



College of the Canyons Academic Senate

September 24, 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

One tap mobile +16694449171 US +12532158782 US (Tacoma)

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

AGENDA

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

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

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. VP/Assistant Superintendents Executive Cabinet Report Out (3 minutes)
4. Approval of the Agenda
5. Committee Appointments: (pg. 3)
6. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, September 3, 2026 (pg. 9-11)
 - Senate Executive Committee meeting summary, September 17, 2026 (pg. 12-14)
7. Approval of the Consent Calendar

1. Academic Senate Summary, September 10, 2026 (pg. 4-8)	2. Curriculum Committee Summary, September 17, 2026
3. Lak Dillon Tenure Committee, Heather Dotter to serve as Tenure Committee Chair	

B. Reports

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

1. Equivalencies Committee Annual Chair Report, Alisha Kaminsky
2. Academic Senate Presidents Report, Lisa Hooper
3. 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. AP 4022 (Course Approval), Gary Collis
 - Policy Review Committee (PRC), Summary for Senate, 2026 (pg. 15-16)
 - AP 4022 (Course Approval), (Final for Senate Tracked 2026) (pg. 17-19)

- AP 4022 (Course Approval), (Final for Senate Clean 2026) (pg. 20-21)
- 2. AP 4222 (Remedial Coursework), Gary Collis
 - Policy Review Committee (PRC), Summary for Senate, revisions 2026 (pg. 22-23)
 - AP 4222 (Remedial Coursework) Final for Senate Clean 2026 (pg. 24-26)
 - AP 4222 (Remedial Coursework) Final for Senate with tracking 2026 (pg. 27-29)

D. Discussion

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

1. New Web Governance & Web Content Document developed by IT and PIO, Regina Blasberg & Hsiawen Hull
2. IEPI Mini-PRT Update for Canyon Country Campus, Paul Wickline
 - [IEPI List of Primary Successes and Menu Options for Institutional Consideration](#)
 - [IEPI Institutional Innovation and Effectiveness Plan signed by the CEO/Academic Senate President](#)
 - [IEPI Mini-PRT Implementation Plan Presentation](#)
3. Reporting format from PATs to Academic Senate, Lisa Hooper

E. Unfinished Business

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

1. none

F. New Future Business

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

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

G. Announcements

1. [Next Academic Senate Meeting Dates for Fall 2026](#): 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

none

Additional Academic Senate Sub-Committee Appointments

First Name	Last Name	Full-Time or Part-Time	Committee
Michelle	Labrie	Faculty Chair, Social & Behavioral Sciences (SBS)	Academic Review Committee <i>(formerly Grade Review Committee)</i>
Gary	Quire	Program Review Committee Chair/Business	CE Committee
Gary	Quire	Program Review Committee Chair/Business	Program Viability Committee

Additional Collegial Committee Appointments

Enrollment Management Committee

First Name	Last Name	Full-Time or Part-Time
Adam	Kaminsky	Social & Behavioral Sciences (SBS) Representative

Additional Operational Committee Appointments

Transfer Center Advisory Committee

First Name	Last Name	Full-Time or Part-Time
Ann	Marchesan	Full-Time Canyons Promise Counselor
Anthony	Clayton	Part-Time Business Faculty
Anthony	Morris	Full-Time Umoja Counselor
Gary	Quire	Full-Time Business
Jesse	Vera	Full-Time MESA Counselor & Faculty Articulation Liaison
Patricia	Foley	Full-Time Engineering/STEM Rep
Patricia	Garcia	Full-Time Honors Counselor
Sammy	Sassoon	Full-Time Transfer Counselor
Tammy	Mahan	Psychology/SBS

Academic Senate Meeting Summary for September 10, 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	<i>Erin Delaney proxy for Jessica Crowley</i>	X
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	Anne Marchesan	X	Part-Time Senator	<i>Lauren Rome proxy for Joshua Rideaux</i>	X
Humanities Senator	Annie Aboulion	X	Part-Time Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Part-Time Senator	Alma Juarez	A
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	Dilek Sanver Wang (COCFA President) via Zoom	X
Dan Portillo (AFT President) via Zoom	X	ASG Student Representative	A

Guest							
Christopher Boltz	X	Collette Gibson	X	Jon Amador	X	Paloma Vargas	X
Claudenice McCalister	X	Dilek Sanver-Wang	X	Michelle Labrie	X		
Clinton Slaughter	X	Joielynn Belmonte	X	Nadia Cotti	X		

A. Routine Matters

1. Call to order: 3:02pm
2. Public Comment: No comments.
3. Approval of the Agenda
 - I. **Motion** to approve the agenda by Lauren Rome, seconded by Thomas Gisel. Erin Delaney proxy for Jessica Crowley (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote). Unanimous. Approved.
4. Committee Appointments:
 - I. A breakout session took place at the Senate Retreat to have senators review committees (senate, collegial consultation, and operational) in terms of charter and role in shared governance. It was determined that there is a need to develop better committee descriptions and streamline

committee work to minimize duplication of work.

- II. Department Chair Changes: Bill Macpherson is chairing Photography department as we do not have a full-time faculty member in that area with Wendy Brill reassigned to the Chancellor's Office. Sherill Pennington resigned after the end of the school year. A correction will be made as Erik Altenbernd is not "interim" but is now chair of record for the History department. Tamera Stokes Rice became the interim Dean of the school of Social & Behavioral Sciences; Adam Kaminsky has assumed the Communications Department Chair position.

Academic Senate Sub-Committees List 2026-2027.pdf	Department Chair Appointment Changes: • Bill Macpherson, Photo Department Chair • Erik Altenbernd, History Department Chair • Adam Kaminsky, Communications Department Chair • Kimberly Night, Automotive Technologies 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

- I. A correction will be made as the Curriculum committee took place on September 3rd and not September 4th. All committee membership suggestions should be forwarded to Marilyn Jimenez and CC Lisa Hooper.
- II. **Academic Review Committee (ARC):** It was clarified that the new committee composition for the calls for the creation of panels that convene as needed. The suggestion is to have a pool of faculty that can be called to serve on panels 1-2 times per year.
- III. **The Student Conduct Committee (SCG):** This committee has a faculty chair. All faculty can serve on the committee. Changes took place as there were concerns expressed that the previous process did not address faculty concerns. The suggestion was to include representation from all schools. The committee function will return for discussion.
- IV. The agenda was reordered to allow for the Great Shake Out Discussion item presenters to present first.
- V. **Motion** to approve the consent calendar by Erin Delaney, seconded by Kathrina Almero Fabros. Erin Delaney proxy for Jessica Crowley (yes, vote); Lauren Rome proxy for Joshua Rideaux. Unanimous. Approved.

4. Academic Senate Summary, May 28, 2026 (pg. 4-8)	6. Curriculum Committee Summary, September 4, 2026
5. Academic Senate Retreat Summary, August 27, 2026 (pg. 9-11)	7. Updated Seniority List 2026-2027
	8. 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
 - I. **Board Meeting:** The report out from the closed session was thorough and may have been unsatisfying for some as we were unable to see the detailed findings from the forensic audit. However, the major findings as well as the district's remedies were presented.
 - II. **Liaison Positions:** There are some liaison positions which have been identified by ASCCC. TUnder David Andrus' presidency, Erica Suebert was appointed as the Sustainability Liaison. We may want to use a different term locally to differentiate those positions defined by the statewide Senate versus those we define locally.
 - III. **New shared governance model report to the Senate:** Lisa no longer serves on Student Success

PAT but will remain on the Planning PAT as chair of Program Viability.

- IV. **La Puente Program proposal:** This program was proposed for initiation at the college; this is a large program and requires many resources. Puente supports Latin X students and combines English and Counseling representatives to help support student success. Puente hosts annual events, including a field trip to northern CA UC and CSU colleges as there is strong mentorship for BA programs and right paths. There is no physical required place but does require re-assign time for English faculty. There is an estimated \$80,000 needed for 27 students as this is C1000 class cap size. There is no selection criteria set but the program does have an extensive handbook which outlines student requirements, guidance and control. Puente Mas allows for more disciplines to be added.
 - V. **AI Taskforce:** Dr. Jasmine Ruys and Dr. David Vakil will be starting a new AI Taskforce. It is essential that the full complete of perspectives on AI are represented as well as all teaching modalities.
 - VI. **Tenure Committee Training:** Lisa and Dilek discussed this and agreed this should be a collaborative effort between COCFA and the Academic Senate.
 - VII. **Course Dog:** There is a new curriculum software program, and the changes are working well as the new system has a great intuitive field. This will help faculty craft better curriculum. The new course dog audit trail asks for an area of approval based on what is approved in PV.
 - VIII. **Committee Updates:** The CASL/Program Review Committee was combined, then separated and combined again. This committee will be rebranding itself. With the new changes to Program Review, this committee will have a huge impact on how information about our courses and programs inform decision-making at the College. There are some unrepresented schools/division on this committee.
 - IX. **SCV Book festival on Saturday:** There will be over 80 authors that will be present at the UCEN for the book festival.
 - X. **Agendas Structure:** Lisa would like to input on the agenda formats and possible agenda items.
2. Academic Senate Vice Presidents Report, Garrett Rieck
 - I. The office lottery is coming up in October. Anyone interested can participate in the lottery.

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)
 - I. **Motion** to approve the Part-Time Faculty (Academic Senate) MQE list by Rebecca Shephard, seconded by Garrett Rieck. Erin Delaney proxy for Jessica Crowley (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote). Unanimous. Approved.

D. Discussion

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

1. AP 4022 (Course Approval), Gary Collis
 - I. Policy Review Committee (PRC), Summary for Senate, 2026 (pg. 18-19)
 - II. AP 4022 (Course Approval), (Final for Senate Tracked 2026) (pg. 20-22)
 - III. AP 4022 (Course Approval), (Final for Senate Clean 2026) (pg. 23-24)
 - o Due to changes to title 5 and to BP 55100 and 55150, the Board of Governance changed the language, and the template had to be updated. The goal is to follow the CCLC model. The courses need to be submitted via the curriculum inventory management information system. All faculty involved in course approval are to get trained. The PV Committee needs to be trained as they advance courses to Curriculum. Several areas were deleted that were not included in the CCLC, such 4100. It was stated that paragraphs 5, 6, and 7 live in other policies

and were removed from these policies. Paragraph #5 was removed as the 4020 explains the rule.

- **Course Archiving:** All required courses in a program should be offered every 2 years. For elective courses there is no stated requirement. Due to COC being a 2-year college, the suggestion is to consider archiving if a course hasn't been successfully offered in 3 years. This item will return for action.
2. AP 4222 (Remedial Coursework), Gary Collis
 - I. Policy Review Committee (PRC), Summary for Senate, revisions 2026 (pg. 25-26)
 - II. AP 4222 (Remedial Coursework) Final for Senate Clean 2026 (pg. 27-29)
 - III. AP 4222 (Remedial Coursework) Final for Senate with tracking 2026 (pg. 30-32)
 - A few years ago, updates took place with regard to AB 1705. This policy tracks the CCLC model very closely. The CCLC is an expert on the law. Title 5 is taken out of Ed Code. This item will return for action.
 3. Great Shake Out Drill, Reinhardt Schuerger
 - I. **FA 26The Great Shake Out Drill:** This year's Great Shake Out is scheduled for the 3rd Thursday of October. Feedback was collected regarding which would be the best times to schedule drills. A shelter in place drill will be scheduled for next spring 26. The October 15th Thursday and would be in line with the international timeline however it was determined that this is the last week of the 8-week courses. The Senate agreed to schedule the Great Shake Out Drill on **Tuesday Oct. 6th at 10:30am**. The **evening drill** will be scheduled at **7:15pm**. An email will go out soon. Students do not get emails.
 - II. **SP 27 Shelter in Place Drill:** Wednesday, April 21st 10:30 in the morning and evening drill was held at 7:15pm.
 - III. **Campus Safety Walkthrough of the Campus:** There were various items on the list that need to be taken care of. There will be more campus safety staff on campus than before. There will be a "Sit with Safety" event that allow people discuss concerns with campus safety. Any suggestions can be communicated to campus safety.
 - IV. **Door Locks:** There was a request to have available an emergency lock for the library doors. However, there are concerns with this being a fire issue. Any request for a workshop on safety for specific buildings can be sent to Reinhardt. There is concern about people getting locked in their offices. There is a suggestion for a maintenance process for door lock checks. Reinhardt will return to a Senate meeting with the locksmith to discuss how door lock's function.
 - V. The suggestion for faculty teaching on Saturdays is to contact campus safety for any needs at 661-362-5089. The Valencia Campus Safety number is 661-510-3882 and CCC it is 661-666-8738.

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
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5. [2027 Fall Plenary Session](#), Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.

H. Adjournment: 4:42pm.

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Please note:

This meeting will be broadcasted at the following locations via zoom

Program Viability Committee Summary

Sept. 3, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

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

Guest:							
Erika Torgeson	X	Dianne Avery	X	Jennifer Brezina	X	Monica Shukla-Belmontes	X
Chad Peters	X	Daylene Meuschke	X	Harriet Happel	X	Nadia Cotti	X
Clinton Slaughter	X	Dilek Sanver Wang (COCFA President)	X	Marilyn Jimenez	X	Paul Wickline	X

I. Routine Matters

1. Call to order: 10:03 am.
2. Approval of the 5/14/2026 meeting minutes:
3. Approval of the Agenda

II. Discussion

1. Refinements to the Program Viability and AP process, Lisa Hooper
 - i. **Introductions/Announcements:** PV Chair archived the previous PV Shell and created new one. Some material was moved over. Lisa had all committee members do introductions.
 - ii. **Committee Composition Updates:** Erika was serving as counseling and/or student services representative. Jason Burgdorfer will continue as COCFA rep due to Dilek Sanver-Wang teaching schedule not allowing her to attend the meetings.
 - iii. **History of the Program Viability:** Due to accreditation findings the district was asked to create a process for the discontinuation of programs.
 - iv. **Programs Reports:** Currently programs are being asked to report 3 times. Because all programs currently under the umbrella of PV are current in their reporting, we won't hear any reports this semester. PV reports will resume in spring 27.
 - v. **Programs on Hold:** Many times, programs are in a holding pattern as faculty haven't had time or the district hasn't secured the resources to start a program. There is concern with programs not making progress and how they are to be supported during delays. If a program makes no progress at all, should it be cancelled?

- vi. **BP 7215 (Academic Senate Participation in Collegial Celebration):** At COC, the Senate and faculty have control of curriculum, courses and programs. However, the development of new programs is a matter for “mutual agreement” with the BOT.
- vii. **Proposed New Processes:** There is an idea of proposing a ranking system like the one the ASC uses. Programs can be ranked and placed in a priority order and at times some programs may not be selected based on the list due to funding availability. The CEO would have the discretion to select new programs for initiation and if/when programs are not selected, or programs are selected out of the ranked order, the CEO would provide a memo to Program Viability explaining their decision(s).
- viii. **New Accreditation Standards for Programs (ACCJC Convening new federal regulation and the earning account):** There is a new accreditation standard that requires programs that qualify for federal financial aid be evaluated for employability with a “living wage”. This is all new and very unclear; we have more questions than answers. But Program Viability may be tasked with making these analyses in the future.
- ix. **AP 4021 (PV, Initiation, Modification, Discontinuance, and Revitalization) updated in spring 2024:** Area C, states that all newly created programs will be considered pilot programs. There are concerns that if this doesn’t work a program would be discontinued. The process of revitalization was created to assist programs who may not be moving in a viable way. Revitalization was proposed by faculty to address the perceived reduction of resources, for example if a program does not have financial support.
- x. **Program Revitalization:** The revitalization has expanded in scope however; it is not clear how the new scope is managed. Under Section 2, sub-section E the process of, “determining the appropriateness of a program initiation, modification, discontinuance, and revitalization” falls on faculty. This process also identifies problematic areas of the program. In this case this would trigger an ad-hoc committee (composition not described). A program requires a faculty sponsor and if a faculty member refuses it is not clear how this would be addressed.
- xi. **Committee Composition & Function:** There is no current student designee with ASG. Need to list the resource representatives that would be contacted. There is concern with listing an AFT part-time faculty union president as this may be limiting to all other adjuncts. Lisa agrees that that this could be pulled out of the AP and added to the operating procedures. The AP cannot be updated at this time as this is BOT approved.
- xii. **Ad-Hoc Committee Function:** It is not clear how a program revitalization process triggers an ad-hoc committee, if the PV committees’ role is to adopt the standards for this committee and not oversee the implementation of the standards. A program revitalization process can be of concern if there is a single person department and that person is not in agreement with the process. The next step would be to trigger a program discontinuance. Once PV decides revitalization is needed, then an ad hoc committee could be put together to support the actual revitalization of the program and report back to PV. There are supposed to be standards for revitalization, however, those have not been defined.
- xiii. **Program Initiated in the 3-year pilot process could be recommended for revitalization:** This suggests that the PV committee wasn’t fully aware of the programmatic needs to support the initiation process. In the past there were programs approved with no discipline expert or subject matter expert; this suggests the committee was making recommendations based on incomplete information.

- xiv. **Hiring of Non-Faculty Discipline Experts/Professional Experts:** Soon the district may be hiring discipline experts who will not be faculty. They could help with program design and curriculum development.
- xv. **Development of a Dashboard to Support Planning and Decisions:** Daylene and her research team are happy to support development of a dashboard to support planning and decisions pertaining to today's topic, which can be integrated as part of the program review process. Right now, there is no flag or mechanism built into the existing PR module or data to alert faculty or PV to any areas that need attention. There are open-ended prompts but that is the extent right now. Another step is to have the committee go to the Senate with the needs for ad-hoc committee.
- xvi. **Final Program Reports:** The PV Committee makes a recommendation to the Senate. We need to do a better job of getting the full picture of getting a program to fruition. There is an interest in possible update the AP 4021 and this can be added to the list of policies to update.
- xvii. **Program Initiation Modification Form SP 2021:** It is suggested to update this form and not include both initiation and modification together. It is recommended that committee chairs review the form and provide feedback.
- xviii. **Program Splitting or Merging Proposal:** It is difficult to determine the criteria as to how the splitting or merging of a proposal should be approved.
- xix. **What is a department?** It is difficult to determine what constitutes an academic department. The department splits have all increased reassign time. The committee focuses on shared resources and collaboration. It may be beneficial for new departments to be paired with an existing department to provide mentoring. The suggestion is to develop a criteria to inform these decisions. This may include the number of faculty, dept size, FTES, workload on chair, any overlapping or similar MQs, shared facilities, equipment, lab techs, and if there are any faculty that already teach in multiple disciplines of a proposed dept.
- xx. **Next Steps:** Lisa will bring back documents to start revisions to hopefully complete by the end of this semester.

III. Adjournment:



COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE COMMITTEE MEETING

September 17, 2026
11:00 a.m. to 12:00 p.m., Via Zoom

SUMMARY

Non-Voting Members:

Faculty Name	Title		Faculty Name	Title	
Lisa Hooper	<i>Academic Senate President</i>	X	Jason Burgdorfer	<i>COCFA President</i>	A
Garrett Rieck	<i>Academic Senate Vice President</i>	X	Dan Portillo	<i>AFT President</i>	A
Erica Seubert	<i>Academic Senate Communications Officer</i>	A			

Voting Members:

Faculty Name	Title		Faculty Name	Title	
Alisha Kaminsky	<i>MQE</i>	X	Jesse Vera	<i>Legislative Liaison</i>	X
Chase Dimock	<i>Honors Steering Committee</i>	A	Julie Jonhson	<i>CETL</i>	X
Sara Breshears	<i>Elections Committee</i>	X	VACANT	<i>Lead Adjunct Senator</i>	A
Erik Altenbernd	<i>Academic Staffing Committee Faculty</i>	A	Lisa Hooper	<i>President's Advisory Committee on the Budget Faculty</i>	X
Gary Quire	<i>Program Review Committee</i>	X	Katie Coleman & Eddie Becton	<i>Scholarly Presentation (Tentative)</i>	A
Garrett Reick	<i>Noncredit Liaison</i>	X	Tricia George	<i>Curriculum Committee</i>	A
Lisa Hooper	<i>Program Viability</i>	X	VACANT	<i>College Planning Team Committee Faculty</i>	X
Gary Collis	<i>Policy Review Committee</i>	X			
Regina Blasberg	<i>Career Education Liaison</i>	X			

Additional Voting Members:

Faculty Name	Title		Faculty Name	Title	
Shane Ramey	<i>Academic Integrity Committee</i>	A	Katie Coleman	<i>Equity Minded Practitioners</i>	A
Karyl Kicenski	<i>Academic Freedom Committee</i>	X			

Non-Voting Members and Guest

Faculty Name	Title		Faculty Name	Title	
Marilyn Jimenez	<i>Academic Senate Administrative Assistant</i>	X			

A. Routine Matters

1. Call to Order: 11:01 a.m.
2. Public Comment: No comments
3. Approval of the Agenda
 - Motion to approve the agenda by Karyl, seconded by Julie Johnson. Unanimous. Approved.

B. Consent Calendar

1. Adoption of April 23, 2026, Senate Executive Committee Summary (pg. 3-5)
 - Motion to approve the committee summary by Lisa Hooper, seconded by Tricia George. Unanimous. Approved.

C. Reports

1. President's Report, Lisa Hooper

- Shared Governance Council: Faculty leaders have been appointed to PATs. Special thanks were extended to all faculty who have served the various PAT teams. This year, the goal is for faculty who do not serve on the Senate to report updates from their PAT teams to the Senate. A consistent process for reporting to the Senate is needed.
- Puente Program: This proposal was discussed at the beginning of the Academic Senate meeting on September 10. A group of English and Counseling faculty requested that the district consider a Puente Program that provides support for students. Although the program serves a small percentage of students, many resources are available. The PAT team requested that this be discussed by the Senate; however, a PAT reporting process is not currently in place.
- PAT service could provide an opportunity for faculty to develop leadership skills and become involved in governance roles. All feedback should be documented by PAT leads and forwarded to the Shared Governance Council.
- AI Task Force: The district is interested in creating an AI Task Force. Lisa has asked Dr. Shane Ramey to join the task force. The group will include representatives from all areas of campus, including faculty who teach in different modalities. Interested faculty should contact Lisa, who will forward their interest to Dr. Ruys.

2. Vice President Report, Garrett Rieck

- Meeting Dates/Times: Garrett requested feedback on meeting dates and times for Spring 2027. He will work with Marilyn to develop a schedule of possible meeting times.

D. Action: None

E. Discussion

1. Liaison Positions, Lisa Hooper

- There are defined liaison roles, including those developed by the ASCCC. These include the CTE, IDEAA, Legislative, Noncredit, OER, and Rising Scholars roles; however, there is no part-time faculty liaison. It was recommended that the term "liaison" is not to be used. There is also an Equitable Placement and Student Success role, which is filled by English, ESL, or Math faculty.
- Part-Time Faculty Update: Many part-time faculty have been appointed to PATs and areas within the shared governance model. They may also represent the college at various ASCCC meetings in the future.
- Budget Update: The district has a \$4.2 million deficit; however, some areas are improving.

2. Template for Committee Procedures, Lisa Hooper

- There are many ways to create committee procedures, and there is a need for uniformity and alignment. The new template for committee procedures may be approved at the next meeting.
- How often should committee procedures be revised? There is no established timeline; however, procedures should be updated when there are substantive changes.
- Membership: Committees need to determine whether committee composition should be based on school representation. It is also recommended that resource members be identified. Some committees have elected positions, while others do not. Any positions that require election should be identified in the procedures.
- Committee Reporting: The procedures should outline how work is generated for the committee, how work products are communicated, how a committee is aligned with a PAT team, how often the committee reports, and whether it needs to report to the Senate or PAT teams. Committees are

not necessarily required to report to a PAT team. However, if a committee is discussing changes that affect various areas of campus, it is recommended that those changes be presented to a PAT team.

- Shared Governance Model Reporting Template: The district will borrow the Senate subcommittee reporting template for use as part of the new shared governance model. The Senate assigns faculty to various Senate subcommittees. The process for appointing faculty to committees could perhaps be improved to distinguish between Senate, collegial, and operational committees.
3. New Shared Governance Model Report to the Senate, Lisa Hooper & Garrett Rieck.
 - Many PAT teams report on areas discussed in various committees. At the last meeting, there were few reports; instead, the discussion focused more on an outline of goals. It was suggested that upcoming agendas be distributed in advance, so participants have time to review the information. It was also suggested that PAT team members discuss budget-related areas to become more comfortable with the topic, as it is the responsibility of everyone in the district to exercise due diligence. There have been challenges with transparency and communication. Program review will help clarify what can and cannot be done, as well as what has already been completed.

F. Future Business

1. Future Meeting Times/Days for Fall 2026
2. Future Discussion Topics

G. Unfinished Business: *None*

H. Announcements

1. Next Academic Senate Meeting Dates Fall 2026: September 24; October 8; October 22; November 5; November 19 and December 10
2. [Just in Transition: Academic Academy for Climate Justice and Action](#)Just in Transition: Academic Academy for Climate Justice and Action, October 23–24, 2026, Hyatt Regency Newport Beach, CA.
3. [2026 Fall Plenary Session](#)2026 Fall Plenary Session, November 5–7, 2026, Grand Bay Hotel, San Francisco, CA.
4. [2027 Spring Plenary Session](#), April 8th – 10th, Hyatt Regency Irvin, Irvine, CA.
5. [2027 Fall Plenary Session](#)2027 Fall Plenary Session, November 4–6, 2027, Hyatt Regency Long Beach, Long Beach, CA.

I. Adjournment: 11:58 a.m.

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.

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.
1. 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 [4.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