



College of the Canyons Academic Senate

September 10, 2026

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

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/81647762764?pwd=UIApeHKRcS9vext0KAGfNTnlO5biYQ.1>

Meeting ID: 816 4776 2764; Passcode: 739323

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Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

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

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:

Academic Senate Sub-Committees List 2026-2027.pdf	Department Chair Appointment Changes: • Bill Macpherson, Photo Department Chair • Erik Altenbernd, History Interim Department Chair • Adam Kaminsky, Communications Department Chair • Kimberly Night, Automotive Department Chair
Collegial Consultation Committees List 2026-2027.pdf	
Operational Committees 2026-2027.pdf	
Selection Committee List (pg. 3)	
Tenure Committee 2026-2027 list (pg. 12)	

5. Sub-Committee Summaries: none

6. Approval of the Consent Calendar

1. Academic Senate Summary, May 28, 2026 (pg. 4-8)	3. Curriculum Committee Summary, September 4, 2026
2. Academic Senate Retreat Summary, August 27, 2026 (pg. 9-11)	4. Updated Seniority List 2026-2027
	5. Program Viability Committee Meeting Calendar for 2026-27 (pg. 13)

B. Reports

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

1. Academic Senate Presidents Report, Lisa Hooper

2. Academic Senate Vice Presidents 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. Part-Time Faculty (Academic Senate) MQE for Summer 2026 (pg. 14-17)

D. Discussion

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

1. AP 4022 (Course Approval), Gary Collis
 - Policy Review Committee (PRC), Summary for Senate, 2026 (pg. 18-19)
 - AP 4022 (Course Approval), (Final for Senate Tracked 2026) (pg. 20-22)
 - AP 4022 (Course Approval), (Final for Senate Clean 2026) (pg. 23-24)
2. AP 4222 (Remedial Coursework), Gary Collis
 - Policy Review Committee (PRC), Summary for Senate, revisions 2026 (pg. 25-26)
 - AP 4222 (Remedial Coursework) Final for Senate Clean 2026 (pg. 27-29)
 - AP 4222 (Remedial Coursework) Final for Senate with tracking 2026 (pg. 30-32)
3. Great Shake Out Drill, Reinhardt Schuerger

E. Unfinished Business

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

1. Web Design/Server 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. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule
3. Academic Senate Discipline Memo

G. Announcements

1. Next Academic Senate Meeting Dates for Fall 2026: Sept. 24th, Oct. 8th; Oct. 22nd; Nov. 5th; Nov. 19th & Dec. 10th
2. Just in Transition: Academic Academy for Climate Justice and Action, Oct. 23rd – 24th, 2026, Hyatt Regency Newport Beach, CA.
3. 2026 Fall Plenary Session, Nov. 5th – 7th, Grand Bay Hotel San Francisco, CA.
4. 2027 Spring Plenary Session, April 8th – 10th, Hyatt Regency Irvin, Irvine, CA.
5. 2027 Fall Plenary Session, Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/81647762764?pwd=UIApeHKRcS9vext0KAGfNTnlO5biYQ.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

Selection Committees

Faculty Appointments

First Name	Last Name	Full-Time or Part-Time
Bryant	Partida	Full-Time
Eddie	Becton	Full-Time
Graciela	Martinez	Full-Time
Juan	Buriel	Full-Time
Katie	Coleman	Full-Time
Pamela	William-Paez	Full-Time

Academic Senate Meeting Summary for May 28, 2026

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	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	<i>Alexa Dimakos proxy for Alene Terzian-Zeitounian via Zoom</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	<i>Anna Hillary proxy for Lak Dhillon</i>	X	At Large Senator	<i>Thomas Gisel proxy for Shane Ramey</i>	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	X	X= Present	A= Absent	

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

Guest							
Amanda Hale	X	Clinton Slaughter		Dr. Edel Alonso	X	Robert Wonser	X
Amy Foote	X	Collette Gibson	X	Erika Torgeson	X	Robyn Rohart	X
Andrew Jones-Cathcart	X	Crystal Garingan	X	Katie Coleman	X	Ruth Rassool	X
Ann Marchesan	X	Deanna Riveira	X	Marco Llaguno	X	Siane Holland	X
Cassidy Butow	X	Dianna Avery	X	Nadia Cotti	X	Victoria Leonard	X
Chad Peters	X	Dilek Sanver-Wang	X	Pamela Williams-Paez	X		

I. Routine Matters

1. Call to order: 3:03 p.m.
2. Public Comment: *none*
3. Approval of the Agenda:
 - Modifications were made to the agenda to the consent calendar to program #1, the BA in Science and Bldg. performance as this program was approved last spring for permanent status.

Lisa will adjust the procedures for the Advisory Council.

- **Motion** to approve the agenda with modification stated above by Lauren Rome, seconded by Kathrina Almero Fabros. Anna Hillary proxy for Lak Dhillon (yes, vote); Thomas Gisel proxy for Shane Ramey (yes, vote), Alexa Dimakos proxy for Alene Terzian (yes, vote), Collette Salvatierra proxy for Jennifer Thompson (yes, vote). Unanimous. Approved.
4. Committee Appointments: Hiring Committee (pg. 3)
 5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, May 14, 2026 (pg. 10-13)
 - Senate Executive Committee meeting summary, April 23, 2026 (pg. 14-16)
 6. Approval of the Consent Calendar
 - **Motion** to approve the agenda. Approve by acclamation. Anna Hillary proxy for Lak Dhillon (yes, vote); Thomas Gisel proxy for Shane Ramey (yes, vote), Alexa Dimakos proxy for Alene Terzian (yes, vote), Collette Salvatierra proxy for Jennifer Thompson (yes, vote). Unanimous. Approved.

I. Academic Senate Meeting Summary, May 14, 2026 (pg. 4-9)	II. Curriculum Committee Summary, May 21, 2026
Program Viability Committee/Proposals: Permanent Status 1. Bachelor of Science in Building Performance 2. Diagnostic Medical Sonography (DMS) 3. Physical Therapy Assistant (PTA) 4. Rising Scholars 5. Noncredit English as a Second Language (ESL)	Program Initiations 1. Noncredit Courses for individuals with Disabilities-COC Inclusive Learning Institute Program Discontinuance 1. Civic & Community Engagement Certificate 2. NETECH & ESYST Certificates 3. Math ADT 1.0 4. Physics ADT 1.0 5. Elementary Teacher Education ADT 1.0

J. Reports

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

1. [Program Viability Committee Annual Chair Report](#), Lisa Hooper
 - AP 4021 provides input to the initiation and discontinuation of programs via the 10+1 and BP 7215. The committee has input on the discontinuance of programs. The committee also added a fourth type of proposal called revitalization. The committee will refine the operating procedures and AP. There is a transfer position that is vacant and needs to be filled. PV is also tasked with taking the heavy load off of the Curriculum Committee regarding new program initiation proposal or if a program has significant resource needs. A list of programs that came through PV as proposals was shared, this includes the Ceramics program that will be offered in the fall of 2026. Lastly, a list of committee goals was shared such as changes to the program proposals, report prompts and technical review criteria.
2. [Non-Credit Curriculum Committee Annual Chair Report](#), Garrett Rieck
 - NC total enrollments, total certificates and course totals were shared. COC is in the top 10 for FTES accreditation. Statewide the emphasis is to get credit curriculum to work with non-credit. A list of cross campus collaborations with division, department and disciplines was shared. The mailer was not mailed out this year due to the budget, as a result there was a decline in enrollment. A list of goals was also shared. The committee would like to obtain free parking for students. The hope is to hire more FTF and PT faculty in non-credit for ESL, counseling and older adult and full-time and part-time classified staff. The Rising Scholar program was awarded the Exemplary program statewide award. Garrett presented at the ASCCC institute and was on the statewide non-credit curriculum committee. The PPL Certificate Celebration event was recently held. Special thanks to Garrett for all his work with noncredit and for helping shepherd through the program.
3. Academic Senate Presidents Report, Lisa Hooper
 - **Athletics & Foundation hosts a poker program.** If anyone decided to play, they could designate

their contribution for cougar volleyball. There will be food and beverages and there will be some alcohol provided as this event is in partnership with the Foundation Department.

- **Voyatek:** An additional layer of authentication for students referred to as Voyatek has been added. Students will be notified. Faculty can also refer a student to Admissions & Records.
 - **New My Canyons App:** Starting Friday, June 5th the My Canyons app will not function. Everyone will need to delete the app and download a new version. There is concern as students are currently enrolling. My canyons will transition to Moto Lab. The new app will be announced via email on Monday. The old app will be turned off on June 17th. At one point both apps will be available for training. Stephen Burns is dev a Q&A page. If students sign up for summer classes, they will not be dropped. Faculty should have students register via the website.
 - **PAC-B Committee Update:** The district is looking to cover \$4M for one-time solutions. Jason Hinkle is going through the application and revising as the district needs to close the gap. This is independent of Governor's May revise.
 - **Commencement/Graduation Honor Guard:** Faculty will convene at 5:00pm in Cougar Den. In addition, the Executive Cabinet and Dr. Edel Alonso will be joining faculty for the honor guard. They group will walk from the cougar den to the score board end of the track. Student procession will start at 5:45pm. The BA earners will sit in the front row. The idea is to group BA earners in future iterations.
 - **Bookstore:** The bookstore is renting and collecting commencement regalia.
 - **Keynote speaker:** NBC weekend speaker and former COC Canyon News graduate, Jonathan Gonzalez will be the commencement guest speaker. Austin Dave and David Brill are working on creating slides with student success stories for the commencement.
 - **Collegial Celebration:** The event will be hosted with Stonefire catering, and Nothing Bundt cakes for dessert. This event will recognize faculty award honorees and celebrate all faculty. There will not be a fuel station however, any leftover food will be brought up to BONH 330.
 - **eLumen** – This software will be available for one more week for SLO assessments.
4. Vice President Report, Garrett Rieck
- Collegial Celebration deadline to RSVP is 12pm by tomorrow.
 - Award recipients now know. The two distinguished faculty invited students who worked closely with them.

K. Action Items

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

1. [Faculty Receiving Emeriti Status June 2026](#) (pg. 32)
 - Pamela Williams Peaz:
 - Pamela has served for 25 years at the college and brought forth the Ethnic Studies program. All her work is founded in equity, care and empathy. She was awarded the Academic Senate Faculty Award on Diversity. She has served as the chair of the Scholarly committee and helped bring social justice degree pathways. Pamela participated in all the hiring committees for all current sociology and ethnic studies faculty. She has brought in the ICC to COC via program review. Special thanks to pamela!
 - **Motion** to approve Emeriti status for **Pamela Williams-Paez** by Jesse Vera. Approved by acclimation. Unanimous. Approved.
 - Tina Waller:
 - Adina Carrillo shared some words with Tina Waller. Tina has an ability to connect with others and creates a welcoming environment. She has shared comradery with colleagues. Tina's legacy will continue to inspire others.
 - **Motion** to approve Emeriti status for **Tina Waller** by Erica Seubert, approved by acclimation. Unanimous. Approved.
 - Chris Blakey:
 - Andrew Jones Cathcart spoke and shared thoughts on Chris Blakey. When Chris joined the

faculty rank, he was a one-person department. He has worked incredible hard and has done co-teaching and given a voice to Academic Freedom. Chris also plays the guitar and sings.

- **Motion** to approve Emeriti status for **Christopher Balkey** by Garrett Rieck, approved by acclimation. Unanimous. Approved.
- 2. Curriculum Committee Operating Procedures, Tricia George
 - Summary of Changes for the Curriculum Committee Operating Procedures (pg. 17-18)
 - Curriculum Committee Operating Procedures Draft (pg. 38-49) (pg. 19-30)
 - **Motion** to approve by Gary Quire, seconded by Mike Haratunian. Anna Hillary proxy for Lak Dhillon (yes, vote); Thomas Gisel proxy for Shane Ramey (yes, vote), Alexa Dimakos proxy for Alene Terzian (yes, vote), Collette Salvatierra proxy for Jennifer Thompson (yes, vote). Unanimous. Approved.
- 3. Part-Time Faculty Advisory Council Operating Procedures, Ruth Rassool, Dr. David Vakil & Lisa Hooper (pg. 31-33)
 - **Motion** to approve by Tom Gisel, seconded by Lauren. P Anna Hillary proxy for Lak Dhillon (yes, vote); Thomas Gisel proxy for Shane Ramey (yes, vote), Alexa Dimakos proxy for Alene Terzian (yes, vote), Collette Salvatierra proxy for Jennifer Thompson (yes, vote). Unanimous. Approved.

L. Discussion

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

1. [Professional Development: Maintaining “currency” as an academic in today’s higher education environment & Title 5 changes](#), Lisa Hooper
 - There are some Title 5 changes regarding a more holistic approach to professional development. All faculty need to continue to educate themselves to stay current. The idea is to provide faculty with some 2-5 self-pace training sessions with HR, Online Ed, CETL, Ed Tech or Web Committee. Lisa has met with the aforementioned group to shift away faculty from district wide professional development. An idea is to launch a tri-annual survey to evaluate if faculty feel the training is helping them stay current. There is a 41-hour flex obligation. 8.57% is the new obligation that calculates to 15 days. Faculty cannot exceed that percentage of a contractual obligation. There was a suggestion to have only one line of clear communication regarding faculty professional development. This change will go through the new shared governance structure.
2. [FAQ Form regarding the new AP 5521 – Grade Penalty Procedures](#), Lisa Hooper
 - A new submission form was created to allow people to submit up to 3 questions at a time. If there are prevalent themes, those will be noted to help structure a FAQ sheet. Faculty requested sample language regarding student academic dishonesty. It was stated that the due process allowed for students is granted via law and comes from a long line of court cases. Faculty can continue to issue a “0” for academic dishonesty to a student and notify them that they are being referred to the Student Conduct committee. It is then incumbent on the student to demonstrate with some level of evidence that they did not cheat. Until this is proven the “0” grade stands.

M. Special Recognition

1. [New Tenured Faculty](#) (pg. 35)
2. Senate Service Recognition for 2024-2026 (pg. 36)
 - Jesse Vera will replace Julie Hovden on Curriculum Committee as the new articulation officer.
3. [Faculty Award Recipients](#)
 - I. Robert Maxwell, *Excellence in Education Award*
 - II. Jeannie Chari, *Excellence in Education Award*
 - a. Typically, only one person is recognized for this award. However, both nominations spoke about their dedication and work with students.

III. Rising Scholars Program, *Exemplary Program Award*

- a. Garrett will have a rising scholar come and speak on the program at the Collegial Celebration.
4. Department Chair Workshop Training Series - Faculty who completed the training series (pg. 37)
 - Special thanks to all faculty who completed the training series. There were fewer participants in this session. Sessions were condensed to 6 workshops from 8. There is an idea to host this training every other year instead of yearly and host Tenure training on the off years.
5. **Special thanks** to all faculty who served as senators for Lisa's first term as Senate President. Lisa invited all to the Collegial Celebration and wished everyone a wonderful summer.

N. Unfinished Business

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

1. Web Design/Senate Sub-Committee pages update

O. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Tenure Committee Training Workshops
2. Academic Accommodations Faculty Liaison
3. Academic Senate Acknowledgement of Discipline Memos

P. Announcements

1. Next Academic Senate 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.

Q. Adjournment: 4:53 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

Academic Senate RETREAT Meeting Summary for August 27, 2026

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	Jessica Crowley	X
Communications Officer	Erica Seubert	X	At Large Senator	<i>Lak Dhillon proxy for Alene Terzian-Zeitounian</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	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	Anne Marchesan	X	Adjunct Senator	Joshua Rideaux	X
Humanities Senator	Annie Aboulian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Adjunct Senator	Alma Juarez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. David Vakil (Interim, CIO)	X	Jennifer Brezina VP of Instruction	A
Marilyn Jimenez	X	Dilek Sanver Wang (COCFA President) via Zoom	X
Dan Portillo (AFT President)	A	ASG Student Representative	A

Guest							
Alisha Kaminsky	X	Claudenice McCalister		Jesse Vera	X	Sara Breshears	X
Claudia Acosta	X	Daylene Meuscke	X	Jeremy Patrich	X	Tammera Stokes-Rice	X

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - The Senate may not continue to order catering from Corner Bakery due to an increase in prices.
3. Approval of the Agenda:
 - The agenda was reordered to allow for the retreat slides to be shared first then the presidents' perspective.
 - **Motion to approve the agenda by acclamation.** Unanimous. Approved.

B. Reports

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

1. Presidents Perspective, Lisa Hooper
 - Acknowledgement of the challenges facing higher education nationally as well as locally,

including changes in: population, courses and general education offerings as the result of legislative action, student financial aid, fraudulent student activity, software platform changes (MyCanyons, Voyatek, Coursedog, SLOCloud, our website), new governance model locally, college leadership, etc. The goal of Senate leadership is to provide constant and steady support to faculty during this tumultuous time, as we strive to create exceptional learning environments through our development and maintenance of academic standards at College of the Canyons.

C. Action Items

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

None

D. Discussion

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

1. [Responsibilities of the Academic Senate \(10+1\)](#)

- Special thanks to all faculty who are continuing to serve and represent various groups on campus.
- **1988 senate bill 1725:** This bill gave the local academic senates authority over 10+1. Each district's Board of Trustees establishes a policy describing which of the 10+1 areas they will "rely primarily upon" the faculty to oversee, and which areas they will "collegially consult to reach mutual agreement."
- **Overview over of the roles and responsibilities of senators:** Senators report to and from their constituents on matters before the Senate.
- **Remote Meeting Attendance:** The process requires alternative meeting location addresses to be published on the agendas; address must be within district boundaries to count toward quorum. A maximum of two Senators may vote remotely per meeting. Contact Marilyn Jimenez each instance to process this request.
- **Meeting Proxy's:** A proxy is another voting senator that holds the vote for voting senator that is absent. As a reminder faculty can only hold one proxy at a time. A formal notification of the Senator's absence as well as their identified proxy is submitted to Marilyn through a form on the Senate webpage.
- **Input on Agenda items:** All Senators are encouraged to inform Senate agendas, including suggestion for future items for consideration as well as second reads/discussions.
- **Committee Reporting:** While there are reporting structures for senate sub-committee, there are no reporting structures for collegial or PATs for the new governance model. We need to establish a process whereby the Senate is informed of collegial consultation committee work on a regular basis.

2. Evaluating our committees through the 10 + 1 lens

- A list of all committees that are part of the Academic Senate, Collegial and Operational were shared with all faculty to collect feedback regarding which fall under the areas of 10+1. There were some committees that are redundant and others are missing descriptions. It is recommended to create a uniform template for committee description of role/purpose, or charter. The new shared governance model will include some guiding principles.
- There are some changes needed regarding the committee list. It is suggested that the Educational Technology move from Collegial Consultation to Senate sub-committee. There are multiple safety committees – could we create one campus safety committee with smaller subgroups or taskforces, as needed. There is also seeming redundancy with having a Web

Committee, Ed Tech and Tech committee. Academic Standards and the Grade Review recently had new language drafted, but they aren't standing committees. There was a reminder that many committees originated via a policy or a via a resolution. Committees created via policies cannot be disbanded even if they are senate sub-committees.

3. Senate Goals for 2026-2027

- Consider committee alignment with the 10+1, and refine alignment with the PAT's, as necessary
- Support the refinement of PAT processes in furtherance of collaborative and transparent decision-making
- Develop new academic program review processes in collaboration with the Planning & Institutional Excellence PAT
- Explain and support the UDL (Universal Design for Learning) standard as enacted through Title 5 last academic year
- Bolster the new district-wide Professional Development committee through faculty participation, while narrowing the Senate's focus to best practices in pedagogy and andragogy across modalities
- Message and support the transition to Coursedog & SLO Cloud platforms for curriculum development and SLO assessment

4. Open Forum – are our agendas (consent items, reports, etc.) working?

- There is a new standard enacted by Title 5. CASL Committee are moving to a new system for SLO assessment.
- There are some concerns with alignment issues. There will be a new program review process for 3- 5 years. Special thanks to Gary Quire for serving as the new Program Review faculty chair.

E. Unfinished Business

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

1. Web Design/Server 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. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule

G. Announcements

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3. [2026 Fall Plenary Session](#), Nov. 5th – 7th, Grand Bay Hotel San Francisco, CA.
4. [2027 Spring Plenary Session](#), April 8th – 10th, Hyatt Regency Irvin, Irvine, CA.
5. [2027 Fall Plenary Session](#), Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.

H. Adjournment: 4:53 pm.

Note: Tenure Committees listed below are for newly hired full-time faculty. Complete **Tenure committee list for 2026-2027** is available on the [Tenure Committee Website](#).

Tenure Committees 2026-2027 (as of TBD)							
Last Name	First Name	School/Department	Committee Chair	Peer Evaluator	Administrator	FT Faculty Hire Date	Status
Williams	Jennifer	Nursing	Adina Carrillo	Ricardo Rosales	Nadia Cotti	8/14/2026	1st year
Kim	Sung	Ethnic Studies (Asian American Studies)	Anne Marengo	Hernan Ramirez	Tammera Stokes-Rice	8/14/2026	1st year

Program Viability Agenda Items Due Calendar for 2026-2027

All meetings are scheduled every other Thursday from 10:00am – 11:30am

**Note: All agenda items are due the Friday of the week before the scheduled meeting. All agendas will be posted the Monday of the week of the meeting by 10:00am in order to be in compliance with the Brown Act.*

Fall 2026

Meeting Dates	Agenda Items Due By 9:30am	Agenda Posted
September 3, 2026	August 28, 2026	August 31, 2026
September 24, 2026	September 18, 2026	September 21, 2026
October 15, 2026	October 09, 2026	October 12, 2026
October 29, 2026	October 23, 2026	October 26, 2026
November 12, 2026	November 6, 2026	November 9, 2026
December 03, 2026	Nov. 25, 2026 (Due to Thanksgiving Holiday)	November 30, 2026

Spring 2027

Meeting Dates	Agenda Items Due By 9:30am	Agenda Posted
February 18, 2027	February 12, 2027	February 15, 2027
March 04, 2027	February 26, 2027	March 1, 2027
March 25, 2027	March 19, 2027	March 22, 2027
April 15, 2027	April 9, 2027	April 12, 2027
May 06, 2027	April 30, 2027	April 3, 2027
May 20, 2027	May 14, 2027	May 17, 2027

Adjunct Faculty Summer 2026

Name	Position Title	Discipline Assignment	MQ&E for the specified discipline as listed in the current MQ&E state handbook/Equivalency	Evidence for how the faculty member meets MQ or Equivalency
Gammariello, Robert	Adjunct – Biological Sciences	Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	Ph.D. in Biology from Loma Linda University.
Alonso, Jose	Adjunct – Italian	Foreign Languages	Master's in Italian OR Bachelor's in Italian AND Master's in another language or linguistics OR the equivalent	M.A. in Italian from University of Barcelona
Cena, Sonia	Adjunct – Nursing	Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing.	M.S. in Nursing from the Charles Drew University of Medicine & Science.
Payetta, Michelina	Adjunct – Noncredit Older Adult Yoga	Older Adults: Noncredit	Any bachelor's degree with a major related to the subject of the course taught and EITHER Thirty-two hours OR two semester units of course work in understanding the needs of older	B.S. in Kinesiology from California State University, Fullerton and 12 years of occupational experience related to the subject of the course taught.

			adults OR one (1) year of full-time equivalent professional experience directly related to the faculty member's teaching assignment. OR Associates degree with a major related to the subject of the course and sixty hours or four semester units of coursework in understanding the needs of older adults OR Any bachelors degree and two (2) years of occupational experience related to the subject of the course taught OR Any associates degree and six (6) years of occupational experience related to the subject of the course taught	
Peterson, Hannah	Adjunct – Academic Accommodations Counselor	Community College Counselor of Students with Disabilities	Master's degree in rehabilitation counseling OR Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage,	M.S. in Social Work from California State University, Northridge and 2 years' experience counseling students with disabilities.

			family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either 15 or more semester units in upper division or graduate level course work related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services program or in a program dealing with people with disabilities, or two years of full time experience, or the equivalent, in one or more of the following: (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities are for persons with disabilities, or the equivalent.	
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Acosta-Medina, Georgia	Adjunct – Ethnic Studies	Ethnic Studies	Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR Master's in Ethnic Studies OR the equivalent	M.A. in Chicano Studies from California State University, Northridge
Rodriguez, Luis	Adjunct – Ethnic Studies	Ethnic Studies	Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR Master's in Ethnic Studies OR the equivalent	M.A. in Chicano Studies from California State University, Northridge

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: June 17, 2026
RE: Summary of Revisions to AP 4022 (Course Approval)

The proposed updates to AP 4022 (Course Approval) are primarily designed to better align COC's AP with the CCLC model AP, which the CCLC revised in April, 2025, "to align requirements to Title 5 Sections 55100 and 55150."

1. Course approval updated to reflect current Chancellor's Office processes

The procedure clarifies that approved credit and noncredit courses are submitted to the CCCCCO through its Curriculum Inventory and Management Information Systems.

2. Clarified curriculum training requirements

The revised language requires training for all district personnel involved in course approval rather than only members of the Curriculum and Noncredit Curriculum Committees, which is consistent with Title 5's requirements.

3. New provisions added regarding credit-hour compliance

Notes that BP and AP 4020 specify the relationship between contact hours, outside of class hours, and the calculation of credit hours, which the CCLC, for some reason, wants noted in this AP too. Similarly, AP 4020 requires annual certification that the district complied with regulatory requirements for approval of credit courses, but the CCLC wants that referenced in AP 4022 also.

5. Clarification of revision cycle for Career Education courses

The prior language required that Career Education *course outlines of record* be revised every two years. This was inaccurate and, therefore, deleted. AP 4020 states that "CTE programs are reviewed on a two-year cycle through the District's program review process. CTE prerequisites are validated every two years."

6. Associate degree and certificate language removed

These unit requirements for degrees and certificates are laid out in AP 4100. They should not be duplicated here and, therefore, have been deleted.

7. Prerequisite review language removed

The CCLC has removed the recommendation that this document address prerequisite review and, furthermore, all rules related to this topic are set forth in AP 4260, which is

a lengthy (11 pages) procedure discussing prerequisites, corequisites, and advisories.

8. Family-of-courses/repeatability language removed

The lengthy section describing active participatory courses and the four-course family limitation was deleted because the CCLC does not recommend addressing it in this AP and, furthermore, it is addressed in AP 4225 (Course Repetition). We should not be discussing the same topic in multiple procedures, unless unavoidable.

9. Clarification and Chances to Course Archiving Standards

Required courses (major preparation, etc.)

The new language clarifies that courses not successfully offered during the preceding two academic years are subject to archiving, faculty may seek a waiver by demonstrating student benefit, and the Curriculum Committee retains discretion whether to grant the waiver.

Elective courses

The new language reduces the archiving standard for elective courses to **three years** from **five years** without being successfully offered and indicates that department chairs or designees may request a waiver of this requirement from the Curriculum Committee upon a showing that students would benefit.



AP 4022 Course Approval

References:

Title 5 Sections 55100 and 55150

Credit Courses

1. Proposals for ~~credit courses individual degree applicable credit courses offered as part of an educational program, non-degree applicable credit courses, and degree applicable credit courses that are not part of a permitted educational program~~ ("Credit Course Proposals") shall complete the audit and technical review processes set forth in the Curriculum Committee's adopted Operating Procedures.
2. After Credit Course Proposals have completed the audit and technical review processes, they must be approved first by Curriculum Committee, then by the Academic Senate, and finally by the District's Board of Trustees, pursuant to Title 5 Section 55002, Title 5 Section 55002.5, and the California Community Colleges Chancellor's Office Program and Course Approval Handbook, before the District may promptly report approved credit courses submit the proposal to the California Community Colleges Chancellor's Office Curriculum Inventory and Management Information Systems~~for chaptering.~~
3. Academic departments, according to each department's practice or policy, shall revise the course outlines of record for all non-archived courses at least every five years, absent extraordinary circumstances except that the course outline of record for courses offered as part of a Career Education program shall be revised every two years. The Curriculum Analyst shall create a list of courses due for revision and transmit that list to all department chairs in the spring semester prior to the academic year in which the courses must be revised.
4. All District personnel involved in the approval of Credit Course Proposals ~~Members of the Curriculum Committee~~ must complete the curriculum-related training ~~required of them~~required under Title 5 Section 55100. Curriculum Committee members shall complete the training prior to the first curriculum committee meeting of the fall semester or, if appointed to the committee thereafter, before the member votes at a meeting. The District shall provide certification of this training to the California Community Colleges Chancellor's Office annually.
5. ~~Associate degrees for transfer may not exceed 60 semester units total, including the IGETC or CSU General Education Breadth requirements, and must follow the Transfer Model Curriculum consisting of approved C-ID courses where available. A Certificate of Achievement shall consist of 16 or more semester units, designed to represent the completion of learning experiences which develop skills in general education or career education.~~

- ~~6. The Curriculum Committee shall make determinations regarding proposed prerequisites, corequisites, and advisories, with a full review of proposed out of discipline prerequisites, to determine if a student would be highly unlikely to receive a satisfactory grade in that course unless the student has knowledge or skills not taught in the course that are necessary for entry into the course. The Curriculum Committee shall periodically review required prerequisites and corequisites to consider whether they remain appropriate, including consideration of whether they disproportionately impact students due to race, ethnicity, gender, age, or disability, and, if so, to consider potential action by the District to ameliorate that impact.~~
- ~~7. Title 5 regulations governing the repetition of credit courses in the California Community College system have eliminated repeatability in the Art, Dance, Graphic & Multimedia Design, Kinesiology (activity courses), Media Entertainment Arts, Music, Photography, and Theatre departments. While students will not, in most cases, be allowed to repeat active participatory courses in these departments, students will be allowed to enroll in a series of active participatory courses that are related in content (commonly referred to as a family of courses), and that rely on the prior course as a prerequisite, a maximum of four times. Although a family of courses may include more than four courses, students remain limited to enroll in a maximum of four courses in any family.~~
5. The District shall not offer courses that the California Community Colleges Chancellor's Office previously denied unless they have been modified to properly address the reasons for denial and, thereafter, approved according to the District's course approval process.
6. The District has adopted BP 4020 and AP 4020, which specify the relationship between contact hours, outside-of-class hours, and the calculation of credit hours.
- 8.7. The District has adopted AP 4020 which requires annual certification to the California Community Colleges Chancellor's Office, before the conclusion of each academic year, that the District complied with the regulatory requirements relating to the approval of credit courses.

Noncredit Courses

1. Proposals for noncredit courses ("Noncredit Course Proposals"), pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook, shall complete the audit and technical review processes set forth in the Noncredit Curriculum Committee's adopted Operating Procedures. After Noncredit Course Proposals have completed the audit and program viability processes, they must be approved first by Noncredit Curriculum Committee, then by the Curriculum Committee, then by the Academic Senate, and finally by the District's Board of Trustees before the District may promptly report approved non-credit courses submit the proposal to the California Community Colleges Chancellor's Office Curriculum Inventory Management Information Systems.~~for chaptering or approval.~~
2. The District shall comply with its established procedures relating to proper attendance accounting for noncredit courses, consistent with Education Code Sections 84030 et seq.
3. All District personnel involved in the approval of Noncredit Course Proposals must complete the curriculum-related training required under Title 5 Section 55100. Members of the Noncredit Curriculum Committee must complete ~~this curriculum-related training required of them under~~

~~Title 5~~ prior to or during the first noncredit curriculum committee meeting of the fall semester or, if appointed to the noncredit committee thereafter, before the member votes at a noncredit committee meeting.

4. Each academic year, the District shall certify to the California Community Colleges Chancellor's Office that it has complied with the requirements of Title 5 Section 55150 as pertaining to the approval of noncredit courses.

Course Archiving

1. As used herein, the term "archive" means to remove a course from the District's catalog, such that the course cannot be included in a schedule of classes or offered to students, while also retaining a record of the course to allow it to be offered again after completing the District's course approval process.
2. The District shall archive courses that departments have not revised within the timelines required by this procedure.
3. The District shall archive courses that are required for degrees and/or programs (e.g., major preparation) if the District has not successfully offered those courses for enrollment at least once in the two preceding academic years. Department chairs may ask that the Curriculum Committee shall have discretion to waive this archiving requirement upon a showing if faculty demonstrate that the students would benefit from continuing to offer the course.
4. The District ~~shall~~ may archive courses that are not required for degrees and/or programs (i.e., electives) if the District has not successfully offered those courses for enrollment at least once in the three five preceding academic years. Department chairs or designees may ask that the Curriculum Committee shall have discretion to waive this archiving requirement upon a showing that if faculty demonstrate that the students would benefit from continuing to offer the course.

Approved XX/XX/XX



AP 4022 Course Approval

References:

Title 5 Sections 55100 and 55150

Credit Courses

1. Proposals for credit courses ("Credit Course Proposals") shall complete the audit and technical review processes set forth in the Curriculum Committee's adopted Operating Procedures.
2. After Credit Course Proposals have completed the audit and technical review processes, they must be approved first by Curriculum Committee, then by the Academic Senate, and finally by the District's Board of Trustees, pursuant to Title 5 Section 55002, Title 5 Section 55002.5, and the California Community Colleges Chancellor's Office Program and Course Approval Handbook, before the District may promptly report approved credit courses to the California Community Colleges Chancellor's Office Curriculum Inventory and Management Information Systems.
3. Academic departments, according to each department's practice or policy, shall revise the course outlines of record for all non-archived courses at least every five years, absent extraordinary circumstances. The Curriculum Analyst shall create a list of courses due for revision and transmit that list to all department chairs in the spring semester prior to the academic year in which the courses must be revised.
4. All District personnel involved in the approval of Credit Course Proposals must complete the curriculum-related training required under Title 5 Section 55100. Curriculum Committee members shall complete the training prior to the first curriculum committee meeting of the fall semester or, if appointed to the committee thereafter, before the member votes at a meeting. The District shall provide certification of this training to the California Community Colleges Chancellor's Office annually.
5. The District shall not offer courses that the California Community Colleges Chancellor's Office previously denied unless they have been modified to properly address the reasons for denial and, thereafter, approved according to the District's course approval process.
6. The District has adopted BP 4020 and AP 4020, which specify the relationship between contact hours, outside-of-class hours, and the calculation of credit hours.
7. The District has adopted AP 4020 which requires annual certification to the California Community Colleges Chancellor's Office, before the conclusion of each academic year, that the District complied with the regulatory requirements relating to the approval of credit courses.

Noncredit Courses

1. Proposals for noncredit courses ("Noncredit Course Proposals"), pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook, shall complete the audit and technical review processes set forth in the Noncredit Curriculum Committee's adopted Operating Procedures. After Noncredit Course Proposals have completed the audit and program viability processes, they must be approved first by Noncredit Curriculum Committee, then by the Curriculum Committee, then by the Academic Senate, and finally by the District's Board of Trustees before the District may promptly report approved non-credit courses to the California Community Colleges Chancellor's Office Curriculum Inventory Management Information Systems.
2. The District shall comply with its established procedures relating to proper attendance accounting for noncredit courses, consistent with Education Code Sections 84030 et seq.
3. All District personnel involved in the approval of Noncredit Course Proposals must complete the curriculum-related training required under Title 5 Section 55100. Members of the Noncredit Curriculum Committee must complete this training prior to or during the first noncredit curriculum committee meeting of the fall semester or, if appointed to the noncredit committee thereafter, before the member votes at a noncredit committee meeting.
4. Each academic year, the District shall certify to the California Community Colleges Chancellor's Office that it has complied with the requirements of Title 5 Section 55150 as pertaining to the approval of noncredit courses.

Course Archiving

1. As used herein, the term "archive" means to remove a course from the District's catalog, such that the course cannot be included in a schedule of classes or offered to students, while also retaining a record of the course to allow it to be offered again after completing the District's course approval process.
2. The District shall archive courses that departments have not revised within the timelines required by this procedure.
3. The District shall archive courses that are required for degrees and/or programs (e.g., major preparation) if the District has not successfully offered those courses for enrollment at least once in the two preceding academic years. Department chairs may ask that the Curriculum Committee waive this archiving requirement upon a showing students would benefit from continuing to offer the course.
4. The District may archive courses that are not required for degrees and/or programs (i.e., electives) if the District has not successfully offered those courses for enrollment at least once in the three preceding academic years. Department chairs or designees may ask that the Curriculum Committee waive this archiving requirement upon a showing that students would benefit from continuing to offer the course.

Approved XX/XX/XX

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: May 6, 2026
RE: Summary of Revisions to AP 4222 (Remedial Coursework)

The District adopted its current AP 4222 (Remedial Coursework) in November of 2021. Approximately a year later, Assembly Bill 1705, which is codified as California Education Code §§ 78212.5 and 78213, became law. The new law strengthens earlier changes to the law regarding remedial coursework found in “AB 705,” by largely eliminating mandatory remedial coursework in math and English unless it can be proven to improve student outcomes, thereby pushing more community college students directly into transfer-level classes.

The Board of Governors required full compliance with the requirements of AB 1705 by Fall 2025. The CCLC amended its template for AP 4222, to incorporate AB 1705’s requirements, in April 2023 and April 2024. COC must update its version of AB 4222 to incorporate the legal requirements of AB 1705.

The proposed updates to AP 4222 would allow COC’s version of this procedure to correspond nearly identically with the CCLC template. The CCLC template, in turn, largely quotes language from Education Code § 78213. Indeed, paragraphs 4-9 and 11 are nearly verbatim quotations from statutory law while paragraphs 2, 3, and 10 are quotations from Title 5, § 55035, which is the Board of Governor’s implementing regulation.

The bullet points below summarize the primary substantive changes:

- Strengthens limits on remedial coursework, especially in English and math, allowing it only when students are highly unlikely to succeed in transfer-level courses and it improves outcomes
- Requires placement decisions to rely primarily on high school GPA, grades, and coursework, with multiple measures used only to increase placement, not lower it
- Emphasizes direct placement into transfer-level courses, with a goal of completion within one year, aligned with the student’s academic program
- Expands use of concurrent support instead of standalone remedial classes, including embedded or low or noncredit options
- Restricts placement into courses that do not satisfy degree or transfer requirements unless strict conditions are met

- Adds structured pathways for STEM calculus preparation using limited transfer-level course sequences
- Clarifies limited unit applicability for remedial coursework and maintains exemptions for certain student populations (e.g., ESL, disabilities, noncredit programs)



AP 4222 Remedial Coursework

References:

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

1. Remedial coursework consists of pre-collegiate basic skills courses.
2. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.
3. Students shall not receive more than 30 semester units for remedial coursework. The Vice President of Student Services or designee shall refer a student who exhausts this unit limitation for further remedial work to appropriate adult noncredit education services.
4. The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.
5. The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for English as a Second Language course students, completing transfer-level coursework in English within a three-year timeframe.
6. The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the District may use guided placement or self-placement. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of all students in such a manner

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

7. If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within intended major based on their high school grade point average and coursework and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.
8. The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the Vice President of Instruction or designee determines the support will increase the student's likelihood of passing a transfer-level English or mathematics course.
9. If the District places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation, (2) the enrollment will improve the student's probability of completing the first STEM calculus course, and (3) the enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.
10. A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.
11. Students who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in a certificate program without English or mathematics requirements, students enrolled in a noncredit English as a Second

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

12. Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.
13. District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx



AP 4222 Remedial Coursework

References:

Education Code Sections [78212.5](#) and 78213,
Title 5 Section 55035,
ACCJC Standard [H.A.42](#)

1. Remedial coursework consists of [pre-collegiate non-degree-applicable](#) basic skills courses.
2. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.
3. Students shall not receive more than 30 semester units for remedial coursework. The Vice President of Student Services or designee shall refer a student who exhausts this unit limitation for further remedial work to appropriate adult noncredit education services.
 - ~~a. Students enrolled in one or more courses of English as a Second Language and students identified by the Vice President of Student Services (or designee) as having a learning disability are exempt from the 30 semester unit limitation of this procedure.~~
- ~~4. No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer level English or mathematics course, but only if discipline faculty determine the support will increase their likelihood of passing the transfer level English or mathematics course. The discipline faculty shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.~~
4. [The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic](#)

goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

5. The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for English as a Second Language course students, completing transfer-level coursework in English within a three-year timeframe.
6. The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the District may use guided placement or self-placement. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur: (1) low performance on one measure shall be offset by a higher performance on another measure; (2) multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it; (3) any one measure may demonstrate a student's preparedness for transfer-level coursework; (4) the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and (5) the multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.
7. If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within intended major based on their high school grade point average and coursework and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.
8. The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the

same term that they take a transfer-level English or mathematics course, but only if the Vice President of Instruction or designee determines the support will increase the student's likelihood of passing a transfer-level English or mathematics course.

9. If the District places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the Vice President of Instruction or designee shall determine that (1) the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation, (2) the enrollment will improve the student's probability of completing the first STEM calculus course, and (3) the enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.
10. A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.
- ~~11.~~ Students who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in a certificate program without English or mathematics requirements, students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate, students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes, students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in adult education programs who are enrolled in coursework other than mathematics or English, current high school students in dual enrollment or taking courses not available in their local high school are exempt from the limitations of this procedure.
- ~~5.12~~ Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

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

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx