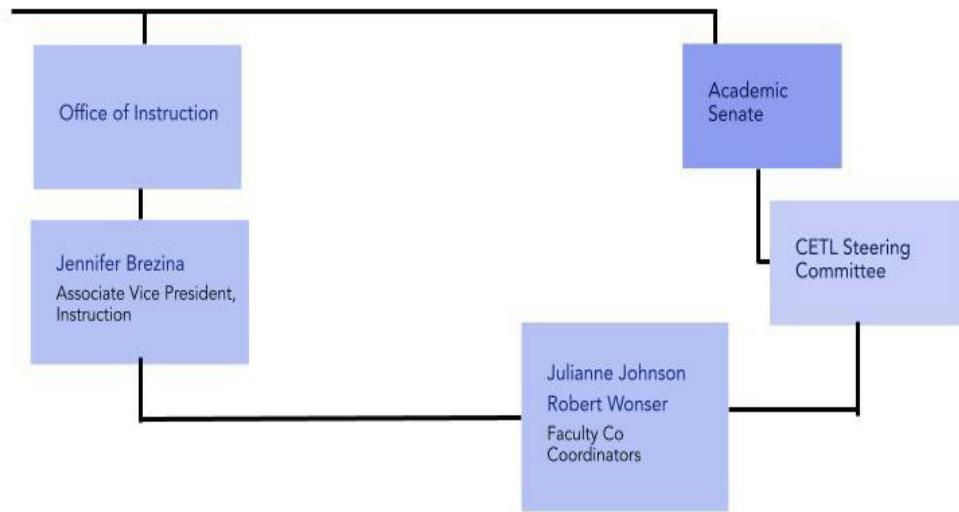
Summer 2026

9.  NC.EDUC103 - Critical Thinking Strategies - Dates TBD
10.  NC.EDUC 104 - Culturally Responsive Teaching - Heidi
11.  NC.EDUC 106 - Teaching Project Based Learning Dates TBD
12.  NC.EDUC 105 Introduction to Online Instruction - x2?
13.  NC.EDUC 111 - OnlineLIVE - right before fal

The CETL Steering Committee meets [on Zoom](#) on the third Monday of the month at 2pm. For [information](#) to join CETL, please email, cetl@canyons.edu.

CETL's 2026 Org Chart

Center for Excellence in Teaching and Learning Organization Chart



HUMAN RESOURCES OFFICE

Date: January 26, 2026

To: Lisa Hooper
President, Academic Senate

From: Desiree Chairez
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for **Milan Manorat**

Name: Milan Manorat

Position: Diagnostic Medical Sonography – Clinical Coordinator

Discipline Assignment: Diagnostic Medical Sonography (Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology)

The minimum qualifications for the discipline of Diagnostic Medical Sonography are:

- Possession of an unexpired California Community College Instructor Credential in **Diagnostic Medical Technology**.
- **OR** - Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment.
- **OR** - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment.

Required licenses/certifications:

- Must possess a current Registered Diagnostic Medical Sonographer (RDMS) credential.
- Must possess the credentials appropriate to the specific concentration they coordinate.
- Must have a minimum of two (2) years of clinical experience as a registered sonographer in the professional sonography fields.

Milan meets the minimum qualifications with:

- Bachelor of Science in Marketing from California State University, Northridge.
 - 8.25 years of experience as a Senior Ultrasound Technician II and Lab Instructor.
 - Valid ARDMS License (License #238492).
-

CC: Marilyn Jimenez

HUMAN RESOURCES OFFICE

Date: January 22, 2026

To: Alisha Kaminsky
President, Academic Senate

From: Teressa Soto
Senior Human Resources Generalist (Academic Personnel)

Subject: Additional Discipline Assignment – Kevin Larsen

Name: Kevin Larsen

Current Position on File: Manufacturing Technology Instructor

Requested Disciplines:

- Architecture
 - Graphic Design
-

The minimum qualifications for the discipline of Architecture:

- Possession of an unexpired California Community College Instructor credential in Architecture
OR
 - Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; **OR**
 - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.
-

Kevin Larsen meets the minimum qualifications for Architecture with:

- B.A. in Product Design from Art Center College of Design
 - Three (3) years of professional experience in Architectural Design, Graphic Design, and Production at Spectrum Land Planning.
-

The minimum qualifications for the discipline of Graphic Design:

- Possession of an unexpired California Community College Instructor credential in Graphic Design **OR**

- Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; **OR**
 - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.
-

Kevin Larsen meets the minimum qualifications for Graphic Design with:

- B.A. in Product Design from Art Center College of Design
- Three (3) years of professional experience in Architectural Design, Graphic Design, and Production at Spectrum Land Planning.

cc: Marilyn Jimenez

Memo

To: College of the Canyons Academic Senate
From: Gary Collis
Date: October 10, 2025
Re: BP/AP 4230 (Grading and Academic Record Symbols)

The Policy Review Committee recommends that the Senate endorse replacing COC's current BP 4230 (Grading and Academic Record Symbols) with a revised BP 4230 and a brand new AP 4230.

Current BP 4230 was last approved by the Board of Trustees in 2019. It does not follow the structure of the model documents provided by the Community College League of California (CCLC). The CCLC model BP was updated in 2021 and the model AP was updated in both 2021 and 2023, partly in response to Title 5 changes regarding withdrawals adopted by the Board of Governors in 2022. Thus, changes to COC internal documents are necessary. These are some of the most significant changes:

- The proposed documents would effectively split the content that is currently found entirely in a BP into a BP and an AP. The BP, as recommended by the CCLC, should normally be comparatively brief, which our current BP is not, and delegate much of the detailed rulemaking authority to the President, to be exercised through the shared governance processes. Placing procedural matter (i.e., the "how") into an AP allows for faster and easier updating as necessary because those changes need not receive board approval.
- The new, brief BP largely tracks model CCLC language, with a few modest language changes to the final paragraph. The final CCLC model paragraph was verbose (and seemed to repeat content that is more appropriately placed in the soon-to-be proposed AP regarding Credit for Prior Learning). COC's version would be shorter without changing the effect.
- The new AP will add W (Withdrawal), MW (Military Withdrawal), EW (Excused Withdrawal), I (Incomplete), and RD (Report Delayed) into the table at the top of the AP outlining the available evaluative symbols. Also, some of the language regarding withdrawals has been updated to reflect changes to Title 5, sec. 55023, et seq., governing various sorts of withdrawals, that the Board of Governors adopted in 2022 (some of which were implemented in response to the pandemic).
- The section on Pass/No-Pass grading was removed considering the proposed adoption of a stand-alone AP regarding Pass/No-Pass grading covering this subject, as the CCLC recommends.
- A section was added to address the use of "note code[s]" on transcripts to indicate Credit for Prior Learning.



BP 4230 Grading and Academic Record Symbols

References:

Title 5 Sections 55023 and 55050 et seq.

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog and made available to students.

The grading system shall include the "FW" grade for unofficial withdrawal.

The grading system shall include a note code for Credit for Prior Learning, when earned according to District policy and procedure.

Board Approved: _____

Next Review Date: _____



AP 4230 Grading and Academic Record Symbols

References:

Title 5 Sections 55023, 55024, 55051, 55052, and 55052.5

Symbols and Grade Points

Grades derived from the grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade point per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
SP	Satisfactory Progress toward course completion	Used for noncredit courses only and is not supplanted by any other symbol
W	Withdrawal	Units not counted in GPA
MW	Military Withdrawal	Units not counted in GPA or in progress standing

EW	Excused Withdrawal	Units not counted in GPA or in progress standing
I	Incomplete	Not a final grade. Units not counted in GPA or in progress standing.
RD	Report Delayed	Not a final grade. Units not counted in GPA or in progress standing.

The "FW" grade symbol

This symbol will be used to indicate a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

- A. For the purposes of calculating grade points, and for determining academic standing per District Policy 4250, the "FW" symbol will be treated in the same manner as the "F".
- B. For the purposes of determining course repetition per District Policy 4225. The "FW" symbol will be treated in the same manner as the "F".

Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following **non-evaluative symbols**:

Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the course may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor on the "Incomplete Grade Agreement," the form for which shall be made available by the Office of Admissions and Records and submitted by instructor of record. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

- A. The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.
- B. Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.
- C. An Incomplete may not be issued unless the withdrawal deadline for the course has passed.
- D. The instructor and student must mutually agree that the instructor can issue an Incomplete.

- E. The "I" symbol shall not be used in calculating units attempted or for grade points. However, the "I" is used when calculating progress probation and dismissal, in accordance with applicable District policy or procedure.
- F. The Office of Admissions and Records shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

In Progress (IP)

The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

- A. The "IP" shall not be used in calculating grade point averages.
- B. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the course length.

- A. In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.
- B. Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the course length upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

- C. No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of the course length, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the course length.
- D. For purposes of withdrawal policies, the phrase "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.
- E. The "W" shall not be used in calculating grade point averages, but excessive "W"s shall be used as factors in probation and dismissal, in accordance with applicable District policy or procedures.
- F. All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 24 months after the end of the term for which the student is requesting the withdrawal. This 24-month timeframe also applies to students who enroll in a class or classes and never attend.
- G. According to Title 5, section 55024, a "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.
- H. A "W" shall not be assigned to a student impacted by fire, flood or other natural disasters. Students so affected must petition the Academic Standards Committee to remove the "W."

Military Withdrawal (MW)

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."

- A. Military withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would a military withdrawal result in a student being assigned a "FW" grade.

- C. Military withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.

Excused Withdrawal (EW)

Excused withdrawals shall be allowed to students in extenuating circumstances at any time, upon petition of the student or their representative. "Excused Withdrawal" occurs when a student must withdraw from a course due to reasons beyond their control. The student must complete the Academic Standards Committee petition to request an EW for the course.

- A. Excused withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would an excused withdrawal result in a student being assigned a "FW" grade.
- C. Excused withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.
- D. An excused withdrawal shall be assigned if a determination is made that the student withdrew from a course due to unlawful discrimination or retaliation.
- E. An excused withdrawal shall be assigned if a student withdraws from a course due an extraordinary condition, as defined in Title 5, section 58509.
- F. Students shall not be denied an excused withdrawal due to a college's inability to respond to the petition or to provide sufficient assistance to mitigate the student's circumstances.

Credit for Prior Learning (CPL)

A note code shall be used on transcripts to denote Credit for Prior Learning, as defined by and earned according to District policy and procedure. The note code shall be described on the transcript legend.

BP4230 Grading and Academic Record Symbols

Reference:

Education Code Sections 76224; Title 5, Sections 55020 - 55025

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

4230.1 Symbols and Grade Points

The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
SP	Satisfactory Progress towards completion of the course	Used for noncredit courses only and is not supplanted by any other symbol

4230.2 Pass, No Pass Grading

The District may offer courses in either or both of the following categories and shall specify in the catalog the category into which each course falls:

- A. Courses wherein all students are evaluated on a "pass-no pass" basis.
- B. Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be

"pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.

C. All units earned on a "pass-no pass" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

D. Units earned on a "pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which "NP" is recorded shall be considered in probation and dismissal procedures.

E. Independent study courses may be graded on a "pass-no pass" basis in accordance with this policy.

F. For courses in which there is a single standard of performance for which unit credit is assigned, the "P/NP" grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.

4230.3 The "FW" grade symbol

This symbol will be used to indicate a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

A. For the purposes of calculating grade points, and for determining academic standing per District Policy 4250, the "FW" symbol will be treated in the same manner as the "F".

B. For the purposes of determining course repetition per District Policy 4225. The "FW" symbol will be treated in the same manner as the "F".

Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following non-evaluative symbols:

4230.4 Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record.

This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

- A. The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.
- B. Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.
- C. An Incomplete may not be issued unless the withdrawal deadline for the course has passed.
- D. The instructor and student must mutually agree that the instructor can issue an Incomplete.
- E. The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 4251, the "I" is used when calculating progress probation and dismissal.
- F. The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

4230.5: In Progress (IP)

The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

- A. The "IP" shall not be used in calculating grade point averages.
- B. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

4230.6: Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

- A. "RD" shall not be used in calculating grade point averages.

4230.7: Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the term.

- A. The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."
- B. In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.
- C. Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- D. No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the term.
- E. Withdrawal after the end of 75% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.

F. For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.

G. The "W" shall not be used in calculating grade point averages, but excessive "W"s as defined in District Policy 4251, shall be used as factors in probation and dismissal procedures.

H. All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 12 months subsequent to the end of the term for which the student is requesting the withdrawal. This 12-month timeframe also applies to student's who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for a maximum 12-month extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.

The maximum timeline for which the Academic Standards Committee will consider a petition is 24 months from the end of the term for which the student is requesting the late withdrawal, regardless of whether the student ever attended the course. If the appeal is approved, and the timeline extended, the Academic Standards Committee will review the petition at that time.

I. A maximum of 15 cumulative units taken at College of the Canyons may be notated as either "W," or drop without a "W," or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.

J. According to Title 5, section 55024, a "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.

K. A "W" shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the "W."

- L. The District will notify a student after the second withdrawal from a course of this policy and refer them to the Counseling Office. The Counseling Office will provide guidance to enable the student to successfully complete the course.

4230.8: Military Withdrawal (MW)

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a

"MW."

- A. Military withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would a military withdrawal result in a student being assigned an "FW" grade.
- C. Military withdrawals shall not be counted in the total ~~of~~ for the three withdrawal limitation ~~of~~ for any one course.

4230.9 Excused Withdrawal (EW)

"Excused Withdrawal" occurs when a student must withdraw from a course due to reasons beyond their control. The student must provide the college with documentation of the extenuating circumstance that cause them to no longer attend the course.

- A. Excused withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would an excused withdrawal result in a student being assigned a "FW" grade.
- C. Excused withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.

"Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before

the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

(2) Excused withdrawal shall not be counted in progress probation and dismissal calculations.

(3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

(4) In no case may an excused withdrawal result in a student being assigned an "FW" grade.

Board Approved: June 26, 2019

Next Review Date: Spring 2025

Statement on Faculty Use of Artificial Intelligence in Grading and Feedback

(Academic Integrity Committee – Draft)

Academic integrity is not limited to students. It is a professional obligation that extends to every member of the academic community, including faculty. Just as students must demonstrate honesty and accountability in their academic work, instructors must uphold those same principles in their evaluation of student learning.

The use of generative artificial intelligence (AI) tools to grade or provide feedback on student work constitutes a potential breach of academic integrity. Evaluating student performance is a core faculty responsibility that depends on disciplinary expertise, professional judgment, and ethical stewardship. When an instructor relies on an AI system to perform these evaluative duties—especially without disclosure or verification—it undermines the authenticity of assessment and compromises the trust that is fundamental to the teaching–learning relationship.

AI tools are not capable of human judgment or contextual understanding. They may introduce bias, hallucinated content, and errors; they may also store or transmit identifiable student data in ways that risk violating FERPA or other privacy protections. Uploading student work to external AI platforms not vetted by the institution may result in a breach of confidentiality and professional ethics.

While faculty may experiment with AI tools to improve workflow or explore new pedagogical methods, the evaluation of student learning must remain a human act—grounded in expertise, fairness, and transparency. Faculty bear full responsibility for any feedback or grades issued under their name.

In short, academic integrity requires that instructors complete the intellectual and evaluative work that defines their professional role. Artificial intelligence can assist in peripheral tasks, but it must never replace the informed, ethical, and accountable judgment of a qualified educator.

Academic Freedom: A Primer

College of the Canyons Committee on Academic Freedom (2025)

What is Academic Freedom?

Academic freedom, as defined by the American Association of University professors (AAUP), is the right of teachers and researchers in higher education to explore, discuss, and teach issues within their academic disciplines and publish research findings without interference from administrators, governing boards, political figures, donors, or other outside influences. It also protects faculty members' rights to participate freely in institutional governance, and to speak openly as citizens. This definition upholds and respects educators as professionals in their fields, and safeguards their academic work within the classroom, the institution, and in their research. It also affirms their right to express disagreement with institutional policies, both publicly and privately.

What are the origins of Academic Freedom?

The idea of academic freedom began in medieval European universities, where teachers wanted independence from church and government control so they could explore and share ideas freely. In the United States, the American Association of University Professors (AAUP) was founded in 1915 to protect these values. The AAUP's *1915 Declaration of Principles on Academic Freedom and Academic Tenure* set the first clear guidelines for protecting professors' rights to teach and research without fear of losing their jobs. The *1940 Statement of Principles on Academic Freedom and Tenure*, written with the Association of American Colleges, became a national standard for colleges and universities. Later, the *1970 Interpretive Comments* explained how the 1940 statement should be applied in modern situations, and the *1994 Statement on the Relationship of Faculty Governance to Academic Freedom* emphasized that faculty should have a role in making academic decisions. These key documents together show how the idea of academic freedom has developed over time to support open inquiry and fair treatment in higher education.

How Does Academic Freedom protect Me in the Classroom?

Academic Freedom allows instructors to approach their subject matter as they choose. Instructors have the ability to select materials, shape assignments and design their courses. This is the case even if the content of those courses is complicated or controversial.

In addition to course content and pedagogy, academic freedom also extends to the evaluation of student performance. According to the AAUP's *1940 Statement of Principles on Academic Freedom and*

Tenure, faculty members have the exclusive right to assign grades based on their professional judgment of a student's academic performance, free from undue pressure. This protection ensures that grading remains a matter of academic integrity and professional expertise, free from external influence.

Is Academic Freedom the same as Our First Amendment Right to Free Speech?

Academic freedom is distinct from the First Amendment right to freedom of speech. Academic freedom specifically protects the conduct, presentation, and discourse of educators and researchers related to their subject matter within the classroom or an academic setting. It also allows educators and researchers to critique their institutions, and the leadership of those institutions regarding policies or practices, without fear of professional repercussions. Importantly, academic freedom affords faculty members greater protection to apply scholarly expertise and engage in academic speech, while also holding them to higher standards. In contrast, the First Amendment protects every person's right to express themselves without interference or regulation by the government. This includes the freedom to speak or write freely without facing criminal or civil liability. Freedom of speech does not require academic expertise, nor is it limited to those with specialized knowledge.

What limits Academic Freedom here at COC?

As faculty working within the California Community College (CCC) system, there are some practical limitations to academic freedom which arise in this context. For example, California Legislative bills, such as [AB 705](#), [AB 1705](#), and [AB 1111](#), all of which dictate how we develop, sequence, and administer certain courses. Title 5 of the California Code of Regulations and the expansion and enforcement of that Title 5 law by the [California Community Colleges Chancellor's Office \(CCCO\)](#) also apply to COC. Within the guidelines of CCCCO, for instance, we must follow the guidebook, Program and Course Approval Handbook (PCAH) which restricts how we develop course outlines of record (COR). Further, we must abide by articulation, accreditation, and local COC agreements or contract language found in the [College of the Canyons Faculty Association \(COCFA\) and Part-time Faculty United American Federation of Teachers \(AFT\)](#).

What are some misconceptions of Academic Freedom Protections?

Academic freedom does not permit professors to do whatever they like in their courses. Communication which is not germane to an instructor's field of expertise, or is irrelevant to course content, has no claim to academic freedom protections. Further, academic freedom doesn't protect

professional misconduct, for example, an instructor who makes personally damaging or discriminatory comments, or harassment.

What Does Academic Freedom Imply for Faculty Expression Outside the Classroom?

While college and university teachers enjoy the same rights to freedom of expression outside the classroom as do other citizens, being a member of the academy carries with it certain expectations and duties. These duties are to one's institution, to one's profession, and to our respective disciplines, as related to what is appropriate in the pursuit of intellectual discovery. If a college or university administration objects to a faculty member's extracurricular verbal expression, it cannot constitute grounds for dismissal. When rare cases such as these arise, a faculty member's unfitness as a member of the college must be clearly demonstrated. This decision must be made by fellow colleagues who consider the faculty member's entire record as a teacher and scholar.

Why Does Academic Freedom Matter?

The principle of academic freedom is the basis for an open horizon of discovery in higher education on the part of faculty and students. It is what allows for an unrestricted academic search for understanding and truth, by encouraging robust dialogue within which scholarly voices may be heard and thoughtfully considered. It also allows for every challenging idea to be brought forward in response to such voices. There is a risk that such open investigation may bring discomfort at times and perhaps not a little confusion, but this is the process by which minds are sharpened and by which the ability to think clearly for oneself is developed. Any limit upon academic freedom opens the door to pressures from external entities whose interests may lie outside that scholarly pursuit of truth. Academic freedom provides the environment required to nourish and develop the habits of mind that are essential for a thriving democracy, and that allow students to think for themselves about fundamentally important topics. For these reasons and more, academic freedom is essential to the advancement of our society's common good.¹

¹ The content of this document is based upon the following articles located in, *American Association of University Professors (AAUP) Policy Documents and Reports* (John Hopkins University Press: 2015) See: "1915 Declaration of Principles on Academic Freedom and Academic Tenure" (3); "1940 Principles on Academic Freedom and Academic Tenure with 1970 Interpretive Comments," (23).