



College of the Canyons Academic Senate

April 30, 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/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Meeting ID: 829 4449 2894; Passcode: 305922

One tap mobile +1-669-444-9171 US; +M1-253-215-8782 US (Tacoma)

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:
 - Updates to existing Tenure Committees (pg. 11)
 - Renaming or rebranding of the MQE Committee to the Equivalencies Committee
5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, April 26, 2026 (pg. 8-10)
6. Approval of the Consent Calendar

I. Academic Senate Meeting Summary, April 16, 2026 (pg. 3-7)	II. Curriculum Committee Summary, April 23, 2026
--	--

B. Reports

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

1. Honors Committee Annual Chair Report, Chase Dimock
2. Academic Staffing Committee Annual Chair Report, Erik Altenbernd
3. Academic Senate Presidents Report, Lisa Hooper

C. Action Items

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

1. Academic Senate Academic Senate & Curriculum Committee meeting calendar for 26-27
 - Option #1-Hold Senate Retreat NOT during FLEX and instead on the first week of the semester (pg. 12)
 - Option #2-Hold Senate Retreat during FLEX (pg. 13)

D. Discussion

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

1. BP/AP 4025 (Philosophy and Criteria for Degrees and General Education), Gary Collis

- Policy Review Committee’s Executive Summary for the Senate regarding revised BP and AP 4025 and 4100 (pg. 14-15)
 - BP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 PRC Working Copy with Track Changes) (pg. 16-17)
 - AP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 PRC Working Copy with Track Changes) (pg. 18-20)
 - BP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 Final for Senate) (pg. 21-22)
 - AP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 Final for Senate) (pg. 23)
2. BP/AP 4100 (Graduation Requirements for Degrees and Certificates), Gary Collis
 - BP 4100 (Graduation Requirements for Degrees and Certificates) (2026 PRC Working Copy with Track Changes) (pg. 24)
 - AP 4100 (Graduation Requirements for Degrees and Certificates) (2026 PRC Working Copy with Track Changes) (pg. 25-32)
 - BP 4100 Graduation Requirements for Degrees and Certificates (2026 Final for Senate) (pg. 33)
 - AP 4100 Graduation Requirements for Degrees and Certificates (2026 Final for Senate) (pg. 34-40)
 3. Academic Dishonesty & Student Conduct Processes Following District Policy Updates, Dr. John LeJay II & Clinton Slaughter
 4. [Adjunct Advisory Council](#), Dr. David Vakil, Ruth Rassool & Lisa Hooper

E. Unfinished Business

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

1. Web Design/Senate Sub-Committee pages update

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. Academic Accommodations Faculty Liaison
2. Academic Senate Discipline Memos
3. Blue Bird Resource Presentation
4. Tenure Committee Training Workshops

G. Announcements

1. Next Academic Senate Meeting Dates Spring 2026: May 14th & May 28th
2. [2026 ASCCC Non-Credit Institute](#), April 30th – May 1st, San Jose Marriot
3. **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm in the Intercultural Center
4. [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
5. [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center
6. [2026 CAL OER Conference](#), July 29th to 31st, Zoom.
7. [2026 Fall Plenary Session](#), Nov. 5th – 7th, Grand Bay Hotel San Francisco, 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 April 16, 2026

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	<i>Regina Blasberg proxy for Gary Quire</i>	X
Vice President	Garrett Rieck	X	Learning Resources Senator	<i>Collete Salvatierra proxy for Jennifer Thompson</i>	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	<i>Erin Delaney proxy for Alene Terzian-Zeitounian</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	<i>Gary Collis proxy for Rebecca Shepherd</i>	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	<i>Ann Marchesan proxy for Jesse Vera via Zoom</i>	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	A	X= Present	A= Absent	

Non-voting Members			
Dr. David Vakil (Interim, CIO)	X	Jennifer Brezina VP of Instruction	X
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)	A
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative	A

Guest							
Amy Foote	X	Dan Portillo	X	Eric Smith	X	Michell Holland	X
Brenda Thompson	X	Deanna Riveira	X	Erika Torgeson	X	Siane Holland	X
Claudenice McCalister	X	Dianne Avery	X	Kelly Bronco	X	Velia Jimenez	X
Clinton Slaughter	X	Dilek Sanver-Wang	X	Mary Powell	X		X

A. Routine Matters

1. Call to order: 3:00pm
2. Public Comment
 - I. **Article on Artificial Intelligence:** Mike Harutunian has been teaching his C1000 Writing Class with special attention to student's use of AI. There is article regarding a study that

was commissioned by Grammarly. There is argument that within the next 2 years everyone will be using adaptive learning platforms, academic digital credentials and education analytics logistics for higher education. Mythos by Anthropic can-do programming better than any human being and will be developed by AI. We are moving towards AGI.

- II. **Welding Program Rodeo:** The Welding program participated in an outreach event at Mojave High School under the leadership of Tim Baber, Harriet Happel, and dean Dr. Monica Shukla Belmontes, hosting a Welding Program Rodeo. Approximately 30 students participated, and they had a great time.
- III. **20 Year Anniversary of Land Surveying Celebration:** This event will take place on Saturday in the UCEN lobby. There are 60-70 people RSVP'd, there will be a student panel and lunch. The program has produced 18 fully licensed surveyors. It takes 8 years for students to obtain a license. There are 11 + at the first step of the process for licensure which is a testament to the quality of this program.

3. Approval of the Agenda

- I. **Motion** to approve the agenda by Jessica Crowley seconded by Tom Gisel. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.

4. Committee Appointments:

- I. Michaela Blain, Non-Credit Curriculum Committee

5. Sub-Committee Summaries:

- I. Program Viability Committee meeting summary, March 26, 2026 (pg. 8-11)

6. Approval of the Consent Calendar

- I. A correction was made to the Curriculum Committee summary from April 2nd. There was an error regarding the new Filmmaking associate's degree. Theater 141 was listed but it should be Theater 144.
- I. **Motion** to approve the consent calendar by Lauren Rome, seconded by Linda Beauregard-Vasquez. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.

a. Academic Senate Meeting Summary, March 26, 2026 (pg. 3-7)	b. Curriculum Committee Summary, April 2, 2026
--	--

B. **Reports**

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

1. Committee for Assessing Student Learning (CASL), Mary Powell (pg. 12-17)

- I. The CASL committee has focused on continuing the ongoing work on assessment reporting, new assessment training, and loop closing. The eLumen software is going away at the end of June. A pilot was run with the eLumen Insights platform that will run on top of CANVAS. The pilot was not successful, and the committee is looking into other software programs such as the SLO cloud and CANVAS Outcomes. A group will meet in April to discuss software options. Mary Powell and Evis Wilson are available to meet with faculty who need help with SLO assessment recording. If someone cannot enter their SLO assessment data by the June 5th deadline, the suggestion is for faculty to

hold on to their assessment. A suggestion was made to see if the district can extend the deadline to allow for an extra week. Special thanks to Mary Powell for all her work.

2. ASCCC Artificial Intelligence Conference Update, Dr. Shane Ramey (pg. 18)

- I. Special thanks to Dr. Shane Ramey for attending the AI Conference on behalf of the Senate. Shane spoke with the representatives at the State Chancellor's Office on the impact of AI with authentic assessment. It was confirmed that online classes "are not going away." Some concerns were shared regarding a possible faculty workload issue with authenticating students and with faculty accommodating the presence of AI and dismissing the COR. However, there was a reminder that the Academic Freedom Committee brought forward the [Primer on Grading and AI](#) to the Senate. Faculty must teach students what is in the COR.

3. Academic Senate Presidents Report, Lisa Hooper

- I. Lisa outlined the concept of reactive inhibition and how there can be a decrease in performance when too much is "thrown" at someone. Lisa shared that she has declined participation in various other groups to allow her more time to focus on the work of the Senate. Lisa will step off the Planning and Student Success PAT's for the 26-27 academic year and focus on the work of the Senate and revising the Program Viability processes.
- II. **NSF grants:** Special thanks to both Stephany Meredith and Patricia Foley for all their work on the NSF grant.
- III. Lisette Godinez was recognized as the outstanding classified employee at the BOT meeting and this nomination has been promoted for state level consideration. We congratulate Lisette and thank her for her distinguished service.

4. Vice President Report, Garrett Rieck

- I. **Full-Time Faculty Office Lottery:** The deadline is Thursday April 23rd at 12:00pm. If anyone wants to see an office, please reach out Garrett to coordinate and tour the office.

C. Action Items

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

1. Additional discipline of Noncredit for Heather Maclean (pg. 19)

- I. Lisa clarified that if a faculty member is recognized as having met the minimum qualifications in an additional discipline, this does not mean they will teach in this additional area. A correction will be made to the discipline memos to list Lisa Hooper as Academic Senate President.
- II. **Motion** to approve the additional discipline of Noncredit by Garrett Rieck, seconded by Shane Ramey. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.

2. Additional discipline of Noncredit for Heidi McMahan (pg. 20)

- I. **Motion** to approve the additional discipline of Noncredit by Regina Blasberg, seconded by Erica Seubert. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.

3. Additional discipline of Health for Sarah Etheridge (pg. 21)

- I. **Motion** to approve additional discipline of Health Science by Linda Beauregard-Vasquez seconded by Tom Gisel. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.
4. Resolution in Support for AB 2236, Jesse Vera & Wendy Brill-Wynkoop (pg. 22-23)
- I. Jesse Vera followed up with Berman’s office to inquire as to why the articulation specialist was called out in the AB 1111 bill as many felt this was not needed. The bill has now moved to the Higher Education Committee with a 14 to 0 vote and has moved to the State Assembly.
 - II. **Motion** to approve by Regina Blasberg seconded by Erin Delaney. Gary Colis proxy for Rebecca Shepherd (yes, vote); Erin Delany proxy for Alene Terzian (yes, vote); Collete Salvatierra proxy for Jennifer Thompson (yes, vote); Ann Marchesan for Jesse Vera (yes, vote). Unanimous. Approved.

D. Discussion

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

1. [Presentation on Standardized Attendance Accounting](#), Jennifer Brezina
 - I. The new calculation method for summer of 26 is not determined on how a class is scheduled but on the hours listed in the COR. Special thanks to Tricia and Patrick in Curriculum for all their work in the fall to help get lecture and lab hours added to the COR where necessary. The chancellor’s office sent out an FAQ. The result of these changes is that certain sections may have to extend their class time in the schedule when the semester has (multiple) holidays impacting that section. It was suggested to bring these changes forward at an upcoming IAC meeting to outline how to calculate the hours. The slides will be shared with everyone.
2. Academic Senate Academic Senate & Curriculum Committee meeting calendar for 26-27
 - I. **Option #1**-Hold Senate Retreat NOT during FLEX and instead on the first week of the semester (pg. 24)
 - II. **Option #2**-Hold Senate Retreat during FLEX (pg. 25)
 - The way that senate and curriculum meetings are ordered in intentional as senate needs to meet to approve the work of the curriculum before it can move to the BOT. Two possible meeting calendars were presented with one option to host the retreat during FLEX week. It was clarified that the Non-Credit Curriculum committee does not scheduled meeting on the same day as the Curriculum committee. There was a question regarding if there is an option to hold the retreat during FLEX that is not on a Thursday from 3-5pm as various department hold their retreats. Lisa suggested the Senate review the calendars as they will return for a vote at the next meeting.

E. Unfinished Business

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

- Web Design/Senate Sub-Committee pages update

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.

- Adjunct Advisory Council
- Tenure Committee Training Workshops

- Academic Accommodations Faculty Liaison
- Blue Bird Resource Presentation

G. Announcements

- Next Academic Senate Meeting Dates Spring 2026: April 30th, May 14th & May 28th
- **Faculty office Lottery**, office allocation timeline, Mon. April 13th to April 23rd
- **Faculty Award Nominations**, the nomination period ends Thursday, April 16, 2026, at 5:00pm.
- 2026 ASCCC Non-Credit Institute, April 30th – May 1st, San Jose Marriot
- **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm
- 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
- 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center

H. Adjournment: 5:00 pm.

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

Program Viability Committee Summary

April 16, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	<i>Committee Chair</i>	X	VACANT	<i>Transfer Discipline Rep./At-Large Member</i>	A
Kelly Cude	<i>Program Review Faculty Chair (and/or MSE Faculty Dept. Chair)</i>	X	VACANT	<i>ASG Student Rep.</i>	A
Jason Burgdorfer	<i>MSE, COCFA President</i>	X			
Jaya George	<i>Health Professions</i>	A	Administrator Voting Members		
Jennifer Paris	<i>CTE Rep/ECE Rep/SBS</i>	X	David Vakil	<i>Interim Asst. Superintendent/CIO</i>	X
Jesse Vera	<i>Tricia George proxy for Enrollment Services /Counseling</i>	X	<i>Jason Hinkle proxy for Erin Tague</i>	<i>Assist. Superintendent/VP of Facilities</i>	X
Karl Striepe	<i>SBS/Transfer Discipline Faculty</i>	X	Jason Hinkle	<i>Associate, VP, Business Services</i>	X
Ruth Rassool	<i>Humanities (Adjunct) Representative</i>	X	VACANT	<i>Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support</i>	A
Tricia George	<i>Curriculum Committee Chair/Humanities</i>	X	A= Absent	X = Present	

Guest:							
Dianne Avery	X	Jennifer Brezina	X	Marilyn Jimenez	X	Nadia Cotti	X
Daylene Meuschke	X	Deanna Riviera	X	Monica Shukla Belmontes	X	Lak Dhillon	X

I. Routine Matters

1. Call to order: 10:02 am.
2. Approval of the 3/26/2026 meeting minutes
 - i. **Motion** to approve the meeting minutes by Dr. David Vakil seconded by Ruth Rassool. Unanimous. Approved.
3. Approval of the Agenda

II. Reports

1. **Final Report:** Diagnostic Medical Sonography, Lak Dhillon & Nadia Cotti
 - i. **Fall 25 Cohort:** The last fall cohort started with 16 students. Two students couldn't continue due to health issues. Students requested additional scan time and some non-credit classes were added to provide this time.
 - ii. **NC.DMS100 Fundamentals of Sonography Course:** This course helps students explore sonography and the program has had great success and has filled every section offered. There is another course that is paired with this one, *Health Professions* which prepares students for the certificate. Students can obtain 10 extra points in the application rubric by completing this NC certificate.
 - iii. **Physical Resources:** The Lab was renovated at CCC. There are 8 GE Versana Ultrasound units equipped with linear and curvilinear transduction. This helps students learn how anatomy and its function. Two students can work on a single machine, up to a maximum of three. The program is written for 18-24 students max.

- iv. **Body works Course:** Unlike other local programs COC competes with many private programs in the valley. Students in our program will be able to detect pathology given our equipment which will distinguish them from graduates in the valley programs.
- v. **Program Website:** This has evolved well. All information is there and is easily accessible. Applications opened yesterday and due to a large interest, the program left the application open for 3 weeks. Lak has no doubt the next cohort will be full.
- vi. **Curriculum Updates:** There is a final read for April 28th for two classes, Abdomen and OBGYN & Vascular.
- vii. **Human Resources:** Milan Minorat, the new faculty coordinator, has been doing well and has helped with recruiting more students. Many adjuncts hired are working professionals. The program has had to constantly shift the schedule to accommodate instructor availability due to their other jobs.
- viii. **Challenges:** The challenge has been in obtaining clinical sites. On-campus the program can handle 50 students, but the program does not have that many clinical placements at this time. The clinical sites dictate the growth of the program..
- ix. **Clinical sites:** The program currently has 5 clinical site. All are hospital sites. Clinical site development is the biggest issue. The program needs more clinical sites because just because a program is a contracted site that program does not have to take students. Jason described the process by which the district vets the contracts with clinical sites, ensuring the district isn't exposed to unnecessary liability.
- x. **Growth of the Program:** UCLA and Kaiser would like to work with the COC program to develop contracts. A second cohort will begin in August. There will then be 2 cohorts running simultaneously. Beyond two cohorts, if the program wanted to grow, more resources would have to be committed.
- xi. **Advisory Committee:** There is an Advisory board meeting that will take place to enhance the support of the program. There was an advisory committee established prior to hiring Lak Dhillon as the program was brought forward to PV before he was hired. Many of the original members of the committee are no longer serving on this advisory board. There are new members who are all industry experts. It is also an accreditation requirement to have people in the profession. Lak believes the current iteration of the DMS advisory board is functioning well.
- xii. **COC vs. Other CCC programs:** The COC program is a bit of hybrid. Lak modeled the program after Cypress College. However, Cypress is different as they start clinicals with students who have no experience. The industry members here in this community want students who are a bit more prepared, so the first year of our program is all didactic.
- xiii. **Advanced Sonographic Practices Course:** If an industry partner states that students are not very good in given area or skill, this course will allow students more practice in those areas to get them ready for industry and licensure.
- xiv. **Labor Market Report:** Most programs focus on OBGYN area.
- xv. **Course Time Blocks:** There are petitions that can be made and there is a potential to look at different structures of classes regarding time blocks. The time block is to ensure that students taking courses can do so without considerable overlap.
- xvi. The past practice has been to have a final report until the first cohort of students has taken place. Dr. Nadia Cotti expressed appreciation for PV taking time to learn about this program.
- xvii. **Motion** to approve Diagnostic Medical Sonography by Tricia George, seconded by Kelly Cude. Tricia George proxy for Jesse Vera (yes, vote). Jennifer Paris left the meeting early but confirmed her vote was a "yes." Unanimous. Approved.

III. Discussion

1. Possible refinements to the Program Viability and AP process, Lisa Hooper

- i. **Overview:** The committee's job is to address the "need" for a new program and how that need is demonstrated. Colleges have been encouraged to develop programs that other nearby colleges already have. Need to include more detail for proposers regarding what information is necessary to bring a program from idea to course offerings.
- ii. **Pro Forma:** This was developed to help address resource needs. Jason Hinkle worked with Garrett Rieck to work on a form for the NC side. One of the tasks is to weave the pro-form prompts into the document for program initiation. Need to also learn as a committee how to analyze resources considerations. What we see in the initial presentation vs. requirements can be different.
- iii. **Program Revitalization:** This is for programs that already exist and the curriculum is sufficient, but it needs more resources to function.
- iv. **Discipline Expertise:** Discipline experts write curriculum. Many proposals were written by faculty champions who did not have discipline expertise for the area being presented. Should we require that a discipline expert be consulted? Absent an expert contribution, is hard to know if the proposal accurately describes the programmatic needs. Advisory boards are helpful, but they are not experts in writing curriculum.
- v. **Create, Merge, Split Departments:** It is unclear as to what evidence is necessary to justify these actions? What evidence would justify the splitting of a department? There has been some confusion and overlap regarding a faculty director versus a department chair. Need to think about the criteria for the creation or splitting of a department.
- vi. **Final Approval for Program:** It was shared that some feel that there should not be a final approval of a program until the the completion of a cohort. What does viability mean if there is a second graduating class and a program is deemed not viable? Could a program trigger other PV processes such as modification or revitalization? Do we discontinue the program or monitor? Could a program exist for 6 years before it receives final approval and report out 3 times? Should the committee move to milestones? A suggestion is to have changes phased in. The committee could assign PV-equivalent of catalog rights to programs that began under "old" rules.
- vii. If a new program is proposed is there any level of validation of the program design before it comes to the PV committee? Is there space for an advisory board or subcommittee (including discipline experts) to vet the set-up, accreditation requirements etc. before it comes to the PV committee? Is PV's focus on how to support the program and its success at COC or to make sure a program is valid?

IV. **Adjournment:** 11:35 am.

V. **Adjournment:** 11:49 pm.

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

Note: Changes to existing Tenure Committees are noted below in **bold font**.

Tenure Committees 2025-2026 (as of 04.22.26)							
Last Name	First Name	School/Department	Committee Chair	Peer Evaluator	Administrator	FT Faculty Hire Date	Status
Morris	Anthony		Aivee Ortega	Pamela Williams-Paez SP 2026; Justin Hunt (Fall 2026)	Clinton Slaughter	7/1/2024	2nd year
Dhillon	Lak	Diagnostic Medical Sonography Faculty Director	Tina Waller (Spring 2026); Heather Dotter (Fall 2026)	Larry Alvarez	Nadia Cotti	8/11/2023	3rd year

OPTION 1 2026/2027 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2026/2027					
Fall 2026			Spring 2027		
<i>Meetings occur on Thursdays in the FACULTY CENTER: BONH 330 (3:00 pm to 5:00 pm)</i> <i>Hold Senate Retreat NOT during FLEX and instead during the first week of fall 2026 semester.</i>					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat <i>(FLEX week Friday, Aug. 14th to Thurs, 20th) (First Day of Fall 26, Aug. 24 Monday)</i>	Aug. 27 WEEK 1	February	Senate 8 <i>(FLEX Week Feb. 1st to 5th) (First Day of Spring 26, Feb. 8 (Monday)</i>	Feb. 11 WEEK 1
September	Curriculum 1	Sept. 03		Curriculum 8	Feb. 18
	Senate 1	Sept. 10	Senate 9	Feb. 25	
	Curriculum 2	Sept. 17	Curriculum 9	March 04	
	Senate 2	Sept. 24	Senate 10	March 11	
October	Curriculum 3	Oct. 01	March	Curriculum 10	March 18
	Senate 3	Oct. 08		Senate 11	March 25
	Curriculum 4	Oct. 15		Curriculum 11	April 01
November	Senate 4	Oct. 22	April	Spring Break – NO MEETING April 5-11 (Mon. to Sun.)	April 08
	Curriculum 5	Oct. 29		Senate 12	April 15
December	Senate 5	Nov. 05	May	Curriculum 12	April 22
	Curriculum 6	Nov. 12		Senate 13	April 29
	Senate 6	Nov. 19		Curriculum 13	May 06
December	Thanksgiving – NO MEETING	Nov. 26	May	Senate 14	May 13
	Curriculum 7	Dec. 03		Curriculum 14	May 20
	Senate 7	Dec. 10 WEEK 16	Senate 15	May 27 WEEK 15	
	Last Day of Fall Semester	Dec. 12 <i>(Saturday)</i>	June	Senate Collegial Celebration Last Day of Spring Semester	June 3 (Thurs.) WEEK 16

Approved by the Academic Senate TBD

OPTION 2 2026/2027 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2026/2027					
Fall 2026			Spring 2027		
<i>Meetings occur on Thursdays in FACULTY CENTER: BONH 330 (3:00 pm to 5:00 pm)</i>					
<i>Hold Senate Retreat during FLEX</i>					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat <i>(FLEX week Friday, Aug. 14th to Thurs, 20th) (First Day of Fall 26, Aug. 24 Monday)</i>	Aug. 20 FLEX WEEK	February	Senate 8 <i>(FLEX Week Feb. 1-5) (First Day of Spring 26, Feb. 8 (Monday))</i>	Feb. 11 WEEK 1
September	Curriculum 1	Aug. 27		Curriculum 8	Feb. 18
	Senate 1	Sept. 03	Senate 9	Feb. 25	
	Curriculum 2	Sept. 10	Curriculum 9	March 04	
	Senate 2	Sept. 17	Senate 10	March 11	
October	Curriculum 3	Sept. 24	Curriculum 10	March 18	
	Senate 3	Oct. 01	Senate 11	March 25	
	Curriculum 4	Oct. 08	Curriculum 11	April 01	
November	Senate 4	Oct. 15	Spring Break – NO MEETING April 5-11 (Mon. to Sun.)		
	Curriculum 5	Oct. 22	Senate 12	April 15	
December	Senate 5	Oct. 29	Curriculum 12	April 22	
	Curriculum 6	Nov. 05	Senate 13	April 29	
	Senate 6	Nov. 12	Curriculum 13	May 06	
December	Curriculum 7	Nov. 19	Senate 14	May 13	
	Thanksgiving – NO MEETING		Curriculum 14	May 20	
	Senate 7	Dec. 03 WEEK 15	Senate 15	May 27	
	Last Day of Fall Semester	Dec. 12 <i>(Saturday)</i>	JuJune	Senate Collegial Celebration Last Day of Spring Semester	June 3 (Thurs.) WEEK 16

Approved by the Academic Senate TBD

O: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: April 21, 2026
RE: Proposed Revisions to BP/AP 4025 (Philosophy of Degrees and General Education) and BP/AP 4100 (Graduation Requirements)

The proposed revisions update BP and AP 4025 and 4100 to align with new Title 5 regulations (Section 55090, et seq.) that permanently authorize California Community Colleges, including College of the Canyons, to offer allowable baccalaureate degrees. The changes formally incorporate bachelor's degrees into District policy, establish legally mandated unit, general education, and residency standards, and extend the District's educational philosophy to the baccalaureate level, including a focus on workforce needs. The revisions also clean up existing associate degree and certificate provisions for consistency and compliance.

The following outlines key changes to each document:

1. **BP 4025** (Philosophy of Degrees and General Education)
 - a. Declares that the District may offer baccalaureate degrees.
 - b. Clarifies that the same core educational philosophy applies to baccalaureate programs, with the proviso that those programs must address unmet local and regional workforce needs.

2. **AP 4025** (Philosophy of Degrees and General Education) – (The primary rationale for the extent of the changes to this AP is to align more closely with the CCLC template AP)
 - a. Reinforces workforce alignment requirement.
 - b. Simplifies description of GE areas, consistent with the CCLC template for this AP, including:
 - i. English/communication/critical thinking
 - ii. quantitative reasoning
 - iii. arts/humanities
 - iv. social sciences
 - v. natural sciences
 - vi. Ethnic Studies
 - c. Some GE courses must be baccalaureate-level, reflecting updated Title 5 requirements.

3. **BP 4100** (Graduation Requirements for Degrees and Certificates)
 - a. Declares that the District now grants baccalaureate degrees.

4. **AP 4100** (Graduation Requirements for Degrees and Certificates)
 - a. Establishes requirements for bachelor's degrees:
 - i. 120 total units

- ii. Minimum 40 upper-division units
 - iii. At least 9 units of upper-division general education
- b. Defines upper-division coursework
 - i. Emphasizes critical thinking, writing/oral communication, and applied learning (internships, capstones, etc.)
- c. General Education for Bachelor's Degrees
 - i. Requires:
 1. GE from at least two disciplines outside the major
 2. One area must emphasize communication or computation
 - ii. Allows:
 1. Cal-GETC to satisfy lower-division GE
 2. Prior bachelor's degree to waive GE requirements
- d. Residency and Academic Standards for baccalaureate degrees:
 - i. Requires:
 1. Minimum 12 upper-division units in residence
 2. Minimum 2.0 GPA
 3. "C" or better in upper-division major courses
- e. Credit Rules
 - i. Clarifies:
 1. Credit for prior learning (CPL)
 2. Transfer credit applicability
 3. Limits on double-counting GE courses
- f. Cleans up inconsistencies and improves clarity regarding associate degrees.



References

~~Title 5 Section 55061;~~
~~ACCJC Accreditation Standard 2~~

BP 4025 Philosophy and Criteria for ~~Associate Degrees~~ and General Education

References

Title 5 Section 55061 and 55090, et seq.;
ACCJC Accreditation Standard 2

College of the Canyons is dedicated to the philosophy that all students will receive the highest quality education possible. Doing so should ensure learning experiences that will enhance students' academic and career opportunities as well as develop a sense of inclusion, diversity, equity, accessibility, and antiracism, civic awareness, and global responsibility. Courses that are designated to fulfill the general education requirements shall meet the following philosophy.

1. The awarding of an ~~Associate Degree~~ degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures, times, and populations, including those which have been traditionally marginalized; to achieve insights gained through experience in thinking about ethical problems; and to strengthen the capacity for self-awareness, sensitivity to the experience of others, and leadership.
2. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to prepare to enter the workforce and/or to develop an interest in lifelong learning.
3. Central to a ~~n Associate Dd~~ degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this

knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live, applying the skills developed through general education curriculum to navigate the world of work in a multicultural and increasingly technological world. In addition, general education should offer many starting points for understanding the world around us, including developing critical thinking skills, which students can then develop through lifelong learning.

4. In establishing or modifying a general education program, the District shall create coherent and integrated educational requirements through contextualized learning opportunities such as project-based learning, internships, and apprenticeships as well as inter, multi-, and cross-disciplinary approaches as appropriate. General education programs should involve active examination of proposed solutions to world problems.

5. The District may offer baccalaureate degrees. The District's philosophy on general education shall extend to the baccalaureate degree, and the District's goals for the baccalaureate shall include addressing unmet local and regional workforce needs.

6. The CEO of the Santa Clarita Community College District shall establish procedures to ensure that courses used to meet general education and ~~Associate-D~~egree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.



AP 4025 Philosophy and Criteria for Associate Degrees and General Education

References:

Title 5 Section 55061 and 55090 et seq.;
ACCJC Accreditation Standard 2

1. The programs of the District shall be consistent with its institutional mission and purpose, and its community's demographics and economics, while developing a sense of diversity, equity, inclusion, civic awareness, and global responsibility.
2. The philosophy and criteria regarding degrees reference the policy of the Board of Governors that degrees symbolize a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively orally and writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.
3. The District's baccalaureate degree goals shall, in addition to the above matters, include addressing unmet local and regional workforce needs.
4. The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:
 - General education is designed to introduce students to the variety of means through which people comprehend the modern world.
 - General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

~~Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A course may only meet the requirement for a given general education~~

~~area once and shall not count towards multiple general education requirements for the same student. The requirements are:~~

- ~~(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester units) including:
 - ~~(A) English Composition (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.~~
 - ~~(B) Oral Communication and Critical Thinking (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.~~~~
- ~~(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.~~
- ~~(3) Arts and Humanities (minimum of 3 semester units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.~~
- ~~(4) Social and Behavioral Sciences (minimum of 3 semester units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.~~
- ~~(5) Natural Sciences (minimum of 3 semester units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.~~

~~(6) Ethnic Studies (minimum of 3 semester units). Courses fulfilling this requirement may include baccalaureate level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.~~

Revised xx/xx/xx
Approved xx/xx/xx



BP 4025 Philosophy and Criteria for Degrees and General Education References

Title 5 Section 55061 and 55090, et seq.
ACCJC Accreditation Standard 2

College of the Canyons is dedicated to the philosophy that all students will receive the highest quality education possible. Doing so should ensure learning experiences that will enhance students' academic and career opportunities as well as develop a sense of inclusion, diversity, equity, accessibility, and antiracism, civic awareness, and global responsibility. Courses that are designated to fulfill the general education requirements shall meet the following philosophy.

1. The awarding of a degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures, times, and populations, including those which have been traditionally marginalized; to achieve insights gained through experience in thinking about ethical problems; and to strengthen the capacity for self-awareness, sensitivity to the experience of others, and leadership.
2. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to prepare to enter the workforce and/or to develop an interest in lifelong learning.
3. Central to a degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live, applying the skills developed through general education curriculum to navigate the world of work in a multicultural and increasingly technological world. In addition, general education should offer many starting points for

understanding the world around us, including developing critical thinking skills, which students can then develop through lifelong learning.

4. In establishing or modifying a general education program, the District shall create coherent and integrated educational requirements through contextualized learning opportunities such as project-based learning, internships, and apprenticeships as well as inter, multi-, and cross-disciplinary approaches as appropriate. General education programs should involve active examination of proposed solutions to world problems.
5. The District may offer baccalaureate degrees. The District's philosophy on general education shall extend to the baccalaureate degree, and the District's goals for the baccalaureate shall include addressing unmet local and regional workforce needs.
6. The CEO of the Santa Clarita Community College District shall establish procedures to ensure that courses used to meet general education and degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.



AP 4025 Philosophy and Criteria for Degrees and General Education

References:

Title 5 Section 55061 and 55090 et seq.;
ACCJC Accreditation Standard 2

1. The programs of the District shall be consistent with its institutional mission and purpose, and its community's demographics and economics, while developing a sense of diversity, equity, inclusion, civic awareness, and global responsibility.
2. The philosophy and criteria regarding degrees reference the policy of the Board of Governors that degrees symbolize a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively orally and writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.
3. The District's baccalaureate degree goals shall, in addition to the above matters, include addressing unmet local and regional workforce needs.
4. The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:
 - General education is designed to introduce students to the variety of means through which people comprehend the modern world.
 - General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

Revised xx/xx/xx
Approved xx/xx/xx



BP 4100 Graduation Requirements for Certificates and ~~Associate~~ Degrees

References:

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

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

The District grants the degree of Bachelor of Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in degree-applicable courses. Students must also complete the general education and residence requirements set forth in Title 5 regulations.

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

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

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

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



AP 4100 Graduation Requirements for Degrees and Certificates

References:

Title 5 Sections 55060 et seq., [55090 et seq.](#), and 55270 et seq.

Coursework for Associate Degrees

The student must satisfactorily complete at least 60 semester units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213. The courses must include at least 18 semester units of focused study in a major or interdisciplinary area of emphasis.

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

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

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

The [Santa Clarita Community College](#) District (“District”) shall specify in its catalog the courses that may be taken by a student in each of the required areas listed above.

~~As outlined below, the Santa Clarita Community College District (“District”) awards offers certain Associate Degrees with exceptions made to the general education requirements that are different from the standard requirements when variation is mandated by based on current law or~~

~~requirements placed on the degree or~~ by external certifying boards. Those degrees are as follows:

1. The general education Rrequirements for Associate in Arts for Transfer (“AA-T”) and Associate in Science for Transfer (“AS-T”) degrees are established permitted by California law and are exempt from any additional local ~~general education~~ requirements.
2. The general education requirements for Tthe Paralegal Studies major are those mandated by major must meet the American Bar Association’s Guidelines for the Approval of Paralegal Education Programs, which differ from the District’s regular requirements for local degrees. -criteria- Therefore, restricted general education course requirements apply to this major. Students majoring in Paralegal Studies who already possess a baccalaureate degree from an institutionally accredited postsecondary institution are exempt from these general education requirements.

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

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

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

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

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

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

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

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

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

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

Other Conditions for Awarding Associate Degrees

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

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

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

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

Multiple Majors (Simultaneous Completion)

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

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

Additional Degrees Awarded by the District (Sequential Completion)

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

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

Coursework for Baccalaureate Degrees

The student must satisfactorily complete at least 120 semester units of degree-applicable credit courses.

The courses must include at least 40 semester units or equivalent of total upper-division coursework, including units in the major and in general education, unless and except as otherwise approved by the California Community Colleges Chancellor's Office. The courses must include a minimum of nine semester units of upper division general education courses.

"Upper division courses" require the application of lower division knowledge and the demonstration of critical thinking through writing, oral communication, or computation. Upper division coursework may encompass research elements, workforce training, apprenticeships, internships, and may require practicum or capstone projects. Upper division courses may have one or more lower or upper division prerequisites.

A “major” is defined above.

General education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

Other Conditions for Awarding Baccalaureate Degrees

The District will award a baccalaureate degree to students who fulfill the coursework requirements described above and who meet the following conditions:

The student satisfactorily completed each course designated as an upper-division major requirement with a minimum grade of “C”, or “P” if taken on a “pass-no pass” basis.

The student satisfactorily completed at least 12 semester units of upper-division coursework in residence. The Board may excuse the residence requirement to alleviate undue hardship.

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

The District will count courses completed within another California higher education segment, or at an institutionally accredited institution meeting District standards of rigor, toward baccalaureate degree unit requirements.

Courses may meet multiple requirements, including general education, a major, and additional requirements, if locally approved to do so. A course may not be counted in more than one general education area, even if approved in multiple areas.

Students may receive credit for knowledge or skills acquired through the District's procedures for awarding credit for prior learning.

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

Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled the lower-division general education requirements for the baccalaureate degree.

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

Academic Recognition at Graduation

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

1. Cum Laude Graduate – requires a cumulative associate degree applicable grade point average of 3.5 - 3.69.
2. Magna Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.7 - 3.89.
3. Summa Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.9 - 4.0.
4. President's Honors Scholar – the student or students with the highest cumulative associate degree applicable grade point average and has completed the College of the Canyons Honor's Program requirements; including at least a 3.5 grade point average in all UC transferable courses.
5. Valedictorian – the student or students with the highest cumulative associate degree applicable grade point average.

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

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

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

Certificates of Achievement and Other Credit Programs

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

1. For all Certificates of Achievement except the CSU General Education Breadth, the UC-IGETC, CSU-IGETC, and Cal-GETC, students must complete at least half of the units required for the certificate program in residence and must earn a grade of "C" or better, "P" or "CR" in each course required for the certificate.

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

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

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

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

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

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

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

Noncredit Certificate Requirements

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

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

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



BP 4100 Graduation Requirements for Certificates and Degrees

References:

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

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

The District grants the degree of Bachelor of Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in degree-applicable courses. Students must also complete the general education and residence requirements set forth in Title 5 regulations.

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

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

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

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



AP 4100 Graduation Requirements for Degrees and Certificates

References:

Title 5 Sections 55060 et seq., 55090 et seq., and 55270 et seq.

Coursework for Associate Degrees

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

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

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

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

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

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

The District awards certain Associate

Degrees with general education requirements that are different

from the standard requirements when variation is mandated by law or by external certifying boards. Those degrees are as follows:

1. The general education requirements for Associate in Arts for Transfer (“AA-T”) and Associate in Science for Transfer (“AS-T”) degrees are established by California law and exempt from any additional local requirements.
2. The general education requirements for the Paralegal Studies major are those mandated by the American Bar Association’s Guidelines for the Approval of Paralegal Education Programs, which differ from the District’s regular requirements for local degrees. Students majoring in Paralegal Studies who already possess a baccalaureate degree from an institutionally accredited postsecondary institution are exempt from these general education requirements.

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

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

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

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

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

Students may receive credit for knowledge or skills acquired through District's procedures for awarding CPL as described in District policy and procedure. Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

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

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

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

Other Conditions for Awarding Associate Degrees

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

1. The student satisfactorily completed at least 12 semester units of study in residence. The Board may excuse the residence requirement to alleviate injustice or undue hardship.
2. The student satisfactorily completed each general education course required for graduation with a grade of "C-" or better, or of "P" if the course is taken on a "pass-no pass" basis. Students completing general education patterns other than the District's local general pattern are subject to the limitations of that pattern in the number of general education units allowed as P/NP.
3. Students may use a "P" grade, when that grading option is available for students enrolled in the course, to satisfy major requirements for any associate degree that includes the District's local general education pattern.
4. Students may not use a "P" grade in major courses needed to earn associate degrees that do not include the District's local general education pattern, unless a student (1) submits a petition to the Counseling Department requesting an exception to the prohibition and (2) dialogues with a counselor regarding the potential impact of electing P/NP grades for major coursework on the student's educational goals. As an exception to this limitation, students may use a "P" grade in major courses needed to earn associate degrees using any general education pattern if that "P" grade is assigned as Credit for Prior Learning ("CPL"), including Advanced Placement ("AP") credit, approved pursuant to the District's CPL and AP related policies and procedures.
5. The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses.

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

Multiple Majors (Simultaneous Completion)

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

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

Additional Degrees Awarded by the District (Sequential Completion)

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

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

Coursework for Baccalaureate Degrees

The student must satisfactorily complete at least 120 semester units of degree-applicable credit courses.

The courses must include at least 40 semester units or equivalent of total upper-division coursework, including units in the major and in general education, unless and except as otherwise approved by the California Community Colleges Chancellor's Office. The courses must include a minimum of nine semester units of upper division general education courses.

"Upper division courses" require the application of lower division knowledge and the demonstration of critical thinking through writing, oral communication, or computation. Upper division coursework may encompass research elements, workforce training, apprenticeships, internships, and may require practicum or capstone projects. Upper division courses may have one or more lower or upper division prerequisites.

A "major" is defined above.

General education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

Other Conditions for Awarding Baccalaureate Degrees

The District will award a baccalaureate degree to students who fulfill the coursework requirements described above and who meet the following conditions:

The student satisfactorily completed each course designated as an upper-division major requirement with a minimum grade of “C”, or “P” if taken on a “pass-no pass” basis.

The student satisfactorily completed at least 12 semester units of upper-division coursework in residence. The Board may excuse the residence requirement to alleviate undue hardship.

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

The District will count courses completed within another California higher education segment, or at an institutionally accredited institution meeting District standards of rigor, toward baccalaureate degree unit requirements.

Courses may meet multiple requirements, including general education, a major, and additional requirements, if locally approved to do so. A course may not be counted in more than one general education area, even if approved in multiple areas.

Students may receive credit for knowledge or skills acquired through the District's procedures for awarding credit for prior learning.

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

Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled the lower-division general education requirements for the baccalaureate degree.

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

Academic Recognition at Graduation

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

1. Cum Laude Graduate – requires a cumulative associate degree applicable grade point average of 3.5 - 3.69.
2. Magna Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.7 - 3.89.
3. Summa Cum Laude Graduate - requires a cumulative associate degree applicable grade point average of 3.9 - 4.0.
4. President’s Honors Scholar – the student or students with the highest cumulative associate degree applicable grade point average and has completed the College of the Canyons Honor’s Program requirements; including at least a 3.5 grade point average in all UC transferable courses.
5. Valedictorian – the student or students with the highest cumulative associate degree applicable grade point average.

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

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

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

Certificates of Achievement and Other Credit Programs

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

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

courses with a “C” or better, “P” or “CR”. “P/NP” or “CR/NC” courses are acceptable up to a total of 14 units.

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

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

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

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

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

Noncredit Certificate Requirements

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

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

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