October 22, 2026
CALL TO ORDER: 12:45 PM
LOCATION: DH SS 241

Senators Present: Maria Coulson, Gina Cullen, Luna Finlayson, Cara Kreit, Kevin Muller, Caitlin Rolston, Rebecca Beal, Kristin Perrone, LyRyan Russell, Ian Sethre, Shawn Nelson, Dave Patterson, Alex Jones, Logan Wood

COLLEGE OF MARIN ACADEMIC SENATE MINUTES

Invited Guests: Sara Malmquist-West

I. **Agenda**: Amended and Approved (Perrone/Muller)
II. **Minutes**: Approved (Muller/Perrone).
III. Public Requests: Danae Martinez provided an update and expression of gratitude for the Senate's work. She was offered one section of a compressed class which will go into January with 9 hours' work per week for students. She expressed her ongoing concern for students, and reported that she has sent a letter to the Union, to the Student Newspaper, and made a public comment at the Board meeting on Tuesday.
IV. **4100 Catalog Rights:** Invited guest Sara Malmquist-West summarized changes to AP 4100. The current urgency to review Catalog Rights stems from widespread changes due to Cal-GETC, and the need for a codified, student-centered policy.
    a. **Catalog rights:** The previous policy was short and vague, and questions came up frequently in Counseling about what was or was not permitted. The AP was revised according to the discretion allowed by Title 5, and now attempts to align with the CSUs; for context, the UCs do not have a policy.
        i. Defines continuous enrollment. Summer does not count as a missed semester.
        ii. Students may choose a GE pattern and a major from different academic years: they can follow the GE pattern they started with, and add a more recent major pattern dated to declaration of that major for a degree.
        iii. Coursework can be completed at any other California college (CCC, CSU, UC) if the student is continuously enrolled (codifying past practice).
    b. **Document restructuring:** Previously, graduation requirements and degree requirements were treated as distinct. The AP is now restructured with the four main requirements for AA/AS degrees first, followed by the separate AA-T/AS-T degree requirements in the same structure. This now aligns with the structure of the COM catalog. Under Certificates of Achievement, a bullet point referencing requirements prior to 2009 was eliminated.
    c. Sara noted that the AP could cite Ed Code and Title 5 more. Senators will add those citations.
    d. Senators will review a clean copy at next week's meeting.
    e. The AP would go to the Board in November, after which changes can be communicated to counselors.
V. **V. Officers' Reports:**
    a. **President (Maria Coulson):** Attended public comments at the Board meeting, where there were many comments, including community complaints about public parking lots and a complaint from a student. Danae Martinez made a public comment asking that the Ethnic Studies situation be treated as an emergency, and made the point: would you let a math or English class go for six weeks without a teacher? There was no engagement since it was public comment, but President Eldridge offered a point of clarification that students are being offered a compressed class.

i. After this, President Coulson and Acting VP Cullen wrote to President Eldridge recommending that a substitute be placed now, that the existing CRNs be kept, that modules be opened in Canvas, and that students be given extensions. VP Emerson responded that students who do not sign up will be given priority for Spring and a refund. As of October 22, there had been no response from President Eldridge to the inquiries from the Senate.
ii. President Coulson consulted Jon Horinek about whether students can be required to work over the December/January break in a class that begins during the Fall Semester. They can.
iii. The student newspaper may contact Senators. Equivalency matters are confidential, but Senators may discuss other matters.
iv. The Senate's position is to support students. Senators were concerned that the college will be closed for two weeks from December to January. Students in a compressed class will need support: tutoring, reading and writing lab, testing, library, enrollment services, counseling, and SAS, all of which will be closed. Concern that this contradicts the college's stated policies on student equity and support. The course is a new class (work already completed in the current class will not count, and the syllabus will not necessarily be the same). It is unknown how many of the 68 students affected will be served or able to take the one new compressed section. Senators also asked whether the new class would need to go through POCR separately because of the different timeline.
v. The Chancellor's Office responded that the Senate's complaint in regards to the unstaffed classes and the plight of 68 students was received and being reviewed by the Office of the General Council.

b. **VP (Gina Cullen**
i. **AI Syllabus Statements: Building Transparency, Trust, and Shared Responsibility**
October 29, 1-2:30 pm
ii. **Beyond Compliance: Building Sustainable, Regular, and Substantive Interaction (RSI) Through Faculty Leadership and Professional Development**
9, 2-3:30 pm
iii. Curriculum Regional Conference at CCSF: Saturday, November 14
iv. ASCCC Plenary: first week of November; Senate will be canceled Nov 5th.
v. **ASCCC Open Hour: Transfer, Articulation, and Student Services**
December 8, 12-1:00 pm
vi. **The Evolution of Ethics: Navigating Generational Shifts with AI**
Tuesday, November 10, 2026; 12:00 PM
Presenter: Amy Leonard
Register As Generation Z and Alpha reshape expectations for trust, access, and technology, online educators are navigating new ethical challenges and opportunities. This webinar explores how faculty, staff, and administrators can strengthen academic integrity, student trust, and educational quality in rapidly changing digital environments. This webinar will share practical, human-centered approaches to AI integration, AI policies & Ethical challenges, and digital surveillance

VI. **Committee Reports:**

a. **Equivalency:** The full committee met on Tuesday, October 20, to evaluate appeals, with outside advisor Dr. Carlos Guerrero: Social Sciences chair at Los Angeles City College (Chicano Studies), founding member of the CCC State Council on Ethnic Studies, trustee at College of the Canyons, and member of the CCC Board of Trustees. After the appeal, the committee discussed equivalency policy in general. Dr. Guerrero asked whether COM has a minimum threshold for

graduate coursework; at some colleges, applicants must have at least 15 units in the target field to apply for equivalency. CSUs do not have minimum qualifications. COM receives many equivalency requests for English, where all an applicant must do is check a box. Several members of the EQ committee suggested that applicants instead acknowledge that they do not have the exact degree and write a narrative, responding to specific questions, explaining why they believe they qualify.

i. EQ requests arrive at the committee in two ways: an applicant asks for equivalency, or the degree is not an exact match (e.g., the required master's degree is in the same field, but the exact degree is labeled differently from the applicant's materials — pure math rather than theoretical math, for example), so HR cannot clear it without further analysis. That analysis is a 10+1 matter under the purview of Academic Senate. If the applicant does not check the box, and their degrees do not match the minimum qualifications, the application is rejected automatically.
ii. COM has been tightening the process, which used to be looser and has become more rigorous over the years. The part-time assignment order used to be ETUM, then PT temporary pool, then expedited; it is now possible to go around the temporary pool and hire through the expedited process.
iii. Senators and committee members commented that expedited hires should not permit equivalency review at all. Past practice of seeking an instructor before their qualifications have been officially reviewed has created confusion, and the often-urgent nature of an emergency hire does not allow for the process of both EQ review, potential appeal, and onboarding when a sub or instructor is needed immediately. Senators suggested pulling the AP on minimum qualifications and equivalency, asking HR to review it and ending equivalencies for expedited hires effective January 2027. Senators also suggested investigating what other colleges require of applicants for EQ review.
iv. Dr. Guerrero shared a helpful point about the intention of EQ options for applicants. He clarified that equivalent academic preparation and equivalent professional achievement are two different things, not meant to be interchangeable. The CCC Chancelor's Office requires equivalent graduate-level preparation in disciplines that require a master's degree; professional achievement applies to disciplines that do not.

b. **Program Review (Logan Wood):** Waiting for data for the pilot programs; they may need more time into the Spring.
c. **Sabbatical Committee (Luna Finlayson):** Committee has met and is in process, with six applications. Another meeting is scheduled for November.

VII. **Plenary Resolutions:** Senators are asked to review and share any comments, questions, or concerns.
VIII. **Future Business: AP 4105:** New definitions of "online." The League will not produce its version before COM needs it done, so this AP will be reviewed and revised locally soon.
IX. **VII. Adjourned:** 2:00 PM.

Comments, concerns, or questions regarding Academic Senate Minutes may be directed to the Academic Senate Secretary, Caitlin Rolston: CRolston@marin.edu