



# College of the Canyons Academic Senate

November 4, 2021

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

Join Zoom Meeting

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**Meeting ID:** 949 8296 4798

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## AGENDA

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

**ADA statement:** If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at [academicsenateinfo@canyons.edu](mailto: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](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
  - Claudenice McCalister (Adjunct Faculty), Program Review/CASL
  - CTE Toolkit Ad-Hoc Committee List (pg. 3)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, Oct. 21, 2021 (pg. 4-11)	<a href="#">Curriculum Committee Summary October 28, 2021</a>
<a href="#">Program Viability Committee Permanent Programs</a> , Garrett Rieck <ol style="list-style-type: none"><li>1. Cooperative Work Experience (CWE) – Nicole Faudree 10/7/21</li><li>2. Human Resources Academy (Noncredit) – Christina Chung 10/7/21</li><li>3. Career Skills Program (Noncredit) – Garrett Rieck 10/7/21</li></ol> Approved for Program Modification <ol style="list-style-type: none"><li>1. Program Modification – Noncredit ESL – Heather Maclean 10/21/21</li></ol>	

### B. Reports

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

1. 2021 International Forum on Youth (IFY), Nov. 15<sup>th</sup>, 2021 to Nov. 18<sup>th</sup>, 2021, Sab Matsumoto & Brent Riffle
2. Program Review Committee Annual Report, Jason Burgdorfer
3. PAC-B Committee Annual Report, Jason Burgdorfer
4. Academic Senate Presidents Report, David Andrus

### C. Action Items

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

1. SP 22 Program Viability Committee Meeting/Agenda Items Deadline Calendar, Garrett Rieck (pg. 12)

2. BP/AP 2750 (Honorary Degrees), Gary Collis
  - I. BP 2750 (pg. 13-14)
  - II. AP 2750 (pg. 15-20)
3. AP 4105 (Distance Education), Gary Collis (pg. 21-23)
4. 2021 Annual Curriculum Certification for Local Control, Dr. Omar Torres (pg. 24-27)

#### **D. Discussion**

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

1. Update – Expiration of Provisional Online Certification (Dec. 31<sup>st</sup>, 2021), David Andrus
  - I. [Online & OnlineLIVE Requirements for SU and FA 21 & 22 & Subsequent Semesters- Senate Adopted 4.1.21](#) (Information only)
2. AP 4222 (Remedial Coursework), Gary Collis (pg. 28)
3. BP/AP 4025 (Philosophy and Criteria for an Associate Degree), Gary Collis
  - I. BP 4025 (pg. 29-30)
  - II. AP 4025 (pg. 31-33)
4. Academic Calendar, Dr. Jasmin Ruys
  - I. 2022-2023 Academic Calendar (pg. 34)
  - II. 2023-2024 Academic Calendar (pg. 35)
5. [ISER for Accreditation- Standard IV](#), Dr. Omar Torres
6. Educational Consultants Facilities Plan Update, Jim Schrage & Mark Sillings

#### **E. Unfinished Business**

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

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
  - a. CTE Toolkit
2. Academic Senate Legislative Endorsement Policy, David Andrus

#### **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. HyFlex Policy, David Andrus

#### **G. Announcements**

- Next Academic Senate Meeting **Fall 2021:** Dec. 2<sup>nd</sup>; **Spring 2022:** Feb. 10<sup>th</sup>, Feb. 24<sup>th</sup>, March 10<sup>th</sup>, March 24<sup>th</sup>, April 14<sup>th</sup>, April 28<sup>th</sup>, May 12<sup>th</sup> & May 26<sup>th</sup>
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4<sup>th</sup>- Nov. 6<sup>th</sup>, 2021
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- 2021 International Forum on Youth (IFY), Nov. 15<sup>th</sup>, 2021 to Nov. 18<sup>th</sup>, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10<sup>th</sup> – 11<sup>th</sup>, 2022

#### **H. Adjournment**

### CTE Toolkit Ad-Hoc Committee

First Name	Last Name	FTF/Adjunct
Alisha	Kaminsky	FTF
Bob	Maxwell	FTF
Garrett	Rieck	FTF
Gary	Quire	FTF
Jeff	Baker	FTF
Pamela	Williams-Paez	FTF
Regina	Blasberg	FTF
SB	Tucker	FTF

## Academic Senate Meeting Summary for Oct. 21, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	<i>Erin Barnthouse proxy for Peter Hepburn</i>	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	<i>Shane Ramey proxy for Erica Seubert</i>	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mike Harutunian	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	VACANT	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Paul Wickline	A
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (Abigail Royster)	A

Guest							
Alisha Kaminsky	X	Dustin Silva	X	Jon Amador	X	Sab Matsumoto	X
Arshia Malek	X	Dr. Edel Alonso	X	Joy Shoemate	X	Teresa Ciardi	X
Collin Shneour	X	James Glapa-Grossklag	X	Maral Markarian	X	Tricia George	X
Dianne Avery	X	Jennifer Smolos	X	Michael Monsour	X		

### A. Routine Matters

1. Call to Order: 3:01 pm
2. Public Comment: none
3. Approval of the Agenda:
  - I. Motion to approve the agenda by Tammera Rice, seconded by Mike Harutunian. Shane Ramey proxy for Erica Seubert (yes vote), Erin Barnthouse proxy for Peter Hepburn (yes vote). Unanimous. Approved.
4. **Immediate Action Item:**

- I. **Resolution to Implement Teleconferencing During a Proclaimed State of Emergency**, David Andrus (pg. 16-17)
- II. This item is following the BOT agenda format in order to ensure this meeting is valid according to AB 361. As a reminder, the Senate Bylaws allow for the adoption of a resolution with only one read if there is an emergency or exigent circumstance. This resolution was also approved by the Executive Committee as this is also required per the Bylaws.
- III. AB 361 (Open meetings: state and local agencies: teleconferences): AB 361 was signed by Governor Newsom into law. There is now a requirement that local agencies, who are subject to the Brown Act, adopt a “statement of finding” if they are going to continue to meet remotely. The statement must indicate that there is a public health emergency and/or crisis that requires social distancing in order for meetings to continue via teleconferencing modality.
- IV. Executive Orders N-29-20 and N-35-20 Suspended Provisions of the Brown Act: Prior to AB 361, Governor Newsom signed an emergency order which allowed for modification of the Brown Act and which stated that meetings could be held entirely through teleconferencing with other minimized requirements as a result of the pandemic. These orders were rescinded as of Oct. 1<sup>st</sup>, 2021. In consultation with Eileen O’Hare, who is legal council for the District, she confirmed that if the District is going to use AB 361 then an initial resolution has to be adopted. There are two parts to the resolution.
  - a) The first part is the requirement of the initial finding which is that there is a public health crisis requiring distancing and that the Senate intends to continue to meet remotely through teleconferencing as a result.
  - b) The second requirement is the need to renew the resolution and/or initial finding every 30 days.
- V. Hybrid Meeting Rooms: Earlier in the semester the idea was to identify a way to meet on campus via a hybrid model. David, Lisa and Marilyn met with Jim Temple to identify an adequate room. This is now off the table given AB 361.
- VI. AB 361 implementation was also discussed at the ASCCC Area C meeting. ASCCC Vice President, Virginia “Ginni” May advised that senates consult with their district’s local council. A list of concerns regarding this bill has been identified and David will bring those concerns and questions back to Eileen O’Hare.
- VII. AB 361 will sunset on January 2024, however it is not clear how long the state of emergency public crisis will be in effect. If this resolution is not adopted then meetings will go back to being held with the pre-pandemic Brown Act requirements. If the Governor lifts the state of emergency then meetings will go back in person and AB 361 will no longer be in effect. The adoption of this resolution would allow for both Senate and Senate-sub-committees to continue to meet via a teleconferencing modality. As a reminder Academic Senate is a sub-committee of the Board of Trustees. Collegial Consultation committees are governed by Administration and the CEO. While the BOT can state there is a state of emergency, Senates do have their own autonomy. Similarly, the state of CA can state there’s a public health crisis and the BOT can decide not to invoke this, per AB 361.
- VIII. David has been counseled that this is an all or nothing proposition. That means, that if the resolution is adopted then voting Senators cannot meet in person at the same location while others are remote. However, voting senators can be on campus and join a meeting via teleconferencing in their individual offices. Non-voting members can get together on campus for a meeting at a singular location. The interpretation of AB 361 implementation is subject to change as continued discussion and legal advice is solicited.
- IX. Motion to approve this resolution by Lisa Hooper, seconded by Regina Blasberg. Shane Ramey proxy for Erica Seubert (yes vote), Erin Barnthouse proxy for Peter Hepburn (yes vote). Unanimous. Approved.

5. Committee Appointments:
  - FA 21 Selection Committees (pg. 3)
6. Sub-Committee Summaries:
  - Senate Executive Committee Summary, Sept. 16, 2021 (pg. 11-15)
7. Approval of the Consent Calendar
  - Motion to approve the agenda by Tammera Rice, seconded by Gary Quire. Shane Ramey proxy for Erica Seubert (yes vote), Erin Barnthouse proxy for Peter Hepburn (yes vote). 1 abstention from Rebecca Eikey. Approved.

Academic Senate Summary, Oct. 7, 2021 (pg. 4-10)	<a href="#">Curriculum Committee Summary, October 14, 2021</a>
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## B. Reports

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

1. [Curriculum Committee Annual Report](#), Lisa Hooper
  - I. Curriculum Committee membership has remained largely intact and this has been of benefit to the Committee in terms of work flow. Many of the members have also attended the ASCCC Curriculum Institute on more than one occasion. Lisa Hooper's term as Curriculum Chair will end at the end of the 2021/22 academic year and Tricia George will replace Lisa. Tricia has been serving on the Committee for the past 7 years. The Committee is tasked with local control over courses and programs. The work has to be aligned with both internal and external standards.
  - II. Course Audit Trail: The audit trail added a stop for this year - Learning Resources. As a reminder Erin Barnthouse is the Learning Resources auditor. Erin has vetted OER courses and made them available for students. Erin has been auditing course outlines of record to help identify older versions of texts and adding new textbooks and suggestions for authors. Courses have to go through Articulation and they need to transfer to the CSU and UC systems. The Articulation officers Patrick Backes and Julie Hovden craft courses so they are as flexible as possible for students. There is also an MQE stop which looks at MQ's and disciplines. SLO reviewers are there to ensure a course assignment that is listed as being an assignment to assess the SLO is congruent. The last stop is with a School representative.
  - III. Courses in the Technical Review Process: There were a lot of new credit courses and many modified credit courses which went through the technical review process. There was much work done with DLA's, FOMA DLA's, revisions to DLAs to capture online courses and DLA to courses which never had a DLA applied. There are 1,400 courses currently in the catalog. There was the implementation of AB 705 for English and ESL and this has helped many students complete 1<sup>st</sup> year math. FOMA would be enacted to a course in the event of a natural disaster or if there was a damage to a building on campus. FOMA would be a form of an addendum that would exist post-pandemic.
  - IV. Correspondence Addendum: A Correspondence Addendum was also created for Justice Involved Students (previously Incarcerated Students).
  - V. Ethnic Studies Requirement: There is an Ethnic Studies requirement for the CSU system. There were 12 courses submitted and 1 was approved.
  - VI. Cultural Competency Checklist: This list was created for faculty when there are revisions or initiation for curriculum. There is some concern with starting this process in Curriculum. The suggestion is to have everyone think about what is being taught and if it is inclusive to these check list items as related to the discipline and course in question.
  - VII. Program Viability Committee: The PV Committee satisfies the demonstrable, human, financial costs and resources need for curriculum and the Curriculum Committee.

- VIII. NEW! Distance Learning Addendum: This year Curriculum Committee is working on a new Distance Learning Addendum to capture the changes to Title 5, new learning modalities, refine an understanding of Ethnic Studies and to implement a local Ethnic Studies GE requirement. The Ethnic Studies competencies are much more involved than the current requirements to satisfy the diversity requirement. Ethnic Studies is its own discipline and there are faculty who are specifically trained in those minimum qualifications.
  - IX. First-Responder Curriculum: There is also work with the First-Responder Curriculum and this will be expanded to other programs such as Admin Justice, Fire Tech. and ISA's. This is part of the CCCCCO's 2020 Call to Action.
  - X. Curriculum's response to Legislation: In regard to AB 928 all students will need to be placed in an ADT and they will need to opt out. AB 1111 is the common course numbering system to allow CCC's to have the same numbering system as the CSU's. There were also changes to Title 5 related to substantive interaction and effective contact. The terminology was revised.
  - XI. Permanent Distance Learning Addendum: This is being revised to include a list of new modes of delivery, such as FOE, FOS, FOC, POA, POS, FOIA, FOMA and HyFlex. The reason for this is that there are some Nursing accrediting bodies and transfer institutions that are not going to take online asynchronous instruction in a certain discipline. FOIA is of particular interest to Math faculty due to the concerns with the increase in cheating. In term of HyFlex is it still not clear how this will be defined.
  - XII. Special Thanks: Dr. Edel Alonso shared special thanks to Lisa Hooper and the entire Curriculum Committee for all their hard work.
2. Academic Senate Presidents Report, David Andrus
- I. Fall, 2021 ASCCC Resolution Packet, David Andrus invited faculty to review the packet on their own time and provide any input they deemed necessary prior to the plenary session.
  - II. Ribbon Cutting Ceremony for Naming of the Science Center: There is a tentative date of Dec. 1, 2021 for the ribbon cutting ceremony and naming of the science center as the Don Takeda Science Center. David has been in contact with Dr. Van Hook, Nicole Faudree, COCFA President and Miriam Golbert from Biology to ensure faculty have a dialogue as to how to participate in this event.
  - III. Senate Elections update: There have been no nominations received for KPEA or HPPS. Dustin Silva will send out one more round of nominations, otherwise these Schools will not have any representations on Senate for the current academic year.
  - IV. Joint Townhall COCFA/Senate meeting: The first meeting was held on Monday and went well. There are two more meetings scheduled. These meetings are being put together to allow for discussion about the academic/educational profession of community college instruction and what COC will and should look like academically in the future as related to the overlap of working conditions. There are many people who still have concerns and it is important not to allow a remote working environment have unintended negative consequences.
  - V. ASCCC Linked Resolution Packet: This packet has been updated and will be sent out soon. There were last minutes resolutions, amendments and changes made. As a reminder David serves as a trustee of the Senate and will vote on behalf of the Senate at the fall, plenary meeting. David is suggesting that everyone look through the packet as there are some relevant resolutions with items that are being worked on locally such as HyFlex and Academic Freedom. Any input can be submitted to David up to Saturday, Nov. 6<sup>th</sup>.
  - VI. David will share updates regarding other items at a later time.

### **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 MQE list for Fall 2021 (pg. 18-39)

- I. Motion to adopt this list by Garret Rieck, seconded by Mike Harutunian, Shane Ramey proxy for Erica Seubert (yes vote). Approved.
2. Faculty Professional Development Committee (FPDC) Guidelines & Operating Procedures, Teresa Ciardi (pg. 40-48)
  - I. On page 42, at the top of the page on Section E, the language states, “If a new academic School is created, it will immediately be entitled to representation within the committee.” It was clarified that this should read as, “School/Division.” One section VII. Voting, “he/she” was taken out and will be replaced with “they also act as...” The binary language was removed. The Student Services School will also be added to the list of schools. There was a discussion at the last meeting regarding section #16 at the bottom of the document and all legal language was stricken. However, there are some who feel it may be important to leave in this language for reference and guidance. A statement was included in place of this language.
  - II. Motion to adopt the FPDC Committee Procedures with the noted amendments by Gary Collis, seconded by Regina Blasberg. Shane Ramey proxy for Erica Seubert (yes vote). Lauren Rome proxy for Tammara Rice (yes). Unanimous. Approved.
3. Committee on Academic Freedom Conditional Report (Faculty Authored Textbooks), Chris Blakey
  - a) Conditional Report (pg. 49-52)
  - b) [AP 4030 Academic Freedom](#) (for reference only)
  - c) If this document is adopted it would become a final report, per AP 4030 and would then be formally sent to the CEO and CIO.
  - d) Motion to adopt the conditional report by Gary Quire, seconded by Lisa Hooper. Shane Ramey proxy for Erica Seubert (yes vote). Lauren Rome proxy for Tammara Rice (yes). 1 abstention from Mike Haratunian. Approved.

#### **D. Discussion**

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

1. Academic Freedom Final Report-Faculty Authored Textbooks, David Andrus
  - I. There was some discussion regarding whether or not to have David work with the relevant group to develop a best practices sheet, a resolution or have the report stand as is and without any further action. Much of the OER content is authored by faculty, as allowed by the adopted final report. However, a best practice should not be to encourage or discourage a faculty member author a textbook? That is an individual choice. This issue is more so about the cost of a textbook and what are the implications of that might be in any particular instance. It is recommended to have some best practices guidance for how textbooks are selected within departments. Within departments there should be conversation and it should not preclude someone from using, or not using, a faculty authored textbook. Students would be factored into the conversations. If an OER textbook is factored in there is a commitment to delivering lower cost options for students. The best practices resolution could affirm the Academic Freedom for selecting textbooks. What are the best practices for faculty authored textbooks? There will be follow up reports relating to OER and the bookstore. There are some faculty in departments where there are disagreements about whether there should be an OER textbook. There are others who feel there is pressure to adopt an OER textbook. It is challenging for students when there are 30 different sections and there are 10 different textbooks. It may be a best practice to have these discussions at the departmental level to use used textbooks, obtain better purchasing agreements and lower rates. Some faculty choose to use older additions however others don't agree and feel there is a need to use



the current edition. Some faculty want and need to use publisher textbooks and resources for the good of instruction and the students. The suggestion is to have the Academic Freedom committee take up specific discussions regarding issues that may have multiple parts concerning textbooks. Each report will address different areas. The intent is to constitute a group of people to consider a best practices resolution as it relates to the outcome of these collective reports. The Senate will wait on the relevant committees to have a more comprehensive resolution.

2. ISER for Accreditation, Dr. Omar Torres

- I. The first draft has been finalized for the accreditation report. The draft Institutional Self Evaluation Report (ISER) was published for the ACCJC. Colleges were limited to no more than 250 pages of narrative and COC came in at around 247 pages. Dr. Torres is doing the road show and has met with ASG, is meeting with the Academic Senate and will also soon be meeting with Classified Senate and the BOT. The BOT present this item as informational.
- II. Standard 4: This section was omitted as there was a need to provide further input from others, including Dr. Edel Alonso, COC BoT President. Dr. Alonso's input has been provided and those changes will be made to the document.
- III. Availability/Review of the ISER report: The entirety of the report will be posted on the COC website for all to review. Everyone is encouraged to take a look at the report that is linked on the agenda. If there are needed corrections those can be submitted to Dr. Torres who is serving at COC Accreditation liaison.
- IV. Collaboration Teams on Campus: This has been a collaborative effort with over 100 participants from the college. Collaboration has been a combination faculty, classified, confidential and administration.
- V. Evidence: There are over 1,632 pieces of evidence. The educational facilities master plan and strategic plans may have been mentioned more than once. Included in the ISER draft are more than 1,500 pieces of unduplicated work. Various groups met primarily during the spring, 2021 semester, after the evidence was collected. The group began writing to the prompts associated with the subsections of each standard. The ISER used ACCJC templates and guides provided by the ACCJC for such work. The guide provided suggested pieces of evidence which could be used to answer each of the various prompts which were put forth by the commission that the college has to respond too. All pieces of evidence have been properly referenced and cited. Faculty who served on the evidence collecting and writing teams were recommended by former Academic Senate President Dr. Rebecca Eikey. Additional faculty members were recommended by David Andrus.
- VI. AP 4050: The only reference which is highlighted is the reference to the Board Policy and Administrative Procedure 4050. This procedure is associated with articulation and is currently going through the approval process for the BOT. The first reading of the BP with the accompanying AP is coming up. Once this policy is approved by the Board it will be inserted for the particular reference in the ISER draft.
- VII. Aspirational Themes: The guide outlined that the ISER could focus on 2-3 forward thinking aspirational themes and the midterm report. The focus is aligned with IE2 and Canyons Completes. There is no penalty to change the course of action on the ISER there just needs to be an explanation.
- VIII. 2014 ISER: The last accreditation report was over 500 pages. The current report is half of this. A lot of work has been included to ensure the narrative is comprehensive regarding the work that was done since the previous accreditation report in 2014. The footnote functionality as well as notes in the master list of evidence were used as a means to capture and reference the work that is done with credible evidence. Much progress has been made by the College since the last accreditation cycle.
- IX. Site Visit: The site visit will take place during the spring 2022 on the week of March 7<sup>th</sup> and this will be a virtual site visit.

- X. Next Steps: Dr. Torres is required to submit the ISER report 60 days prior to the visitation team's arrival along with all the evidence during the last week of the semester before the Winter holiday break. This will be between December 14-21<sup>st</sup>. A formal copy of the ISER will be submitted electronically and a formal copy will be mailed to the Commission to ensure it is received by January, 60 days before the site visit.
  - XI. Special thanks to all who worked on the ISER report including Dr. Torres, full-time and adjunct faculty, administration.
- 3. BP/AP 2750 (Honorary Degrees), Gary Collis
    - I. BP 2750 (pg. 53-54)
    - II. AP 2750 (pg. 55-60)
    - III. This policy will now be numbered BP 4110 to align with the iteration of the honorary degree template as listed by the CCLC. There are no proposed substantive changes to this policy. The committee re-worked the document to improve its readability. Included in the agenda are both the clean and marked up versions of this document. Some changes made to this policy includes eliminating the BOT requirement to establish the number of honorary degrees. In the AP some context was added for the requirement of the receipt of the honorary degree. Another addition was to craft a provision that would allow the awarding of an honoree degree for a student who, for one reason or another, was unable to finish their degree due to some awful circumstance. Many times, an honoree degree will be awarded to a scientist or politician however, the committee felt that some of the most deserving people may be someone from within the community. There was also language added to include the option of awarding a posthumous honorary degree.
  - 4. AP 4105 (Distance Education), Gary Collis (pg. 61-63)
    - I. This is a new policy and was forwarded to the Policy Committee from Dr. Torres. This policy was passed by the Chairs of the Ed Tech Committee. Much of the language added to this policy was an effort to adjust to our own terminology to track with the updated Federal Code/Regulations. There has been some terminology change from "effective" to "substantive". Much of this policy is a repeat of either the code of Federal Regulations with respect to Distance Education or with the Title 5 equivalent aspect of Distance Education. The Committee worked with Dr. Torres to craft the student verification language with respect to the use of CANVAS. Under sections B. & C. those paragraphs outline the use of the District provided Learning Management System for the purposes of verifying student identity. Section A., B., and C., all come from Federal law and the Federal law requires that student identity be verified in distance education classes using one of the many methodologies. Some of the methodologies are a bit broad. COC understands this as endorsing the use of CANVAS as a method for student verification. CANVAS is also being used as a repository for much of committee and campus work product. The verification requirement has been in place since 2008. Historically, COC has not had an AP but the outlined elements are legally required and these have been distributed through other AP's and BP's. With Accreditation coming up, the idea is to have these elements in one place so they are more visible to everyone. This item will return on the Nov. 4<sup>th</sup> agenda as an action item.
  - 5. AP 4222 (Remedial Coursework), Gary Collis (pg. 64)
    - I. This item was tabled and will return on the next agenda for Nov. 4<sup>th</sup>. There will be two other policies listed as discussion.

## **E. Unfinished Business**

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

- 1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
  - a. CTE Toolkit

- b. Gary Quire and Regina Blasberg are working with Alisha Kaminsky to put together an Ad-hoc work group. David has also met with Alisha to work on capturing some of the Senate's questions regarding this item and putting them in writing in order to eventually have an effective follow up discussion of this matter at the Senate.
2. Academic Senate Legislative Endorsement Policy, David Andrus

#### **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. HyFlex Policy, David Andrus

#### **G. Announcements**

- Next Academic Senate Meeting Fall 2021: Nov. 4<sup>th</sup>, Dec. 2<sup>nd</sup>
- [ASCCC Fall Curriculum Regional Meeting- Virtual Event](#), October 18<sup>th</sup> OR Oct. 21<sup>st</sup>, 2021
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4<sup>th</sup>- Nov. 6<sup>th</sup>, 2021
  - An updated Resolutions packet will be sent out soon.
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10<sup>th</sup> – 11<sup>th</sup>, 2022

**H. Adjournment:** 4:58 pm.

## Program Viability Agenda Items Due Calendar

*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.*

Spring 2022

Meeting Dates	Agenda Items Due	Agenda Posted
February, 17 2022	February 11, 2022	February 14, 2022
March 3, 2022	February 25, 2022	February 28, 2022
March 17, 2022	March 11, 2022	March 14, 2022
March 31, 2022	March 25, 2022	March 28, 2022
April 21, 2022	April 15, 2022	April 18, 2022
April 28, 2022	April 22, 2022	April 25, 2022



## **BP 4110 ~~2750~~ Awarding of Honorary Degrees**

### **Reference:**

Education Code Sections 72122 ~~and 94302~~

The Board of Trustees of the Santa Clarita Community College District (District) may authorize the conferral of honorary degrees on the District's behalf to deserving individual recipients. The District may not confer an honorary degree without such authorization. Honorary degrees may be awarded by the Santa Clarita Community College District. All honorary degrees shall be conferred by the Board of Trustees of the Santa Clarita Community College District in the name of the Santa Clarita Community College District. The Board of Trustees shall approve the recipient(s) and determine the number of honorary degrees to be awarded in any academic year.

See Administrative Procedure AP

~~2750~~ Approved 06/11/08

Last Reviewed w/o Changes 6/11/13



## **BP 4110 Honorary Degrees**

### **Reference:**

Education Code Sections 72122

The Board of Trustees of the Santa Clarita Community College District (District) may authorize the conferral of honorary degrees on the District's behalf to deserving individual recipients. The District may not confer an honorary degree without such authorization.

See Administrative Procedure

AP Approved 06/11/08

Last Reviewed w/o Changes 6/11/13



## AP ~~27504110~~      ~~Awarding of~~ Honorary Degrees

### 1. ~~Authorization~~Guidelines

- A. ~~The Board of Trustees shall determine the number of honorary degrees to be awarded in any academic year.~~
- B. ~~Only if~~the Board of Trustees ~~may authorize shall approve recipients of all the conferral of an honorary degrees by the Santa Clarita Community College District (District) and only honorary Associate of Arts and honorary Associate of Science of degrees may be conferred.~~
- C. ~~The following categories of honorary degrees shall be recognized for conferral by the Board of Trustees:~~
  - i. ~~Associate of Arts~~
  - ii. ~~Associate of Science~~

### 2. Purpose ~~For Which Honorary Degrees May be Conferred~~

The District may award an honorary degree for the purpose of

- A. ~~To recognize~~Recognizingze excellence and extraordinary achievement in a significant areas of human endeavor, within which are embodied the objectives and ideas of the Santa Clarita Community College District, or:
- B. ~~To honor~~Honoring meritorious and outstanding service to the advancement of the California community college systems; collectively, or to College of the Canyons, individually; to the State of California; to the United States; or to humanity-at-large, or:
- C. ~~To recognize~~Recognizinge women and men a person whose lives-life and significant achievements exemplify should serve as examples of the Santa Clarita Community College District's valuesaspirations for its diverse student body.

### 3. ~~Eligibility~~Criteria for the Awarding of Honorary Degrees

- A. ~~Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded may represent a wide diversity of fields of endeavor.~~
- B. ~~A N~~ominees for an honorary degrees must be (1) enjoy widely-recognized distinctiondistinguished in their respective fields,endeavors and and the

~~eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education or (2) a current or former District Trustee, employee, or student, unless ineligible as set forth below, who the Board of Trustees determines, consistent with one or more of the purposes for which the District confers honorary degrees, is uniquely deserving in light of exceptional and atypical circumstances, and with the highest ideals of the person's chosen fields.~~

~~C.A.~~

~~D. Although a nominee's service or benefactions to the District College itself do shall not in themselves justify the awarding of an honorary degrees in itself, - However, nothing in these criteria shall preclude nominees who are in political life, or who are neither shall service and benefaction by a qualified nominee preclude an honorary degree. -benefactors of the Santa Clarita Community College District, or who have assisted the District in noteworthy ways.~~

~~E.B.~~

4. Limitations on Eligibility

C. Honorary degrees shall not be awarded to:

A.i. Incumbent members of the Board of Trustees of the Santa Clarita Community College District.

B.ii. Any current employee of the college-district.

C.iii. Incumbent elected officials.

5.4. Selection Procedures for Selecting Honorary Degree Recipients

~~In all steps of these procedures, utmost care will be taken to ensure confidentiality. A breach of confidentiality could seriously embarrass the Santa Clarita Community College District and those individuals under consideration for the receipt of an honorary degree.~~

A. ~~Recommendations of persons to receive honorary degrees are encouraged from a~~Any member of the Santa Clarita community College District community, including Trustees, ~~employees~~the Chief Executive Officer of the District, faculty, students, administrative staff, classified staff, alumni, campus Advisory Board members, Foundation Board members, and others - ~~friends~~may nominate a person to receive an honorary degree. Persons may be nominated either ante mortem or posthumously. ~~of College of the Canyons.~~

B. ~~All recommendations~~Nominations shall must be submitted ~~through to~~ the District's Chief Executive Officer (CEO) ~~of the District. The~~



~~recommendations will be in writing on the appropriate a form that the District shall create and make available upon request, accompanied by -and- will include relevant backup materials supporting documentation.~~

~~B.C.~~ Within 30 days of the CEO's receipt of a completed nomination form, the CEO shall notify the Board of Trustees and the President of the Academic Senate of the nomination.

~~G.D.~~ The Academic Senate President ~~of the Academic Senate~~ (or designee) and one other faculty member chosen by the Academic Senate President shall meet with the Governing Board in Closed Session to review the nomination(s). ~~-received-~~

E. The Board of Trustees, meeting in Closed Session, shall exercise its sole discretion to determine make the final determination whether the District will confer an honorary degree on a qualified nominee. and will, by virtue of its exclusive authority in this matter, "award" the degree to the nominees they feel are most deserving.

F. Following the Board of Trustees' decision to confer an honorary degree, the CEO, the Academic President, and the faculty representative previously selected to participate in the Board of Trustees' consideration of nominations, shall collaboratively prepare a Citation delineating the justification for conferral of the honorary degree.

G. All persons involved in any manner in the process of nominating a person to receive an honorary degree shall maintain the strictest confidentiality over information pertinent to that nomination, including the existence of the nomination itself, until after the District has publicly announced the Board of Trustees' decision to confer the honorary degree. Until such public announcement, no information related to the nomination may be divulged to persons lacking legitimate business need for the information.

~~D-~~

#### ~~6.5.~~ Conferral Ceremony of Degree

A. ~~Honorary degrees may only be conferred on the recipient during commencement. any Santa Clarita Community College District function which the Board of Trustees considers appropriate.~~

~~B.A.~~ Normally, the followingThe following District representatives shall ~~will~~ participate in the commencement ceremony at which the honorary degree is presented to perform the following duties~~conferral ceremony:~~

- i. The District's CEO ~~Chief Executive Officer of the District~~ (or designee) shall ~~will~~ read the Citation.
- ii. The President of the Board of Trustees (or designee) ~~will~~ shall deliver~~confer~~ the honorary degree ~~and issue the diploma to the awardee.~~

- iii. ~~The Assistant Superintendent/Vice President of Instruction and Student Services or Academic Senate President will cap the degree recipient.~~

**Revised 12/04/13**



## **AP 4110      Honorary Degrees**

### **1.    Authorization**

Only the Board of Trustees may authorize the conferral of an honorary degree by the Santa Clarita Community College District (District) and only honorary Associate of Arts and honorary Associate of Science of degrees may be conferred.

### **2.    Purpose**

The District may award an honorary degree for the purpose of

- A.    Recognizing excellence and extraordinary achievement in a significant area of human endeavor, or
- B.    Honoring outstanding service to the advancement of the California community college system, to College of the Canyons, to the State of California, to the United States, or to humanity, or
- C.    Recognizing a person whose life and achievements exemplify the District's values.

### **3.    Eligibility**

- A.    A nominee for an honorary degree must (1) enjoy widely-recognized distinction in their endeavors and have demonstrated intellectual and humane values that are consistent with the aims of higher education or (2) a current or former District Trustee, employee, or student, unless ineligible as set forth below, who the Board of Trustees determines, consistent with one or more of the purposes for which the District confers honorary degrees, is uniquely deserving in light of exceptional and atypical circumstances.
- B.    Although a nominee's service or benefactions to the District shall not justify the awarding of an honorary degree in itself, neither shall service and benefaction by a qualified nominee preclude an honorary degree.
- C.    Honorary degrees shall not be awarded to:
  - i.      Incumbent members of the Board of Trustees.
  - ii.     A current employee of the District.
  - iii.    Incumbent elected officials.

### **4.    Selection Procedures**

- A. Any member of the District community, including Trustees, employees, students, alumni, Advisory Board members, Foundation Board members, and others may nominate a person to receive an honorary degree. Persons may be nominated either ante mortem or posthumously.
- B. Nominations must be submitted to the District's Chief Executive Officer (CEO) on a form that the District shall create and make available upon request, accompanied by relevant supporting documentation.
- C. Within 30 days of the CEO's receipt of a completed nomination form, the CEO shall notify the Board of Trustees and the President of the Academic Senate of the nomination.
- D. The Academic Senate President (or designee) and one other faculty member chosen by the Academic Senate President shall meet with the Governing Board in Closed Session to review the nomination(s).
- E. The Board of Trustees, meeting in Closed Session, shall exercise its sole discretion to determine whether the District will confer an honorary degree on a qualified nominee.
- F. Following the Board of Trustees' decision to confer an honorary degree, the CEO, the Academic President, and the faculty representative previously selected to participate in the Board of Trustees' consideration of nominations, shall collaboratively prepare a Citation delineating the justification for conferral of the honorary degree.
- G. All persons involved in any manner in the process of nominating a person to receive an honorary degree shall maintain the strictest confidentiality over information pertinent to that nomination, including the existence of the nomination itself, until after the District has publicly announced the Board of Trustees' decision to confer the honorary degree. Until such public announcement, no information related to the nomination may be divulged to persons lacking legitimate business need for the information.

## 5. Conferral Ceremony

- A. Honorary degrees may only be conferred on the recipient during commencement. The following District representatives shall participate in the commencement ceremony at which the honorary degree is presented to perform the following duties:
  - i. The District's CEO (or designee) shall read the Citation.
  - ii. The President of the Board of Trustees (or designee) shall deliver the honorary diploma to the awardee.



## AP 4105 Distance Education

### References:

Title 5 Sections 55200 et seq.;  
Title 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
ACCJC Accreditation Standard II.A.1;  
ACCJC Policy on Distance and Correspondence Education (revised June 2021)

1. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

- A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
- B. Proctored examinations; or
- C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification

Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be accessible to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

2. Definitions:

- A. Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
  - i. The internet.
  - ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
  - iii. Audioconferencing.
  - iv. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

The definition of Distance Education does not include correspondence education per state and federal law.

- B. Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
    - i. Providing direct instruction.
    - ii. Assessing or providing feedback on a student's coursework.
    - iii. Providing information or responding to questions about the content of a course or competency.
    - iv. Facilitating a group discussion regarding the content of a course or competency.
    - v. Other instructional activities approved by the District's or a program's accrediting agency.
3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development*.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance Education before an addendum to the course outline of record has been approved according to the District's curriculum approval procedures. The addendum shall address the following:
  - A. How course outcomes will be achieved in a Distance Education mode.
  - B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
  - C. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
5. Certification: When approving Distance Education courses, the Academic Senate shall certify the following:
  - A. Course Quality Standards: The same standards of course quality are applied to Distance Education courses as are applied to in-person courses.
  - B. Course Quality Determinations: Determinations and judgments about the quality of Distance Education courses were made with the full involvement of the curriculum committee and its established procedures.
6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:
  - A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
  - B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.

Approved: xx/xx/xxxx

Reviewed and Endorsed by CPC: xx/xx/xxxx



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Academic Senate Presidents  
Curriculum Chairs  
Academic Senate for Community Colleges  
Curriculum Specialists

**FROM:** Raul Arambula  
Dean, Educational Services & Support

**RE:** Annual Curriculum Approval Certification

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## Background

This memorandum provides information regarding the Annual Curriculum Approval Certification. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. Programs not included in the annual certification and streamlined approval process include the Associate Degrees for Transfer (ADTs), noncredit Career Development and College Preparation (CDCP) certificates in the short-term vocational instructional domain, and new Career Technical Education credit programs that are not C-ID aligned.

## Guidelines

The Chancellor's Office Curriculum Inventory (COCI) system has yet to be updated to accommodate automatic approval for local programs and non-credit programs authorized under title 5 [55130](#) and [55150](#) for streamlined and auto-approval. Therefore, Chancellor's Office staff will manually approve affected programs, which may result in an approval timeframe of one to two business days. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor's Office to monitor compliance and data integrity.

## Requested Actions

The Chancellor's Office requires each college to submit: (1) an annual certification form (signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair) and, (2) one PDF copy of the local governing board policy that defines the standards for credit hour calculations. The signed certification form and local governing board policy documentation are to be submitted to the Chancellor's Office annually during the month of October.

Each academic year, during the month of September, the Chancellor's Office will release an annual certification reminder to colleges. For the 2021-22 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5:00 P.M. on **November 19, 2021**. Colleges that do not submit the required certification documents by the due date, are out of compliance with auto-approval requirements, and thus, affected credit and noncredit

### Chancellor's Office, Division Name

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course and program proposal submissions will be manually reviewed by the Chancellor's Office. The manual review process will remain in effect until the signed certification form and the local governing board policy documentation are received by Chancellor's Office.

### **Request for Support**

Throughout the academic year, colleges may request for a technical assistance team comprised of an Academic Senate member, Chief Instructional Officer, and Chancellor's Office staff to assist on any curriculum related matter. Please submit these requests to your **regional curriculum contact** at the Chancellor's Office.

### **Contact**

Please contact Raul Arambula, Dean in Educational Services and Support, at [rarambula@cccoco.edu](mailto:rarambula@cccoco.edu) or (916) 322-1440, should you have any questions or concerns.

Attachment:     Annual Curriculum Approval Certification Form

cc:     Eloy Ortiz Oakley, Chancellor  
        Daisy Gonzales, Deputy Chancellor  
        Marty Alvarado, Executive Vice Chancellor  
        Aisha Lowe, Vice Chancellor of ESS

**By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledge and certify that:**

- course hours and units are correct in accordance with CCCC Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- credit cooperative work experience plan has local board approval and is on file;
- credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCC Program and Course Approval Handbook (PCAH);
- credit and noncredit programs have the required attachments in accordance with the current CCCC PCAH; and
- mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance with [title 5 §55002](#).

This certification applies to the following:

**1. Courses**

- a. Credit - all credit courses
- b. Noncredit - all noncredit courses

**2. Programs**

- a. Credit
  - i. Modified credit programs (excluding ADTs)
  - ii. New credit programs with a Program Goal of "Local"
  - iii. Credit CTE C-ID aligned programs (The following documents must be contained in submission: model curriculum templates, LMI, regional consortium recommendations) with the exception of new CTE credit programs that are not C-ID aligned and Apprenticeship
- b. Noncredit
  - i. All noncredit programs

The annual certification is **not applicable** to the curriculum listed below:

**1. Certificate Programs**

- a. Credit: CTE not C-ID aligned
- b. Noncredit: Career Development and College Preparation (CDCP) certificate programs in the instructional domain of *Short-term Vocational* (Education Code statute [§84760.5](#) (a)(3) requires approval of short-term vocational programs by the Chancellor's Office and thus is excluded from local and automatic approval)

**2. Degrees**

- i. Associate Degree for Transfer (AD-T)

Email a PDF of the annual certification form and a copy of the local governing board policy that defines the standards for credit hour calculations. To: David Garcia ([dgarcia@cccco.edu](mailto:dgarcia@cccco.edu))

### Annual Curriculum Approval Certification Form

By signing this document, I certify as the Chief Instructional Officer that  
\_\_\_\_\_ has completed this process.

*(College name)*

\_\_\_\_\_  
Chief Executive Officer

*(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer

*(Print Name)*

\_\_\_\_\_  
Chief Instructional Officer

*(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Instructional Officer

*(Print Name)*

\_\_\_\_\_  
Academic Senate President

*(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President

*(Print Name)*

\_\_\_\_\_  
Curriculum Chair

*(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Chair

*(Print Name)*



## AP 4222 Remedial Coursework

### References:

Education Code Section 78213,  
Title 5 Section 55035,  
ACCJC Standard II.A.4

1. Remedial coursework consists of nondegree-applicable basic skills courses.
2. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.
3. No student shall 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. 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.
5. 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.
6. 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-unit limitation of this procedure.
7. 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

## BP 4025–Philosophy and Criteria for Associate Degree and General Education

### Reference:

#### References:

Title 5 Section 55061;

ACCJC Accreditation Standard II.A

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

1. The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to strengthen the capacity for self-awareness, emotional intelligence, and leadership.
2. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to prepare to enter the workforce while promoting an interest in lifelong learning.
3. Central to an Associate Degree, General Educationgeneral education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and ethics, and the society in which they live, and the society in which they live, applying the skills developed through general education curriculum to navigate the world of work. Most importantly, general education should lead to a better understanding of work in a multicultural and increasingly technological world.
4. In establishing or modifying a general education program, the District shall create coherent and integrated educational requirements through contextualized learning opportunities such as project-based learning, internships, and apprenticeships as well as inter-, multi-, and cross-disciplinary

approaches as appropriate. General education programs should involve active examination of proposed solutions to world problems.

5. The CEO of the Santa Clarita Community College District shall establish procedures to assure that courses used to meet general education and ~~associate degree~~Associate Degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See Administrative Procedure AP 4025

Approved ~~06/11/14~~XX/XX/XX

## AP 4025-Philosophy and Criteria for Associate Degree and General Education

### References:-

Title 5 Section 55061;

[ACCJC Accreditation Standard II.A](#)

1. [The programs of the District shall be consistent with its institutional mission and purpose, and its community's demographics and economics, while developing a sense of diversity, equity, inclusion, civic awareness, and global responsibility.](#)
2. Students receiving an Associate Degree must satisfactorily complete the requirements in general education selected from the following areas indicated below. A given course may only meet the requirement for a given general education area, with the exception of the Diversity Requirement. Courses meeting the Diversity Requirement and another general education area may be accepted to meet both areas. The requirements are:
  - **4025.1-** ~~Natural Sciences (minimum 3 semester units)~~ **1-** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.
  - **4025.2-** ~~Social and Behavioral Sciences (minimum 3 semester units)~~ **2-** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
  - **4025.3-** ~~Humanities (minimum 3 semester units)~~ **3-** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To

satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

- **4025.4** ~~Language and Rationality~~ ~~—(minimum of 6 units required)~~ ~~—~~ Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. ~~—~~

~~(a)~~ English Composition (minimum 3 semester units) - Courses fulfilling the written composition requirement should include both expository and argumentative writing. ~~—~~

~~(b)~~ Communication and Analytical Thinking (minimum 3 semester units) - Courses fulfilling the communication and analytical thinking requirements include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

- **4025.5** ~~American Institutions Requirement (minimum 3 semester units)~~ ~~Units completed;~~ must cover categories a and b, below. ~~—~~ - Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. ~~—~~

- a. United States History ~~—~~
- b. U.S. Constitution, State and Local Government

- **4025.6** ~~Physical Education and Wellness (minimum 2 semester units)~~ - Courses in physical education and wellness are those which develop the knowledge and skills to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. ~~—~~

(a) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the physical education requirements threaded throughout the curriculum as a requirement of national standards within that discipline, to include healthy living instruction, and required physical activity in the clinical component of the program, among other things.



- **4025.7- Diversity Requirement** —(minimum 3 semester units) — Courses in Diversity examine general issues of diversity, equity, ethnocentricity, and/or ethnicity; and relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict. Attention is paid to critical thinking skills which allow students to address cultural, racial, and/or gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.
  - (a) The course used to satisfy this area may also be used to satisfy another area of General Education, if applicable.
  - (b) RN and LVN to RN Nursing majors are exempt from this requirement by virtue of the cultural competency emphasis threaded throughout the curriculum as a requirement of national standards within that discipline.
  - (c) The Curriculum Committee will approve a list of qualifying courses and review any new course developed in the future for diversity content.
- **4025.8- Transfer Degree Exemptions** – Associate in Arts ~~transfer~~for Transfer (AA-T) degrees and Associate in Science ~~transfer~~for Transfer (AS-T) degrees are exempt from the local requirements, including the American Institution requirement, the Physical Education and Wellness requirement, and the diversity requirement as listed in sections 4025.5, 4025.6 and 4025.7 of this procedure, respectively.

Revised ~~06/11/14~~xx/xx/xx  
 Approved xx/xx/xx

**College of the Canyons**  
**Academic Calendar – 2022/23**  
**DRAFT**

**Fall 2022**

Month	Event	Date
<b>August</b>	Professional Development Week (FLEX, Employees Only)	August 12-18 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 19 (Friday)
	First Day of Fall 2022	August 22 (Monday)
<b>September</b>	Labor Day Holiday	September 5 (Monday)
<b>November</b>	Veterans Day Holiday	November 11 (Friday)
	Thanksgiving Day Holidays	November 24-27 (Thursday – Sunday)
<b>December</b>	Last Day of Fall Semester	December 10 (Saturday)
	Campus Closed	TBD

**Winter Intersession 2023**

Month	Event	Date
<b>January</b>	New Year's Holiday Observed	January 2 (Monday)
	First Day of Winter Term	January 3 (Monday)
	Martin Luther King Holiday	January 16 (Monday)
<b>February</b>	Professional Development Week (FLEX, Employees Only)	January 31 - February 4 (Monday to Friday)
	Last Day of Winter Term	February 4 (Saturday - 5 weeks)

**Spring 2023**

Month	Event	Date
<b>February</b>	First Day of Spring Semester	February 6 (Monday)
	Lincoln/Washington Holidays	February 17-20 (Friday to Monday)
<b>April</b>	Spring Break	April 3-9 (Monday – Sunday)
<b>May</b>	Memorial Day	May 29 (Monday)
<b>June</b>	Last Day of Spring Semester	June 1 (Thursday)
	Commencement Ceremony	June 2 (Friday)

**Summer 2023**

Month	Event	Date
<b>June</b>	Start of Summer session	June 5 (Monday)
<b>July</b>	Independence Day	July 4 (Tuesday)
<b>August</b>	Last possible day of Summer Session	August 19

**College of the Canyons**  
**Academic Calendar – 2023/24**  
**DRAFT**

**Fall 2023**

Month	Event	Date
<b>August</b>	Professional Development Week (FLEX, Employees Only)	August 11-17 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 18 (Friday)
	First Day of Fall 2023	August 21 (Monday)
<b>September</b>	Labor Day Holiday	September 4 (Monday)
<b>November</b>	Veterans Day Holiday Observed and Actual	November 10-11 (Friday – Saturday)
	Thanksgiving Day Holidays	November 23-26 (Thursday – Sunday)
<b>December</b>	Last Day of Fall Semester	December 9 (Saturday)
	Campus Closed	TBD

**Winter Intersession 2024**

Month	Event	Date
<b>January</b>	New Year's Holiday	January 1 (Monday)
	First Day of Winter Term	January 2 (Tuesday)
	Martin Luther King Holiday	January 15 (Monday)
<b>February</b>	Professional Development Week (FLEX, Employees Only)	January 29 - February 2 (Monday to Friday)
	Last Day of Winter Term	February 3 (Saturday - 5 weeks)

**Spring 2024**

Month	Event	Date
<b>February</b>	First Day of Spring Semester	February 5 (Monday)
	Lincoln/Washington Holidays	February 16-19 (Friday to Monday)
<b>April</b>	Spring Break	April 1-7 (Monday – Sunday)
<b>May</b>	Memorial Day	May 27 (Monday)
	Last Day of Spring Semester	May 30 (Thursday)
	Commencement Ceremony	May 31 (Friday)

**Summer 2024**

Month	Event	Date
<b>June</b>	Start of Summer session	June 3 (Monday)
<b>July</b>	Independence Day	July 4 (Thursday)
<b>August</b>	Last possible day of Summer Session	August 17