



College of the Canyons Academic Senate

May 14, 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

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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: *none*
5. Sub-Committee Summaries: *none*
6. Approval of the Consent Calendar

I. Academic Senate Meeting Summary, April 30, 2026 (pg. 3-6)	II. Curriculum Committee Summary, May 7, 2026
III. Senate Election Committee- Academic Senate & Curriculum Committee Nomination and Election Results (pg. 7-8)	

B. Reports

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

1. Academic Freedom Committee Chair Annual Report, Karyl Kicenski
2. Academic Senate Presidents Report, Lisa Hooper
 - 2026-2028 Reassign time Memo (pg. 9)
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. 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. 10-11)
 - BP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 PRC Working Copy with Track Changes) (pg. 12-13)

- AP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 PRC Working Copy with Track Changes) (pg. 14-16)
 - BP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 Final for Senate) (pg. 17-18)
 - AP 4025 (Philosophy and Criteria for Degrees and General Education) (2026 Final for Senate) (pg. 19)
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. 20)
 - AP 4100 (Graduation Requirements for Degrees and Certificates) (2026 PRC Working Copy with Track Changes) (pg. 21-27)
 - BP 4100 Graduation Requirements for Degrees and Certificates (2026 Final for Senate) (pg. 28)
 - AP 4100 Graduation Requirements for Degrees and Certificates (2026 Final for Senate) (pg. 29-35)

D. Discussion

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

1. Bluebird Resource Center Presentation to Senate, Melody Klingenfuss-Artiaga
2. Curriculum Committee Operating Procedures, Tricia George
 - Summary of Changes for the Curriculum Committee Operating Procedures (pg. 36-37)
 - Curriculum Committee Operating Procedures Draft (pg. 38-49)
3. Part-Time Faculty Advisory Council Operating Procedures, Ruth Rassool, Dr. David Vakil & Lisa Hooper (pg. 50-52)

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. Tenure Committee Training Workshops
3. Academic Senate Acknowledgement of Discipline Memos

G. Announcements

1. Next Academic Senate Meeting Dates Spring 2026: May 28th; Meeting Dates for Fall 2026: Aug. 27th, Sept. 10th, Sept. 24th, Oct. 8th; Oct. 22nd, Nov. 5th; Nov. 19th & Dec. 10th
2. **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm in the Intercultural Center
3. 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
4. 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center
5. 2026 CAL OER Conference, July 29th to 31st, Zoom.
6. 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 30, 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 via Zoom</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	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	<i>Alexa Dimakos proxy for Erin Delaney via Zoom</i>	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	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) via Zoom	X
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative	A

Guest							
Case Dimock	X	Daylene Mueschke	X	Jennifer Brezina	X	SB Tucker	X
Cassidy Butow	X	Deanna Riveira	X	John LeJay II	X	Siane Holland	X
Christ Boltz	X	Eric Smith	X	Michael Felix	X	Victoria Leonard	X
Clinton Slaughter	X	Erik Altenbernd	X	Paloma Vargas	X		X
Connie Palazzolo	X	Erika Torgeson	X	Ruth Rassool	X		X

I. Routine Matters

1. Call to order: 3:00pm.
2. Public Comment
 - Linda Beauregard-Vasquez gave special thanks to Kelly Dapp and the Student Center for all their work being done to help students.
3. Approval of the Agenda

- There was a discussion regarding if voting senators and/or proxies attending meeting remotely can vote if their location has not be published 72 hours in advance. This will be clarified and if the votes do not count, a correction will be made to the summary. **
 - ** **Proxy votes cannot be cast remotely.** Collette Salvatierra’s proxy votes for Jennifer Thompson will not be counted on this agenda; no vote outcomes are changed as a result.
 - **Motion** to approve the agenda by Mike Harutunian, seconded by Lauren Rome. Regina Blasberg proxy for Gary Quire, (yes, vote); **Collette Salvatierra proxy for Jennifer Thompson, (yes, vote). Unanimous. Approved.
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
 - **Motion** to approve the consent calendar by Jessica Crowley, seconded by Thomas Gisel. Regina Blasberg proxy for Gary Quire, (yes vote); **Collette Salvatierra proxy for Jennifer Thompson, (yes vote). Unanimous. Approved

IV. Academic Senate Meeting Summary, April 16, 2026 (pg. 3-7)	V. Curriculum Committee Summary, April 23, 2026
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J. 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
 - Chase serves as the Coordinator of the Honors Program. The committee focuses on advising the decisions that are made in the Honors Program. There was a request for a faculty member to serve from the Social Science Division. In the 25-26 school year the committee has administered 140 new students. The committee has updated their canvas shell, will be revising their Honors handbook, and are planning the Annual Honor’s Graduation event on May 16th at 6:00pm. There is a need for funds and more counseling support. There were 4 honors students accepted to the Council of CA Honors program at UC Riverside. There is a new Humanities 150 course was designed by Chase and Alene Terzian, and the idea is to create more honors courses.
There was a suggestion to bring together all the instructors who teach in honors. Thank you to Chase for his leadership in this important program.
2. [Academic Staffing Committee Annual Chair Report](#), Erik Altenbernd
 - The committee is a standing committee of the Senate and makes recommendations for full-time hires and replacements. In the Fall term the committee hears all presentations and a list is composed with all position in rank order. This list is then forwarded to the AS president and College president in the spring. There are 55-56 positions on the current list. There was a reminder that while the Academic Staffing Committee ranks the position the CEO can go out of order based on district needs and will provide a rationale for that. Once HR notifies ASC of a retirement Erik will contact department chairs where there is a vacancy. There may be situations when a quick presentation is required due to a sudden vacancy. Thank you to Erik and his team for all their work.
3. Academic Senate Presidents Report, Lisa Hooper
 - An update on the Graduation/Commencement event will be added to Erica’s Communication Officer’s email.

K. 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)
 - I. In option #1 the Curriculum Committee meets first week prior to FLEX. Tricia prefers option 1. The preference is to host the Senate retreat on the first week of the semester from 3-5pm.
 - II. **Motion** to approve OPTION #1 by Alexa Dimakos proxy for Erin Delaney. Regina Blasberg proxy for Gary Quire (yes, vote). **Collette Salvatierra proxy for Jennifer Thompson, (yes, vote). One “no” vote, Dave Brill. Option #1 passes.

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 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)
 - I. The reasoning for many of the changes to the policies was a result of the implementation of the new title 5 regulations. Specifically, section 55090 outlines institutional bachelor’s degrees and removes the pilot programs. In addition, this new language grants the district formal approval to award bachelor’s degrees and documents this requirement. Regarding AP 4025, this policy was not aligned with the CCLC and COC needed to ensure the alignment. The state cut the description of the General Education requirement and went with a more succinct bullet point description. Bachelor’s degrees will be awarded on June 5th. There are concerns with students coming in with transcripts from schools with questionable accreditations. The implementation memo from chancellor’s office directs question to the website operated by federal gov. In title 5509.2 students need completion of 36 semester of GE. They need 9 upper division and 36 lower. The CCLC language was included, and Gary will need to determine why. If there are changes to the policies, they will return for discussion.
3. [Academic Dishonesty & Student Conduct Processes Following District Policy Updates](#), Dr. John LeJay II & Clinton Slaughter
 - I. There are many changes that need to be made to websites, forms, letters and documents being used internally. Faculty may only impose a grade penalty if an incident occurred and are required to submit an incident report. “Meaningful” by the faculty

member with the students must be made to demonstrate the intent to have some level of conversation beyond telling a student “You cheated and you get a “0”.” This step initiates the committee who will receive a report and submit a new notice informing the student that they have the right for due process. Students will have 7 days to respond. If the student fails to respond, the grade penalty will stand. If the student wants to move forward with the appeal process, it will then move to the ARC committee with a 3-person panel. An additional map outlining in more detail the workflow for the process will be shared. It was suggested to invite Clinton to department meetings, IAC and host a FLEX session in the fall. Clinton will put together an FAQ and will submit to Lisa.

4. [Adjunct Advisory Council](#), Dr. David Vakil, Ruth Rassool & Lisa Hooper
 - I. This group began in 2019, the then Senate President and Vice President of Instruction realized there was a communication void. There are currently over 500 part-time faculty teaching. The final name of this group has not been confirmed. A townhall was recently held and many adjuncts were not aware of what takes place in some areas on campus. The group is looking to provide to the academic senate as well as be a resource for part-time faculty. Another idea is to create a CANVAS shell for trainings and sample syllabi and other resources. The term “adjunct” has lost some favor statewide and there is a push to use the “part-time” term. The committee will bring back a charter for Senate consideration.

M. Unfinished Business

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

1. 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.

4. Academic Accommodations Faculty Liaison
5. Academic Senate Discipline Memos
6. Blue Bird Resource Presentation
7. Tenure Committee Training Workshops

O. 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.

P. Adjournment: 5:04 pm.

The teleconference is accessible through the following link:

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Please note:

This meeting will be broadcasted at the following locations via zoom

None

SENATE ELECTIONS COMMITTEE
NOMINATION AND ELECTION RESULTS FOR SPRING 2026

Dear Colleagues,

We have now completed all rounds of nominations and elections for the Academic Senate and the Curriculum Committee. Thank you to everyone who participated in this process.

Please see the list of nominees below, to be confirmed by the Academic Senate:

School Senators	Nominee(s)
Personal and Professional Learning	Garrett Rieck
School of Applied Technologies	Regina Blasberg
School of Business	Gary Quire
Learning Resources	Jennifer Thompson
Student Services/Counseling	Ann Marchesan
Health Professions	Lak Dhillon
School of Humanities	Annie Aboulian
School of Kinesiology, Health & Wellness, Fitness & Athletics (KHWFA)	Kathrina Almero-Fabros
Mathematics, Sciences, and Engineering (MSE)	Thomas Gisel
School of Public Safety	Jessica Crowley
Social & Behavioral Science	Jennifer Paris
Visual & Performing Arts	David Brill
Adjunct School Senators	Nominee(s)
	Alma Juarez
	Joshua Rideaux
	Lauren Rome

Curriculum Committee Representative	Nominee(s)
Professional Learning	Garrett Rieck
School of Applied Technologies	Holly Hitt-Zuniga
School of Business	Lori Young
Learning Resources	Erin Barnthouse
Student Services/Counseling	Julie Hovden
Health Professions	Kristi Miura
School of Humanities	Mike Harutunian
School of Kinesiology, Health & Wellness, Fitness & Athletics (KHWFA)	Leora Gabay
Mathematics, Sciences, and Engineering (MSE)	Jeremy Patrich
School of Public Safety	Kelly Bronco

Social & Behavioral Science	Sarah Etheridge
Visual& Performing Arts	Jennifer Overdevest
Adjunct Curriculum Representative	Nominee(s)
	Linda Beauregard-Vasquez
	Christine Oshian
	Ruth Rassool
At-Large Curriculum Representative	Nominee(s)
	Christopher Boltz
	Claudenice Braga-McCalister
	Patricia Foley
	Jaya George
	Cindy Leung
	Susan Ling

If you have any questions, please contact us by emailing both Senate_Elections@canyons.edu and Marilyn.Jimenez@canyons.edu.

COC Senate Elections Committee

*This email is being sent to Full-Time Faculty, Adjunct Faculty, and Instructional Deans.

Senate Elections

**COLLEGE OF THE CANYONS
ACADEMIC SENATE**

TO: David Vakil, Assistant Superintendent/Vice President
FROM: Lisa Hooper, President, Academic Senate
DATE: May 14, 2026
RE: Academic Senate Release Time – 2026-27 Academic Year

The [2025/26 COCFA Contract, Article 12, Section J](#) allows for 410% Reassign Time per Semester for the Academic Senate (to be allocated by the Academic Senate). A percentage of this release time for the Academic Senate must be used to support a CTE liaison position. The following is the intended allocation of this release time for the 2026/27 academic year:

Academic Senate Position	% FTF Reassign Time Fall 2026	% FTF Reassign Time Spring 2027
Academic Senate President, Lisa Hooper	100	100
Academic Senate Vice President, Garrett Rieck	20	20
Curriculum Committee Chair, Tricia George	100	100
Academic Policy Review Committee Chair, Gary Collis	60	60
CTE Liaison, Regina Blasberg	40	40
Academic Program Review Chair, TBD	20	20
Program Viability Chair, Lisa Hooper	20	20
Noncredit Curriculum Committee Chair, Garrett Rieck (4.5 TLU's = 30%; Garrett Rieck 3.5 TLU's & Jeremy Patrich1 TLU for Noncredit Curriculum Committee Cultural Competence Review)	30	30
Academic Senate Communications Officer, Erica Seubert	20	20

TO: 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, tThe 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 Requirements 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 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. 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 education 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 required 120 semester units 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 required 120 semester units must also include at least 36 semester units of general education of which 9 must be upper division. Students must meet all general education requirements to be awarded any associate degree by the District, unless otherwise exempted by law.

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

5.6. Baccalaureate Valedictorian – the student or students with the highest cumulative baccalaureate 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:

3. 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.

4. 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:

6. 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.
7. 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.
8. 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.
9. 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.
10. 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:

4. All major requirements for the additional degree and all general education requirements have been satisfied, per the student's catalog rights.
5. Courses used towards the first degree may count towards the major in the second degree.
6. 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 required 120 semester units 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 required 120 semester units must also include at least 36 semester units of general education of which 9 must be upper division. Students must meet all general education requirements to be awarded any associate degree by the District, unless otherwise exempted by law.

"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.

6. Cum Laude Graduate – requires a cumulative degree applicable grade point average of 3.5 - 3.69.
7. Magna Cum Laude Graduate - requires a cumulative degree applicable grade point average of 3.7 - 3.89.
8. Summa Cum Laude Graduate - requires a cumulative degree applicable grade point average of 3.9 - 4.0.
9. 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.
10. Associate Valedictorian – the student or students with the highest cumulative associate degree applicable grade point average.
11. Baccalaureate Valedictorian – the student or students with the highest cumulative baccalaureate 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.

4. 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.
5. 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.
6. 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.

4. Students must complete required courses in an approved program of study as specified in the District catalog.
5. 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".
6. 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.

Summary of Substantial Changes for the Curriculum Committee Operating Procedures

The following changes were made partially in response to the following updates to Title 5:

- § [55001](#). **Curriculum Committee.**
 - Includes references to procedures for Accessibility, Universal Design for Learning, and what we consider our Cultural Competence Requirement
- § [55001.5](#). **Course Outlines of Record.** (New)
 - Includes language that relates to what we consider our Cultural Competence Requirement

Section II: Membership

- Added new non-voting members (unless the individual is already a voting member of the committee):
 - e. Articulation Faculty
 - f. Program Mapping Coordinator
 - g. SLO Coordinator

Section IV: Faculty Co-Chair Responsibilities

- Added the following:
 - References to collaborating with the Academic Senate Review Policy Committee, including in relation the BP/AP 3725: Instructional Materials as we help educate the campus about current Accessibility standards (per Title 5)

Sections VII & VIII: Audit Trail

- Split the audit trail between revised courses (**Section VII**) & new/proposed courses (**Section VIII**) as they have slightly different processes
- Made the language around Department Chairs and/or Program Directors as well as Deans more robust for new course and revised course proposals, including:
 - 3.a. Department Chair and/or Program Director
 - ii. Check to see that course is congruent with the program review as well as the current resources, facilities, and vision for the discipline/department
 - iii. Check for appropriateness to college mission and cultural competence.
 - 3.b. Academic Dean
 - ii. Review the proposal within current fiscal and other contextual factors in mind
 - iii. Facilitate discussion with impacted faculty if there is disagreement between them about a proposal
- Added sections for Learning Resources & Cultural Competence audits (per Title 5)
 - 3.f. Learning Resources

- i. Review currency of the textbooks and other instructional resources included in the COR, including whether newer editions are available
- ii. Communicates any changes to the Curriculum Committee Faculty Co-Chair if accessibility standards for learning resources have been updated

3.g Cultural Competence

- i. Review to determine if any material in the public facing part of the COR meets the Cultural Competence requirement in relation to the currently approved version of the Cultural Competence Checklist (or whatever criteria are in place)

Universal Design for Learning (UDL):

- Per Title 5, added language referring to when we will review for UDL for revised and new courses:
 - **Revised** – Section VII.3.h. Curriculum Committee Representative Review process
 - ii. Check that the outline meets current curriculum standards, following guides such as the current version of the Curriculum Outline of Record (COR) Review Checklist and Universal Design for Learning standards, as defined locally
 - **New/proposed courses** – Section XIV.4 The Curriculum Committee may create ad hoc subcommittees ...:
 - d. Reviewing Teams to specialize in feedback on Final Reads for new course/program proposals, including Universal Design for Learning standards, as defined locally

Curriculum Committee Operating Procedures

College of the Canyons

I. Scope and Duties

1. Review and recommend action on existing curricula (both courses and programs)
2. Review and recommend action on proposed curricula (both courses and programs)
3. Encourage and foster the development of new curricula (both courses and programs)
4. Facilitate working with faculty to archive curricula no longer current or needed
5. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
6. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees (BoT)
7. Implement state-mandated regulations or policies that affect curriculum
8. Recommend associate degree requirements to the Academic Senate, administration, and BoT
9. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, the Intersegmental General Education Transfer Curriculum (IGETC), and the California General Education Transfer Curriculum (CalGETC)
10. Review all curriculum proposals to ensure congruence with the college's mission, need, quality, resources, feasibility, academic freedom, local requirements, California Community Colleges Chancellor's Office (CCCCO) requirements, articulation requirements, and compliance with Title 5
11. Members of the Committee as appropriate, such as the Articulation Officer and/or Articulation Faculty, will review updates to Program Maps prior to approval as part of our Consent Calendar
12. Conduct training for all Curriculum Committee members in accordance with local control requirements by the CCCCCO

II. Membership

1. As an academic and professional matter, the composition of the Curriculum Committee shall be mutually agreed upon by the Academic Senate and the District
2. The faculty members serving on the committee shall be selected pursuant to procedures adopted by the Academic Senate
3. The following shall be the Co-Chairs of the Curriculum Committee who agree on the agenda for the meetings and vote to break a tie (if needed):
 - a. Faculty Co-Chair or Co-chair's designee of another faculty member serving on the committee
 - b. Chief Instructional Officer or administrative designee from the Office of Instruction
4. The following shall be voting members of the committee:

- a. One representative from each school or division
 - b. At-Large Faculty Representatives as decided by the Academic Senate
 - c. Adjunct Representatives as decided by the Academic Senate
5. If they are not already voting members, the following shall be appointed as non-voting members and contribute to discussions when warranted:
- a. Senior Curriculum Analyst/Articulation Officer
 - b. Representative from Associated Student Government
 - c. Representative of Counseling (if no elected member is a counselor)
 - d. Associate Dean of Admissions & Records or designee
 - e. Articulation Faculty (if not already an elected member)
 - f. Program Mapping Coordinator or designee (if not already an elected member)
 - g. SLO (Student Learning Outcomes) Coordinator or designee (if not already an elected member)
6. The following committees/roles shall provide a representative to serve as a resource to the Curriculum Committee. They shall be considered non-voting resource members and shall not be expected to attend meetings unless requested:
- a. Minimum Qualifications
 - b. Student Learning Outcomes Coordinator(s) or designee
 - c. Credit for Prior Learning Coordinator or designee
 - d. Program Mapping Coordinator or designee

III. Member Responsibilities

1. Attend and fully participate in committee meetings
2. Serve as a consultant to members of their school/division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings
3. Inform and update their school/division about curriculum issues such as (but not limited to):
 - a. Proper preparation of course outlines
 - b. Prerequisite/co-requisite policies
 - c. Curriculum Committee deadlines
4. All members of the committee shall make decisions based on a college-wide perspective, the college mission, labor market and employment data considerations (when relevant), respect for the discipline expertise of faculty, and the principles of academic freedom.
5. It is expected that all members be prepared to make informed decisions. This includes:
 - a. Read the course and program outlines before the meeting
 - b. Participate in required trainings, which will include relevant and/or current Title 5, Education Code, Program and Course Approval Handbook (PCAH) specifications, transfer, and legislative requirements

- c. Complete a full review of courses assigned to each committee member as part of the audit trail
 - d. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and submission deadlines.
6. Members are expected to find and orient a substitute or a proxy if they are unable to attend a meeting.
 7. If a member misses more than 50% of the meetings in a single semester and is not on a notified leave of absence, they will be deemed to have resigned.

IV. Faculty Co-Chair Responsibilities

1. Serve as a resource to assist faculty in the development of curriculum proposals
2. Develop a curriculum committee schedule each year
3. Review all courses and programs prior to establishing agendas
4. Establish the agenda for Curriculum Committee meetings along with the Senior Curriculum Analyst/Articulation Officer and Administrative Co-Chair
5. Divide the 5 Year Revision List among committee members to review at the curriculum committee stage of the audit trail. In addition, they should give the curriculum committee members appropriate due dates for this review process, updates when necessary, and resources/support as needed.
6. Conduct Curriculum Committee meetings or select a faculty designee when needed
7. Conduct Curriculum Committee training, at least annually or more often, as needed
8. Provide advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, recent legislation, course numbering sequence, and prerequisite regulations
9. Facilitate technology training for all committee members and faculty authors
10. Update the Academic Senate regularly regarding committee activities
11. Review minutes of meetings prior to submitting to the Academic Senate
12. Annually certify (along with the CEO, CIO, and Academic Senate President) that all state and federal guidelines have been followed in the creation and revision of the local curriculum inventory
13. Represent the curriculum committee on Program Viability (PV) and other work groups as requested, such as the Student Success and Innovative Excellence Project Advancement Team (PAT), or select a designee from the curriculum committee membership
14. Consult with the Academic Senate Policy Review Committee, as requested, on new and revised District policies and procedures related to curricula
15. Collaborate with the Administrative Co-chair, Senior Curriculum Analyst/Articulation Officer, Department Chair, Dean, and/or other individuals to ensure that Course Revisions are completed by established deadlines
16. Refer to the relevant Board Policies (BP) and Academic Policies (AP) for Curriculum, including BP/AP 3725: Instructional Materials to help educate our colleagues about accessible instructional materials.

V. Administrative Co-Chair Responsibilities

1. Work with Faculty Co-Chair to fulfill college Curriculum Committee responsibilities

2. Collaborate with Faculty Co-Chair to decide priorities as far as courses and programs considered by the committee
3. Interface with the Senior Curriculum Analyst/Articulation Officer to assure that Curriculum files are submitted properly to the Academic Senate, BoT, and CCCCCO
4. Serve as a resource to Academic Deans in fulfilling their curriculum responsibilities
5. Draft policies for the Curriculum Committee that fulfill expectations of state policies
6. Ensure the committee is in legal compliance with federal, state, and accreditation requirements

VI. Senior Curriculum Analyst/Articulation Officer Responsibilities

1. Maintain curriculum files
2. Submit curriculum materials for local, transfer, and CCCCCO approval
3. Maintain the curriculum database and forms in curriculum management system (CMS)
4. Prepare and submit curriculum materials for review and approval by the Academic Senate and BoT
5. Ensure transferability of courses and programs to four-year colleges and universities

VII. Audit Trail for Revised Courses

1. Revisions will only be deemed complete after the Curriculum Audit Trail has concluded:
 - a. Proposals shall be submitted to the Curriculum Committee by faculty meeting the minimum qualifications to teach the revised course
 - b. If no faculty member meets the minimum qualifications to teach a revised course, an out-of-discipline faculty member must serve as the “author” for the proposal:
 - i. This faculty champion will be responsible for any writing and revisions during the audit review processes
 - ii. The faculty champion may consult with an external discipline expert if deemed necessary for determining the appropriateness and relevancy of the curriculum
 - c. Active courses shall be revised every 5 years (when possible) with the Senior Curriculum Analyst/Articulation Officer creating a list to keep everyone informed
 - d. Career Education programs shall be reviewed every 2 years.
2. Selection of Auditors
 - a. The Department Chair and Division/School Dean of the department where the proposed course/program would be placed shall serve as auditors
 - b. The Faculty Co-Chair and Articulation Officer shall also serve as an auditor for each proposed course/program
 - c. The following auditors shall be appointed by mutual agreement of the Curriculum Committee Co-Chairs and informed by input/recommendation from relevant campus committees which the Curriculum Committee Faculty Co-Chair shall solicit:
 - i. Minimum Qualifications
 - ii. Student Learning Outcomes (SLOs)
 - iii. Articulation Officer
 - iv. Learning Resources

v. Cultural Competence

3. Auditor responsibilities

a. Department Chair and/or Program Director

- i. Check course outlines for accuracy in all sections
- ii. Check to see that course is congruent with the program review as well as the current resources, facilities, and vision for the discipline/department
- iii. Check for appropriateness to college mission and cultural competence
- iv. Ensure that SLO's, objectives, and content are divided into lecture/lab sections if appropriate, and that all aspects of the outline are consistent with each other, including that objectives are matched to content and SLOs are listed for both lecture and lab where applicable
- v. Check that outline meets curriculum standards as well as represents the current standards for that discipline
- vi. Verify that the SLO's are consistent with the relevant program and institutional SLO's

b. Academic Dean

- i. Review entire proposal for congruence with department program review
- ii. Review the proposal within current fiscal and other contextual factors in mind
- iii. Facilitate discussion with impacted faculty if there is disagreement between them about a proposal

c. SLO Auditor

- i. Ensure that SLO's are properly written and that the Objectives are distinct from, but related to, the SLO's
- ii. Compare SLO's with Objectives and Content to ensure consistency
- iii. Ensure an assignment is listed, often called a Signature Assignment, by which the SLO's may be measured
- iv. Check that Methods of Evaluation are consistent with SLO's
- v. Check Course SLO's (CSLO's) with Program SLO's (PSLO's) for congruence

d. Minimum Qualifications Auditor

- i. Ensure discipline assignment is appropriate according to the Minimal Qualification (MQ) Handbook
- ii. Verify composition of group of disciplines for those courses deemed "Interdisciplinary"

e. Articulation Officer

- i. Review program, general education, and articulation information for accuracy

- ii. Ensure that proposal (description, content, textbook, and assignments) meet articulation requirements
 - f. Learning Resources
 - i. Review currency of the textbooks and other instructional resources included in the COR, including whether newer editions are available
 - ii. Communicates any changes to the Curriculum Committee Faculty Co-Chair if accessibility standards for learning resources have been updated
 - g. Cultural Competence
 - i. Review to determine if any material in the public facing part of the COR meets the Cultural Competence requirement in relation to the currently approved version of the Cultural Competence Checklist (or whatever criteria are in place)
 - h. Curriculum Committee Representative Review process
 - i. Ensure all fields of the outline are complete
 - ii. Check that the outline meets current curriculum standards, following guides such as the current version of the Curriculum Outline of Record (COR) Review Checklist and Universal Design for Learning standards, as defined locally
 - iii. Other Curriculum Committee members may help a School Representative with revised courses at this stage.
- 4. Revisions do not require approval to be forwarded to the next stage in the audit trail
- 5. After a course completes the audit trail, the Senior Curriculum Analyst/Articulation Officer shall:
 - a. Verify that the audit trail for the proposal has been completed. This shall include:
 - i. All required supplements (e.g., the Distance Education Addendum (DEA) template) have been completed, if appropriate
 - ii. Appropriate changes to a relevant program have been made.
 - iii. Archived and/or modified courses may not be reviewed if relevant program changes have not been simultaneously submitted
- 6. After the Senior Curriculum Analyst/Articulation Officer has verified that a revision is complete, they and/or the Faculty Co-Chair shall make one of the following determinations for every proposal reviewed:
 - a. Discuss with the author(s) strategies for further refinement
 - b. Place on consent calendar

VIII. Audit Trail for New/Proposed Courses

1. Proposals will only be deemed complete after the Curriculum Audit Trail has concluded:
 - a. Proposals shall be submitted to the Curriculum Committee by faculty meeting the minimum qualifications to teach the proposed course
 - b. If no faculty member meets the minimum qualifications to teach a proposed course, an out-of-discipline faculty member must serve as the “author” for the proposal:
 - i. This faculty champion will be responsible for any writing and revisions during the audit review processes
 - ii. The faculty champion may consult with an external discipline expert if deemed necessary for determining the appropriateness and relevancy of the curriculum
 - c. Active courses shall be revised every 5 years (when possible) with the Senior Curriculum Analyst/Articulation Officer creating a list to keep everyone informed
 - d. Career Education programs shall be reviewed every 2 years.

2. Selection of Auditors
 - a. The Department Chair and Division/School Dean of the department where the proposed course/program would be placed shall serve as auditors
 - b. The Faculty Co-Chair and Articulation Officer shall also serve as an auditor for each proposed course/program
 - c. The following auditors shall be appointed by mutual agreement of the Curriculum Committee Co-Chairs and informed by input/recommendation from relevant campus committees which the Curriculum Committee Faculty Co-Chair shall solicit:
 - i. Minimum Qualifications
 - ii. Student Learning Outcomes (SLOs)
 - iii. Articulation Officer
 - iv. Learning Resources
 - v. Cultural Competence

3. Auditor responsibilities
 - a. Department Chair and/or Program Director
 - i. Check course outlines for accuracy in all sections
 - ii. Check to see that course is congruent with the program review as well as the current resources, facilities, and vision for the discipline/department
 - iii. Check for appropriateness to college mission and cultural competence
 - iv. Ensure that SLO’s, objectives, and content are divided into lecture/lab sections if appropriate, and that all aspects of the outline are consistent with each other, including that objectives are matched to content and SLOs are listed for both lecture and lab where applicable
 - v. Check that outline meets curriculum standards as well as represents the current standards for that discipline
 - vi. Verify that the SLO’s are consistent with the relevant program and institutional SLO’s

 - b. Academic Dean
 - i. Review entire proposal for congruence with department program review

- ii. Review the proposal within current fiscal and other contextual factors in mind
 - iii. Facilitate discussion with impacted faculty if there is disagreement between them about a proposal
 - c. SLO Auditor
 - i. Ensure that SLO's are properly written and that the Objectives are distinct from, but related to, the SLO's
 - ii. Compare SLO's with Objectives and Content to ensure consistency
 - iii. Ensure an assignment is listed, often called a Signature Assignment, by which the SLO's may be measured
 - iv. Check that Methods of Evaluation are consistent with SLO's
 - v. Check CSLO's with PSLO for congruence
 - d. Minimum Qualifications Auditor
 - i. Ensure discipline assignment is appropriate according to the Minimal Qualification (MQ) Handbook
 - ii. Verify composition of group of disciplines for those courses deemed "Interdisciplinary"
 - e. Articulation Officer
 - i. Review program, general education, and articulation information for accuracy
 - ii. Ensure that proposal (description, content, textbook, and assignments) meet articulation requirements
 - f. Learning Resources
 - i. Review currency of the textbooks and other instructional resources included in the COR, including whether newer editions are available
 - ii. Communicates any changes to the Curriculum Committee Faculty Co-Chair if accessibility standards for learning resources have been updated
 - g. Cultural Competence
 - i. Review to determine if any material in the public facing part of the COR meets the Cultural Competence requirement in relation to the currently approved version of the Cultural Competence Checklist (or whatever criteria are in place)
- 4. If a proposal does not progress from stage one of the audit trail within 6 months (in other words, the author doesn't complete the proposal by that time), the Senior Curriculum Analyst/Articulation Officer may contact the author to determine if the author anticipates completing the course. If a proposal is inactive for 12 months, it will likely be removed from the curriculum management system (CMS).
- 5. Proposals do not require approval to be forwarded to the next stage in the audit trail
- 6. After a course completes the audit trail, the Senior Curriculum Analyst/Articulation Officer shall:
 - a. Verify that the audit trail for the proposal has been completed. This shall include:

- i. All required supplements (e.g., the DEA template) have been completed, if appropriate
 - ii. Appropriate changes to a relevant program have been made. New courses may not be reviewed if relevant program changes have not been submitted, which can be prompted a number of ways, such as the Senior Curriculum Analyst and/or Faculty Co-Chair emailing further documentation which needs to be completed, such as the New Course Documentation Form, relevant Program Maps, and/or documents for SLO Mapping.
- 7. After the Senior Curriculum Analyst/Articulation Officer has verified that a revision is complete, they and/or the Faculty Co-Chair shall make one of the following determinations for every proposal reviewed:
 - a. Discuss with author strategies for further refinement as well as any other committees/roles on campus who need to be updated about the proposal, such as the Program Mapping Coordinator and/or the SLO Mapping Coordinator
 - b. Schedule on agenda for a Discussion of Need and - if approved for the Discussion of Need – the course will be reviewed by the Curriculum Committee as part of the Final Read

IX. Program Viability

1. Program Viability (PV) is a committee which may handle any course/program proposals which meet any of the following criteria:
 - a. 3 or more (based on a final decision by the Curriculum faculty co-chair and the PV chair) new or substantially revised Credit or Noncredit courses are being proposed at one time
 - b. A proposal being made will require additional financial, human, and/or physical resources (beyond what the Curriculum Committee often discusses), such as staffing, physical space, expensive equipment, and similar
2. If PV approves a given proposal, then the Curriculum Committee shall determine if the related curriculum matches our current standards with a Final Read process.
3. If a faculty member wants to archive/discontinue a program, typically that should also be reviewed at PV prior to being approved at Curriculum.

X. Noncredit Curriculum Committee

1. The Noncredit Curriculum Committee is a sub-committee of the Curriculum Committee which shall handle new noncredit course/program proposals and revisions of existing noncredit courses and programs
2. The Noncredit Curriculum Committee shall establish operating procedures and committee expectations in a manner which reflects those of the main (i.e. credit) Curriculum Committee but makes appropriate adjustments given their focus and scope
3. After the Noncredit Curriculum Committee has voted to approve new courses and programs and/or revisions to existing courses and the Noncredit Curriculum Committee Faculty Co-Chair (or designee) has notified the Curriculum Committee Co-Chairs of the action:

- a. The Curriculum Committee Faculty Co-Chair shall place the endorsed items on the consent calendar of the next appropriate Curriculum Committee meeting
- b. The Noncredit Curriculum Committee Faculty Co-Chair (or designee) shall summarize the Noncredit Curriculum Committee's recent decisions at that Curriculum Committee meeting and answer any questions which arise

XI. Curriculum Meeting Agenda

1. The Faculty Co-Chair shall develop the meeting agendas with input from the Administrative Co-Chair and the Senior Curriculum Analyst/Articulation Officer. Only those proposals that have been certified as complete by the Senior Curriculum Analyst/Articulation Officer shall be placed on the agenda for approval.
2. The agenda shall consist of:
 - a. Technical changes
 - b. Consent items
 - c. Modified-courses
 - i. Minor course revisions which are needed due to specific and unusual circumstances, such as articulation, can be placed in their own section of the agenda, requiring a separate discussion and vote from the other revised courses
 - d. New courses: discussion of need and/or final read
 - e. Modified programs
 - f. New programs
 - g. Distance Learning Addenda and Correspondence Education Addenda
 - h. Pre-requisites/co-requisites
 - i. Program/course approvals
 - j. Stand-Alone courses
 - k. Reports/Discussion items
3. Courses shall be reviewed in the order in which they are received unless the Curriculum Committee Co-Chairs determine that good cause exists for atypical prioritization. Atypical prioritization may be based on the following criteria:
 - a. Title 5 and other changes mandated by legislation
 - b. Revisions required for articulation
 - c. New courses in new programs
 - d. Courses in existing programs
 - e. New DEAs (Distanced Education Addenda)
 - f. Stand-Alone courses
 - g. Instructional Service Agreement (ISA) courses

XII. Meetings

1. Meetings shall be held during the Fall and Spring semesters, typically on opposite Thursdays from Academic Senate meetings
2. When relevant throughout the year, topics discussed may include but are not limited to:

- a. The calendar for the next academic year
 - b. Courses meeting General Education (GE) requirements
 - c. An update from California State University (CSU)/University of California (UC) & CCCC regarding new articulation and course/program approvals.
 - d. Out-of-discipline prerequisites/corequisites review
3. To conduct business, the Curriculum Committee will require a quorum of the voting members. A quorum shall be 50% + one (1) of the voting membership. A proxy vote shall not count toward a quorum. Faculty acting as substitutes for a regular member shall count toward quorum. When a motion is made, it will pass if a majority of those voting support the motion (where abstentions will not count towards the vote) and if the number of abstentions isn't greater than the number of those supporting the motion.
4. Unscheduled meetings may be called to address urgent matters that must be addressed without delay only if both Curriculum Committee Co-Chairs agree:
- a. Once an unscheduled meeting has been called, the members will be polled to establish the best time in order to reach the quorum necessary to proceed.
 - b. If this unscheduled meeting falls during a non-service day, the faculty members required to be present shall be compensated according to the appropriate contractual procedures
5. Authors, or designee, must be present for the committee to discuss a proposal.
- a. Proposals may be authored by faculty only
 - b. If a course is authored by a part-time faculty member, the chair of the part-time faculty member's department chair must approve of their presenting the new course proposal to the Curriculum Committee
 - c. Only faculty may present proposals to the Curriculum Committee
6. Discussions of Need Presentations to the committee shall include sufficient information to allow the committee to review all aspects of the proposal, such as:
- a. Basic information requirements:
 - i. Relevance to the mission
 - ii. Evidence of need
 - iii. Articulation information
 - iv. Program(s) information
 - v. SLO mapping
 - b. Career Education curriculum:
 - i. Labor market research
 - ii. Advisory committee minutes
 - c. New Programs comprised of 3 or more courses and/or requiring substantial resources:
 - i. Must have completed the PV Proposal
 - ii. Must have PV Committee recommendations
 - iii. Can be scheduled at the Curriculum Committee for a Final Read(s)

XIII. Certification of Decisions

1. At the conclusion of the meeting, a written summary shall be submitted to the Academic Senate for approval

XIV. General Provisions

1. By the end of the academic year, the Academic Senate will present the Curriculum Committee with a meeting calendar for the upcoming academic year.
2. When revisions are completed or otherwise requested, the Curriculum Committee shall present the Academic Senate with a copy of the operating procedures for the Academic Senate's approval according to its processes.
3. An annual calendar of key events will be developed containing UC/CSU deadlines, the catalog production schedule, as well as other important dates. This calendar will be maintained by the Senior Curriculum Analyst/Articulation Officer and posted on the Curriculum Committee website.
4. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
 - a. Local Degree Requirements
 - b. Out-of-discipline pre-requisites
 - c. New Legislation
 - d. Reviewing Teams to specialize in feedback on Final Reads for new course/program proposals, including Universal Design for Learning standards, as defined locally
 - e. Other topics as deemed appropriate by the Curriculum Committee
 - f. Cultural Competence

FALL 2020 HOOPER_L; Edited Fall 2022 George_T, Torres_O, and Backes_P; Edited Fall 2024 George_T; Edited 2025-2026 academic year by the credit Curriculum Committee.

PART-TIME FACULTY ADVISORY COUNCIL

I. PURPOSE

The Part-Time Faculty Advisory Council is a sub-committee of the Academic Senate. The primary role of the Council is to serve as a resource and advisory group to the Academic Senate on policies, initiatives, professional development, and curriculum development pertaining to part-time faculty.

II. COUNCIL DUTIES AND FUNCTIONS

- A. To support COC's part-time faculty using a transparent, collaborative process to promote the development, expansion, and improvement of part-time faculty engagement and contribution to the district.
- B. Provide advice on actions to be considered through our existing participatory governance processes including Project Advancement Teams (PATs), Shared Governance Council, Senate and Senate subcommittees, and collegial consultation committees.
- C. Review college policies and procedures related to the role of part-time faculty.
- D. Advise and recommend the development of new programs (credit and non-credit), the direction of existing programs, and emerging needs or resource demands in support of Program Viability processes.
- E. Enhance communication among all committees on which part-time faculty serve.

III. MEMBERSHIP

A. COUNCIL CHAIRS

The Council will be co-chaired by an Educational Administrator appointed by the Office of Instruction and the Part-time Faculty Liaison appointed to the Shared Governance Council by the Academic Senate. Duties and responsibilities of the Council Co-Chairs:

- 1. Develop the meeting agenda.
- 2. Review and finalize meeting summaries.
- 3. Provide updates for the committee's webpage.

4. Report out to the Academic Senate annually.
5. Work with the Academic Senate President to recruit and manage Committee membership.
6. Oversee and allocate the work and participation of committee members.
7. Vote to break ties on positions the Council wishes to advance.

B. COUNCIL MEMBERS

1. Part-Time Faculty Lead, Academic Senate
2. A Part-Time representative from each school would be ideal and will be the goal the Council strives to achieve and maintain.
3. Members may be full-time faculty; however, it is preferred they have recent experience as part-time faculty at College of the Canyons.

C. ADVISORY AND RESOURCE MEMBERS

1. Dean of the school containing English
2. Dean of the school containing Mathematics and Biological Sciences
3. Deans of the schools with the largest part-time faculty population
4. Associate Vice President, Instruction or designee
5. Vice President, Instruction or designee

D. TERMS

1. All members will serve two-year terms
2. Terms will be staggered to provide continuity in membership.
3. Members may serve multiple terms.

IV. MEMBERSHIP RESPONSIBILITIES

- A. Attend and participate in all regularly scheduled meetings.
- B. Undertake due diligence in reviewing materials and documents in preparation for meetings.
- C. Conduct independent research as necessary.
- D. Report on other committee work to which the representative serves.
- E. Members will inform, update, and gather information from other faculty, schools, and committees as necessary.

V. MEETINGS

Meetings will be arranged at the convenience of the Office of Instruction and will be held monthly during the Fall and Spring semesters.