



College of the Canyons Academic Senate

December 11, 2025

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/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1>

Meeting ID: 893 2911 9195; Passcode: 424662

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

AGENDA

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

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

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
 - Kelly Cude (*temporary replacement for remainder Fall 2025 and Spring 2026*)
 - Program Review Faculty Committee Chair
 - Academic Senate Executive Committee
 - Hiring committee (pg. 3)
5. Sub-Committee Summaries:
 - Senate Executive Committee meeting summary, December 4, 2025 (pg. 9-11)
6. Approval of the Consent Calendar

I. Academic Senate Meeting Summary, November 20, 2025 (pg.4-8)

II. [Curriculum Committee Summary, December 4, 2025](#)

B. Reports

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

1. [Policy Committee Annual Chair Report](#), Gary Collis
2. Senate Elections Committee Annual Chair Report, Dustin Silva (pg. 12-13)
3. Academic Senate President's Report, Lisa Hooper

C. Action Items

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

1. Department Chair Training Series Schedule (pg. 14)
2. **Student Conduct Policies** and Procedures, Gary Collis

I. New Documents:

- a. BP 5500 Standards for Student Conduct (Final for Senate) (pg. 15-18)
- b. AP 5520 Student Discipline Procedures (Final for

II. Current Documents:

- a. BP 5529 (Student Conduct) (pg. 52-59)
- b. BP 5530 (Disciplinary Action) (pg. 60-63)

Senate) (pg. 19-29) c. AP 5521 (Grade Penalty Procedures) (Final for Senate) (pg. 30-37) d. AP 5530 Student Rights and Grievance (Final for Senate) (pg. 38-48) e. BP 4231 Grade Changes (Final for Senate) (pg. 49) f. AP 4231 Grade Changes (Final for Senate) (pg. 50-51)	c. BP 5531 (Due Process – Student Disciplinary Action) (pg. 64-74) d. BP 5532 (General Student Grievances) (pg. 75-81) e. BP 5533 (Student Grades or Grading Review Policy) (pg. 82-84)
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4. AP 4235 (**Credit for Prior Learning**), Gary Collis

I. Policy Review committee Summary for the Senate regarding revised AP (pg. 85-86) II. AP 4235 (Final) (pg. 87-91)	III. AP 4235 (Existing AP) (pg. 92-96) IV. AP 4235 (Compare version) (pg. 97-101)
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D. Discussion

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

1. BP/AP 4230 (**Grading and Academic Records Symbols**), Gary Collis

I. Summary of Changes for the Senate (pg. 102) II. BP 4230 (Final for Senate) (pg. 103)	III. AP 4230 (Final for Senate) (pg. 104-108) IV. BP 4230 (Current) (pg. 109-115)
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2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper

I. Full-Time Faculty Professional and Instructional Evaluation (pg. 116-119)

- a. Current Classroom Visitation Report (pg. 120-123)
- b. Online and Hybrid Visitation Report (pg. 124-127)
- c. Senate suggested edits for fall 2025 (pg. 128-131)

II. New Guide for Self-Evaluation Tenured and Tenured Track Faculty (pg. 132-133)

- a. Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 134-136)
- b. Senate suggested edits for fall 2025 (pg. 137)

E. Unfinished Business

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

- 1. IRC Discussion - Automated Book Adoptions
- 2. Web Design/Senate Sub-Committee pages update

F. New Future Business

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

- 1. Tenure Committee Training Workshops
- 2. Department Chair Training Series Schedule
- 3. Academic Integrity Committee's Statement on Faculty Use of Artificial Intelligence in Grading and Feedback
- 4. Primer on Academic Freedom
- 5. BP/AP 4300 (Field Trips)

G. Announcements

- Next Academic Senate Meeting Dates Spring 2026: Feb. 12th, Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
- 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
- 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0Zjc0POgaPLiLVaG05boE8.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

None

Hiring Committees

Faculty Appointments

First Name	Last Name	Full-Time or Part-Time
Kelly	Bronco	Full-Time
Lak	Dhillon	Full-Time
Jaya	George	Full-Time

Academic Senate Meeting Summary for November 20, 2025

Senate President	Lisa Hooper	X	Business Senator	Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Gary Collis proxy for Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	Jessica Crowley	X
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisell	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	<i>Gary Quire proxy for David Brill</i>	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	<i>Ann Marchesann proxy for Jesse Vera</i>	X	Adjunct Senator	Todd Fatta	A
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	A
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	<i>Rebecca Shepherd proxy for Jennifer Paris</i>	X	X= Present	A= Absent	

Non-voting Members				
Dr. Thea Alvarado (Interim, CIO)	X	Jennifer Brezina		X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)		X
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative: TBD		A

Guest							
Ana Palmer	X	Dianne Avery	X	Julianne Johnson	X	Samantha Smith	X
April Reardon	X	Dr. Jasmine Ruys	X	Lisette Godinez	X	Tricia George	X
Chad Peters	X	Eddie Becton	X	Michael Felix	X	Victoria Leonard	X
Chloe McGinley	X	Erin Tague	X	Paul Wickline	X		
Deanna Riveira	X	Graciela Martinez	X	Ruth Rassool	X		

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - **MESA Celebration:** MESA is celebrating its 25th Anniversary on Tuesday, Nov. 25th from 12:00pm-2:00pm in Aliso Courtyard. There will be some interactive skills labs, alumni in attendance, and a fundraising campaign via the foundation.
 - **Zoom phone issue:** Some phones are not working, and old phones are still being removed. Many phone calls that come in via Zoom are not from COC. The system should be programmed to state

if the call is dialing your COC number, otherwise it appears as “unknown” or “spam”.

3. Approval of the Agenda:
 - **Motion** to approve the agenda by Garrett Rieck, seconded by Lak Dhillon. Gary Quire proxy for David Brill (yes, vote) Gary Collis proxy for Tricia George (yes, vote) Rebecca Shepherd proxy for Jennifer Paris (yes, vote).
4. Committee Appointments: *none*
5. Sub-Committee Summaries: Program Viability Committee meeting summary November 13, 2025 (pg. 8-11)
6. Approval of the Consent Calendar
 - **Motion** to approve the consent calendar by Gary Quire, seconded by Erica Seubert. Gary Quire proxy for David Brill (yes, vote) Gary Collis proxy for Tricia George (yes, vote) Rebecca Shepherd proxy for Jennifer Paris (yes, vote).

Academic Senate Meeting Summary, November 6, 2025 (pg. 3-7)	Curriculum Committee Summary , November 13, 2025
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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 Chair Report, Tricia George (pg. 12-17)
 - Tricia highlighted that there is now a CALGETC document that outlines standards for a course to be approved for each GE category. The timeline of where Phase I, II, IIA and IIB courses are in the process was outlined. A total of over 300 courses will be part of CCN and 40 revisions are underway. There is a taskforce meeting with COMS and ECE to discuss changes with CCN that involve their course prefix. There is now a link to where students go to register for classes that links to a website that explains the changes to the courses involving CCN. Curriculum has been using the local the Cultural Competence requirement for a few years, and it is now a statewide requirement due to Title 5 legislation. There are final stages of contract negotiations with CourseDog, the new curriculum management software the district is moving to, as eLumen will no longer be supported after 12/26. CourseDog will not include the assessment module. CourseDog has a scheduling module that can integrate with Program Map and Mapper. It was suggested for the district consider adding these modules to our agreement in the future.
2. Academic Senate President’s Report, Lisa Hooper
 - **Faculty Evaluation Instruments:** Intentionally not included on this agenda so the focus could be on the student conduct policies which had been undergoing revision for more than two years. Will bring the proposed revised instruments back on the December agenda.
 - **Adjunct Townhall:** This event was well-attended. Adjuncts appreciated having Dr. Ruys available to answer questions. Many adjuncts feel disconnected and hope that communication between adjunct leadership and them can be improved.
 - **ASCCC FA 25 Plenary:** There is much frustration statewide regarding dual enrollment. When faculty teach on high school campuses, they are college faculty and the students they serve are college students. A need for better collaboration and support was articulated through resolutions. There is also much concern about AI and how to manage it ethically in higher education. ASCCC remains committed to supporting the tenets of Academic Freedom and Intellectual Property rights. Lisa messaged Dr. Jim Temple on how to disable Copilot. He is on leave and Dr. Ruys will address this request.
 - **Great Shake Out:** There was some uneven feedback with the alert system – some classrooms did not receive alerts. The district moved from “ALERTS” to “RAVE” and this move caused some challenges as not all workstations have been updated.
 - **Campus Safety Advisory, Campus Safety, and Safety Workgroup:** Need to define the charter for all three of these groups - do they all serve different purposes? There will be annual touring of both campuses to identify safety concerns. They have made progress on issues identified last year, but progress is slow in some areas because of costs.

- **College Policy Council (CPC):** There are some areas that fall outside of 10+1 that we provide input at CPC. Recently, we reviewed a policy on the naming and renaming of district buildings and programs. Faculty abstained from advancing this policy because we felt it ignored the new shared governance model. Jasmine Ruys and Jason Hinkle have agreed to meet to discuss how the AP could be revised for inclusion in our new shared governance processes.
 - **BOT meetings:** Lisa submitted a recorded report to the board in which she read the Vote of No Confidence resolution.
 - **Scholarly Presentation:** Dr. Eddie Becton presented a wonderful scholarly presentation. Special thanks to Dr. Pamela Williams Paez and the Scholarly Presentation for an amazing event, highlighting the outstanding scholarship our faculty must share with our community.
 - **PAC-B Committee:** The budget parameters have been finalized, and a suggestion has been made to create accounts/funds for routine maintenance and not rely on bond money. The district is committed to establishing these routine maintenance accounts as soon as, and whenever, monies are available.
 - **Curriculum:** This is entirely faculty purview - courses and programs belong to faculty. Program Viability can overlap with curriculum, but the initiation of program is a matter where the district and faculty must mutually agree. There have been more requests for discontinuation of programs with Program Viability. However, students who started in a program that is proposed for discontinuation must still be nurtured and allowed to complete. So, if faculty ever have a question regarding significant changes to their academic programs, they should consult both the chairs of Curriculum and Program Viability to ensure changes make sense and do not have undoing negative impacts on students.
 - **Standardized Attendance Accounting:** This new method for collecting apportionment is not optional and is legally mandated. This change has impacted on the way (mostly) 4-unit classes are scheduled. Dr. Brezina worked last summer to make sure to identify all courses impacted. This primarily impacts 4-unit courses, and some 1–2-unit courses. There is a need for a presentation to the Senate on the standardized attendance method.
 - **Presidential Search:** PPL have developed the job description and asked for one person from each constituency group to appoint individuals for the screening committee. Each constituency group gets one selection. The first meeting is scheduled for December 10th. The application open period is from Dec. 5th to Feb. 2nd. If there is a fruitful search, the campus can expect open forums where the finalists will be presented to the campus between March 21st and March 25th. The new website will go live on Dec. 5th. For clarification, there are two positions available: one for Interim superintendent/president and one for the permanent position. The interim application is due next Wed.
3. Vice President's Report, Garrett Rieck
- **Approved Continuing Education Program (ACE) Organization:** This is a state body that does legislation and lobbies for community education. The organization meets via zoom in fall and in spring and will hold a conference. ASCCC is now more involved in this group. Garrett used to serve on the board, sat on the panel on "*Trends & Curriculum Development*". There is much interest in mirroring courses to give students a chance to try out credit courses without risking an "F".
 - **Mirroring:** If a student's takes a mirrored non-credit course they can apply for CPL and receive credit. All courses have a P/NP in non-credit except mirrored courses, where students must earn a letter grade. There will be a full report at the end of the spring with 11 new courses.

C. Action Items

Below is a list of items for Senate action. Discussion is welcomed by all attendees.

None

D. Discussion

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

2. **Student Conduct Policies and Procedures**, Gary Collis

I. New Documents:

- a. BP 5500 Standards for Student Conduct (Final for Senate) (pg. 18-21)
 - 1. This policy outlines the different types of misconduct that will result in some sort of discipline, not the type of discipline. All definitions are from Ed Code or Title 5. The areas that can lead to discipline are the same. The law no longer permits punishment for students who do not pay a fine. Federal law requires that hazing be added to all policies and called out separately.
- b. AP 5520 Student Discipline Procedures (Final for Senate) (pg. 22-32)
 - 1. Outlines the procedures and steps the district utilizes for disciplinary action. All students are entitled to due process. A student cannot be punished if they don't know why. There is a new regulation that states that all students are entitled to a legal advisor, trained by the college. There is no minimum amount of time for how long a person must be trained. Many colleges train ASG members.
- c. AP 5521 (Grade Penalty Procedures) (Final for Senate) (pg. 33-40)
 - 1. This is a new policy. Under the current rule a faculty member cannot impose or reduce a student's grade based on a faculty member's single conclusion that cheating occurred. Faculty can now assess a grade penalty but must simultaneously report to student services the cheating/academic dishonesty. The Academic Review committee will be assembled in panels of three, and the policy is set up to adjudicate.
- d. AP 5530 Student Rights and Grievance (Final for Senate) (pg. 41-51)
 - 1. Revamp of the law requires that the district have a general grievances process. AP 5530 sets forth a process for students to complain about something. Separate committee for the student conduct and grievance committee. AP 5530 sets forth the same group to consider final challenges to final letter grades. Title 5 and Ed Code. AP 5521 is on grade change.
- e. BP 4231 Grade Changes (Final for Senate) (pg. 52)
 - 1. This is a policy that defines what can result in a grade change: bad faith, incompetence, and fraud. Otherwise, the final grade is final, and the instructor's final grade cannot be changed. The Students Conduct and Grievance Committee address violations of BP 5500 and AP 5530 grievances. The Academic Review Committee looks at final letter grades and grade penalties under BP 5521. Students have the right to consult with disciplinary experts.
- f. AP 4231 Grade Changes (Final for Senate) (pg. 53-54)
 - 1. The AI component complicates many areas. Many areas have been disputed in the courts. Districts must provide minimum due process. There is no penalty for challenging something and losing. There are deadlines students must follow. It is strongly encouraged that faculty work through an issue on their own and give students a deadline. John LaJay is the person to contact. There will be FLEX sessions. This will require a second read prior to action.

II. Current Documents:

- a. BP 5529 (Student Conduct) (pg. 55-62)
 - b. BP 5530 (Disciplinary Action) (pg. 63-66)
 - c. BP 5531 (Due Process – Student Disciplinary Action) (pg. 67-77)
 - d. BP 5532 (General Student Grievances) (pg. 78-84)
 - e. BP 5533 (Student Grades or Grading Review Policy) (pg. 85-87)
3. BP/AP 4230 (**Grading and Academic Records Symbols**), Gary Collis
- b. Summary of Changes for the Senate (pg. 88)

- c. BP 4230 (Final for Senate) (pg. 89)
- d. AP 4230 (Final for Senate) (pg. 90-94)
- e. BP 4230 (Current) (pg. 95-101)
 - Table this item.
- 4. AP 4235 (**Credit for Prior Learning**), Gary Collis
 - a. Policy Review committee Summary for the Senate regarding revised AP (pg. 102-103)
 - b. AP 4235 (Final) (pg. 104-108)
 - c. AP 4235 (Existing AP) (pg. 109-113)
 - d. AP 4235 (Compare version) (pg. 114-118)
 - i. The proposal is to develop a policy committee and/or working group. The CPL policy needed to be tested first to determine what needs to be improved. April Reardon is the CPL liaison who has been working in this area. This is the department purview to decide if they will accept CPL and is determined at a course-by-course level. If a program has a recency requirement, can a student take CPL? Counselors would not determine recency – discipline faculty within the program would make this determination. The policy removes the CPL fee payment requirement before assessment.

E. Unfinished Business

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

- 3. IRC Discussion - Automated Book Adoptions
- 4. Web Design/Senate Sub-Committee pages update
- 5. Proposed revisions to the Faculty Evaluation Instruments

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.

- 6. Tenure Committee Training Workshops
- 7. Department Chair Training Series Schedule
- 8. Primer on Academic Freedom
- 9. Academic Integrity Committee's Statement on Faculty Use of Artificial Intelligence in Grading
- 10. Field Trip Policy

G. Announcements

- Next Academic Senate Meeting Dates Fall 2025: Dec. 11th; Spring 2026: Feb. 12th, Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
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H. Adjournment: 5:00 pm

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Please note:

This meeting will be broadcasted at the following locations via zoom

None



COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE COMMITTEE MEETING

December 4, 2025
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>	X
Erica Seubert	<i>Academic Senate Communications Officer</i>	X			

Voting Members:

Faculty Name	Title		Faculty Name	Title	
Alisha Kaminsky	<i>MQE</i>	X	Jesse Vera	<i>Legislative Liaison</i>	A
Chase Dimock	<i>Honors Steering Committee</i>	A	Julie Jonhson	<i>CETL</i>	X
Dustin Silva	<i>Elections Committee</i>	X	Linda Beauregard Vasquez	<i>Lead Adjunct Senator</i>	X
Erik Altenbernd	<i>Academic Staffing Committee Faculty</i>	A	Lisa Hooper	<i>President's Advisory Committee on the Budget Faculty</i>	X
Kelly Cude	<i>Program Review Committee</i>	X	Pamela William-Paez	<i>Scholarly Presentation (Tentative)</i>	A
Garrett Reick	<i>Noncredit Liaison</i>	X	Teresa Ciardi	<i>Faculty Professional Development Committee</i>	X
Lisa Hooper	<i>Program Viability</i>	X	Tricia George	<i>Curriculum Committee</i>	X
Gary Collis	<i>Policy Review Committee</i>	X	VACANT	<i>College Planning Team Committee Faculty</i>	
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	Alene Terzian	<i>Equity Minded Practitioners</i>	X
Karyl Kicenski	<i>Academic Freedom Committee</i>	A			

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: 11:02 am.
2. Public Comment: none
3. Approval of the Agenda:
 - a. Motion to approve the agenda by Lisa Hooper, seconded by Linda Beauregard-Vasquez. Teresa Ciardi abstained. Approved.

B. Consent Calendar

1. Adoption of October 30, 2025, Senate Executive Committee Summary (pg. 3-5)

- a. Meeting summary for the Oct. 30th and Dec. 4th meeting will be returned on the next agenda for approval.

C. Reports

1. Presidents Report, Lisa Hooper

- a. There have been many changes locally with leadership. There are many areas that the Senate is doing well, and the college is borrowing many areas college wide.
- b. **MQE Equivalencies:** If a faculty applicant applies via the HR recruitment process Alisha Kaminsky with the MQE Committee will review the equivalencies before the application is scanned. Individual identifying information will not be revealed.
- c. **Job Description Work Experience Requirement:** Work experience will be left up to HR to confirm. When HR Discipline memos come through, they will include the years of experience that a faculty member is required to have. There is a request to have the number of years of work experience outlined and how this determination is being made. Alisha, Gary and Lisa will be meeting with Miranda in January.
- d. **PV Policy:** This Program Viability policy will be revised.
- e. **Shared Governance Council:**
 - I. **Proposal to rename the Canyon Country Campus:** The first project came through the Operations Team. There were 4-5 proposals for name change. There was concern shared with not having asked the Academic Senate president to weigh in. It is suggested that a rebranding or naming conventions go through the full shared governance process and include discussion with the Academic Senate, Classified Senate and the ASG bodies.
 - II. **Emphasis Health Professions and CE Programs:** The thought is that the rebranding of CCC could increase enrollment. The intent is to emphasize the Health Professions and CE programs. However, not all Health Profession and CE programs will be offered at CCC, and the ATC will be at the Valencia center. It is not clear if there is any data that supports the idea.
 - III. **How to Communicate the name change to Students?** This may be confusing and misleading for students. There is concern with limiting the campus at CCC to only two areas. There is a need to get the word out to the community. Many students commute from AV and there is a need to have a shuttle from CCC to Valencia for those students who don't drive. There is also not much cell service or parking.
 - IV. **Some are in favor of rebranding:** There are some who don't feel there is an issue with rebranding but feel this is not the time. There is a gap in getting input from faculty. There is a need for more FTES. Also need to also think about faculty who have been teaching at CCC for a long time.
 - V. **Proposed new Faculty Evaluation Instruments:** For those who have an interest the request is to discuss with the department. Some Senate representatives are not given the space to report out.
 - VI. **Adjunct Advisory Council:** The council meets on Fridays at 12:00pm. There has been some pushed back from adjuncts who don't know what is going on. Linda was asked to draft a summary; however, she was unaware this was one of her responsibilities. It was communicated to Dan Portillo that adjuncts are not getting reports from the Senate.

2. Vice President Report, Garrett Rieck

- a. Exemplary Program Submission
 - I. In the past, local faculty award nominations were done in the spring to align with the ASCCC statewide Exemplary program award. The award nomination needed to go to the Senate Executive committee to approve locally. There have been some changes, and this may not work as local award nominations are done in the spring and in the fall for the

state. Some feel the award nominations for local and statewide should be kept separate as they can diminish the value of the local award. The idea is to continue with local recognition and do better at notifying colleagues of when statewide awards are soliciting nominations. It is not clear if there are multiple programs interested in how these would be vetted and moved forward. Lisa will discuss with Dr. Jasmine Ruys, interim College President.

D. Action: *None*

E. Discussion

1. Shared Governance Appointments

- a. **Shared Governance Model:** The chair for Program Review Committee is called out separately on the new model. Erika Torgeson was the Program Review Committee chair but is now the interim Dean of Counseling. This was due to a result in change in leadership with Dr. Jasmine Ruys moving to interim College President and Clinton Slaughter moving to the role of acting Chief Student Services officer. Erika's position is temporary. Kelly Cude has agreed to step in for Erika Torgeson on the Program Review committee. There has been no intent to change the re-assign time.

2. Academic Senate Reassign Time

- a. 2026-27 Academic Year Memo, Lisa Hooper (pg. 6)
- b. 2021-22 Academic Year Memo (*For Reference*) (pg. 7)
 - i. The proposal is to move the re-assign time assigned to the Professional Development Committee (FPDC) and return it to the Program Review committee. In addition, the idea is to move the FPDC to CETL as a subcommittee. There was some concern from the chair of FPDC and the committee in not having discussed the decision to remove re-assign time. This position did not have re-assign time until 2020. Lisa suggested to meet and further discuss separately with Teresa Ciardi the decision to remove re-assign time from FPDC.

3. Department Chair Training Series Spring 2026, Lisa Hooper & Erica Seubert (pg. 8)

- a. This item was tabled.

F. Future Business

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

G. Unfinished Business: *None*

H. Announcements

- Next Academic Senate Meeting Dates Spring 2026: Feb. 12th, Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- [2026 ASCCC Spring Plenary](#), April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
- [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center

I. Adjournment: 12:05 pm.

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.

Senate Elections Committee Report

A. Committee & Committee Chair Name and Meeting Times/Location

Senate Elections Committee

Chair: Dustin Silva

Meeting Times/Location: Varied and as needed.

B. Committee Membership Composition List

Dustin Silva (Chair)

Sara Breshears

Ali Hind

C. Time Stamp on Report

Fall 2025

D. Committee background/purpose objectives or goals. Provide committee background on what is the purpose, objective or goal of the committee. Why was the committee formed? What does the committee seek to accomplish and where does it live in the campus governing structure?

The Elections Committee is a standing committee of the Academic Senate whose function is to the conduct all elections for the Academic Senate. This includes, but is not limited to, elections for Academic Senate President, Vice President, Curriculum Committee (full-time and adjunct), Senators (full-time and adjunct), Communications Officer, and Department Chairs. The Elections Committee also conducts elections as needed for any vacancies in the above positions.

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the Senate, and over the course of the last academic year.

The Senate Elections Committee has continued to conduct nominations and elections as needed as per the Academic Senate, Constitution, and Bylaws.

Over the Fall 2025 Semester conducted elections for:

Academic Senate President (2026-2028 term)

Academic Senate Vice President (2026-2028 term)

Communications Officer of the Academic Senate (2026-2028 term)

Department Chairs and Program Coordinator (2026-2028 term)

Psychology Department Chair (Remainder of 2024-2026 term)

Public Safety Senator (Remainder of 2024-2026 term)

F. Committee main objectives, goals or projects for the current semester and academic year Provide a summary of what are some of the main objectives, goals or projects the committee is focusing on for the semester. What are the committee priorities?

The Senate Elections Committee has the main objectives to conduct nominations and elections as needed and per the Academic Senate, Constitution, and Bylaws. We continue to work

within the committee to familiarize members with the steps in the election process. Our priorities are to conduct elections as needed.

G. Describe any challenges the committee has faced.

We faced challenges this semester with obtaining an updated and current list of departments and programs for the chair/coordinator elections. As new programs/departments are created and others are either combined or split, it was a challenge to find a current listing and whether some were considered departments or programs for our listing of position eligibility. An ongoing challenge we continue to face is regarding email groups given that some departments, divisions, and Schools do not have a listserv containing faculty emails.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

The Senate Elections Committee requests that a list of departments/programs be maintained and located in a specific location that can be referenced. Also, current email listservs or listings be provided for all faculty groups including full-time, adjunct, departments, and Schools that is maintained.

DEPARTMENT CHAIR TRAINING SERIES SPRING 2026

DATE (all sessions Friday: 9:30-11:30 AM)	TOPICS
2/20/26	The Role of the Department Chair
	Leading from the Middle
	Responsibilities as outlined in the COCFA Contract
3/6/26	Understanding Contracts for Full & Part-Time Faculty
	COCFA Contract & Evaluation Processes
	AFT Contract & Evaluation Processes
	Department Chair Elections & Reassigned Time
3/20/26	Scheduling & Staffing Courses
	Adjunct Scheduling Tool
	Hiring Adjuncts
4/3/20	Departmental Planning
	Program Review, Purchasing, & Procurement
	Academic Staffing Committee
4/24/26	Developing & Maintaining Quality Academic Programs
	Curriculum & SLO Assessment
	Program Viability
5/8/26	Leadership Styles & Strategies
	Round Table: new & veteran chairs
TIME	PROPOSED SCHEDULE
00:00-10:00	Welcome & Check-In. Senate Facilitator contextualizes upcoming presentations through scenarios
10:00-40:00	PRESENTATION
40:00-50:00	Q & A with Presenter(s)
50:00-60:00	<<Break>>
60:00-70:00	Debrief & Reflection on Presentation as Cohort
70:00-100:00	PRESENTATION
100:00-110:00	Q & A with Presenter(s)
110:00-120:00	Debrief & Reflection on Presentation as Cohort



BP 5500 Standards of Student Conduct

References:

Education Code Sections 66300, 66301, and 76120;
ACCJC Accreditation Standard 2

This policy sets forth the grounds upon which students in the Santa Clarita Community College District (District) will be subject to disciplinary action.

The District's Chief Executive Officer (CEO) shall establish procedures for the imposition of discipline on students in accordance with the due process requirements under law. Those procedures shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student. The procedures shall be made widely available to students through the District catalog and other means.

The Board of Trustees shall consider any recommendation from the CEO for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on a recommendation for expulsion shall be taken at a public meeting.

Grounds for Disciplinary Action

1. The following conduct constitutes good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which is addressed under AP 3433 (Prohibition of Sexual Harassment under Title IX), and AP 3434 (Responding to Harassment Based on Sex under Title IX).
 - A. Any theft, conversion, damage, or destruction, including, but not limited to, cutting, defacing, vandalizing, or marking with graffiti, any property, real or personal, belonging to the District, a District employee, a student, or a campus visitor, or knowingly receiving stolen property on campus.
 - B. Committing or attempting to commit robbery or extortion.
 - C. Forgery, alteration, or misuse of District documents, keys, records, or identification, or knowingly furnishing materially false information to the District or one of its employees.
 - D. Any fraud committed against the District including, but not limited to, reversing credit card charges to avoid paying fees, or failure to make good on returned checks cashed by the District.
 - E. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, or facilitating academic dishonesty, including, but not limited to: having other students or non-students take courses, tests, placement exams, or write papers;

- unauthorized access to or use of electronic devices during exams; opening internet browsers while taking closed book, closed note proctored exams.
- F. Violation of classroom rules, as announced in each course syllabus or as otherwise reasonably disclosed to students by the instructor, including, but not limited to, the use of cell phones and other unauthorized devices, electronic or otherwise; attendance and punctuality standards; limitations on the use of digital or other sources of information or resources, including, but not limited to books, the internet, or Artificial Intelligence software or platforms; decorum standards; safety standards, including, but not limited to the wearing of specified footwear or safety gear or protective clothing or uniforms; and other standards of conduct, either academic or behavioral in nature, found in the course syllabus or otherwise disclosed by the instructor with reasonable notice.
 - G. Assault, battery, or otherwise causing, attempting to cause, or threatening to cause physical injury or death to another person(s).
 - H. Engaging in intimidating conduct or bullying against another member of the college community through words or actions, including direct physical contact; verbal assaults; social isolation or manipulation; and cyberbullying.
 - I. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District as prohibited by Education Code section 76003.
 - J. Committing sexual harassment as defined by law or by District policies and procedures.
 - K. Engaging in harassing or discriminatory behavior prohibited by Board Policy 3430 or Administrative Procedure 3430.
 - L. Lewd, indecent, or obscene conduct or expression on District-owned or controlled property, or while attending District sponsored or supervised functions.
 - M. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
 - N. Unauthorized entry into, unauthorized use of, possession of, or misuse of, District property, facilities, supplies or equipment, or vehicles, or unauthorized occupancy of any buildings or other facilities owned, rented, leased, or otherwise under the District's control.
 - O. Possession, use, threats of use (whether verbal, written (including electronically); or posted online), or sale of any weapons including, but not limited to, firearms, knives, explosives, dangerous chemicals, or other potentially harmful implements, substances, or objects, which could be classified as a weapon, or any imitation or replica weapons, which may cause alarm to the campus community while on property owned or controlled by the District or while attending a District-sponsored function without prior authorization of the CEO or designee.
 - P. Failure to identify oneself to or failure to comply with directions of District employees acting in performance of their duties including, but not limited to,

directions given pursuant to the provisions of the Penal Code Sections 626.6 and 626.8.

- Q. Obstruction or disruption, on or off campus, of the District's education process, administrative process, or other District functions, such as extracurricular activities, internships, service-learning activities, athletic events, conference travel, field trips, or excursions during all hours the student is under supervision of the District and its employees, or the defiance of authority.
- R. Soliciting or assisting another to undertake any act, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
- S. Abusive behavior directed toward a member of the campus community, or any act which injures, degrades, disgraces, or tends to injure, degrade, or disgrace any fellow student or member of the campus community.
- T. Abuse of computing facilities, equipment, network, systems, or computer time, including but not limited to unauthorized entry into a digital file for any purpose; unauthorized transfer of a digital file; unauthorized use of another individual's password or digital credentials; use of computing facilities or equipment to interfere with the work of another student, faculty member, or District employee; or use of computing facilities or equipment to interfere with a District computing system; violation of the requirements and restrictions outlined in District's BP or AP 3720 (Computer and Network Use) or the College of the Canyons Acceptable Use Agreement.
- U. Engaging in expression which is obscene, defamatory (i.e., the publication of a false statement of material fact which a reasonable person would understand as harming another person's reputation, as more completely defined in California law), or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District policy or procedure, or the disruption of the orderly operation of the District.
- V. Unauthorized preparation, selling, transfer, distribution, or publication, for monetary gain, via a digital medium or otherwise, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, photographs/images, audio files, or video files.
- W. Unlawful gambling on property owned or controlled by the District.
- X. Willful or persistent smoking of tobacco products, or the use of an electronic cigarette, hookah, vape, pen, pipe, or similar device used to ingest flavored serums, with or without nicotine and which dispense vapors, in any area where smoking or use of vapor emitting electronic cigarettes, vapes, pens, pipes or similar devices has been prohibited by District policy, procedure, or rules.
- Y. Failure to follow and comply with established guidelines and regulations of off-site entities while participating in District-sponsored, off-campus activities including, but not limited to, conferences, retreats, field trips, excursions, internships, externships, service-learning or volunteer placements, and athletic events.

- Z. Violation of federal, state, or local criminal statutes or ordinances, or any District policy, rule, or regulation, while on property owned or controlled by the District or when off-campus and subject to District policies and procedures.
 - AA. Violations of the California Vehicle Code, local traffic regulations, or District signage or rules applicable to automobiles or other motorized vehicles, which, by virtue of their nature or frequency, cause a threat to persons or property, or the orderly conduct of District operations.
 - BB. Attempting to perform any actions that are cause for disciplinary action identified in this policy.
 - CC. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
 - DD. Any cause which is identified as good cause pursuant to Education Code section 76033.
 - EE. Hazing or attempted hazing of a former, current, or prospective student of the District.
2. The District may impose discipline on students who engage in any of the above behaviors pursuant to the procedures outlined in AP 5520 (Student Discipline Procedures).

Approved by the Board of Trustees: June 27, 2018

Revised: _____

Next Review Date: _____



AP 5520 Student Discipline Procedures

References:

Education Code Sections 66017, 66300, 72122, 76030, and 76030 et seq.;
Penal Code Section 626.4

The following administrative procedures regulating student disciplinary actions are adopted for the purpose of providing a uniform, prompt, and equitable method of disciplining students for violations of the Standards of Student Conduct, which provides to the student or students involved the due process rights guaranteed to them by the state and federal constitutions. This procedure shall be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

This administrative procedure is specifically intended not to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and shall not be used to punish expression that is protected. For discipline resulting from a sexual harassment complaint under Title IX, the procedure in AP 3434 (Responding to Harassment Based on Sex under Title IX), must be used.

1. Definitions

District – The Santa Clarita Community College District.

Student – A student is an individual who:

- has submitted an admissions application to the District for the current or upcoming terms; or
- is enrolled in or registered in an academic program of the District, including credit, noncredit, and fee-based training classes, District sponsored functions, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching or training occurs; or
- has met the conditions for part admission or enrollment above in the immediately preceding semester or intersession; or
- is currently on suspension with the District.

Instructor – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the

student, or other academic employee who has responsibility for the student's educational program.

Staff – Any employee of the District who works with a student by providing or who has provided services to the student, or other employee who has responsibility for the student's educational or extracurricular program or service.

Day – Days during which the District is in session and holds classes excluding Saturdays, Sundays, and holidays.

2. Types of Disciplinary Action (Sanctions)

The following types of disciplinary action may be imposed by appropriate District authorities:

- A. Short-term Suspension – Exclusion of the student by the District's Chief Executive Officer (CEO), or designee for good cause from one or more classes for a period of up to one term of instruction.
- B. Long-term Suspension – Exclusion of the student by the CEO for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the District for a minimum of one term but no more than four (4) years.
- C. Expulsion – Exclusion of the student by the Board of Trustees from the District for one or more terms.
- D. Removal from Class – Exclusion of the student by an instructor for the day of the removal and potentially the next class meeting.
- E. Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the CEO or Chief Student Services Officer (CSSO) for any person to remain on campus in accordance with California Penal Code Section 626.4 where the CEO or CSSO has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.
- F. Warning – Notice to the student that continuation or repetition of specified misconduct may be cause for other disciplinary action.
- G. Official Reprimand – A written or verbal admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the District for a period of up to one year.
- H. Disciplinary Probation – Disciplinary probation is a status imposed by the District for a specific length of time during which the student must conform to District standards of student conduct. Conditions restricting privileges or eligibility may be imposed. For

example, students may be removed from all District organization offices and denied the privilege of participating in all District and student-sponsored activities, including public performances. The District may impose other conditions, such as community service and academic workshops. The term of disciplinary probation shall be not less than one month nor longer than four (4) academic years. If a student engages in further violations of the Standards of Student Conduct during the probationary period, additional disciplinary action may result.

3. Removal from Class by Instructor (Education Code Section 76032)

- A. An instructor may remove a student from their class (regardless of modality), field trip, lab, or other educational program if the student has interfered with the instructional process. The duration will be for the day of the removal, at a minimum, and the next class meeting at the instructor's discretion. The instructor shall immediately report the removal to the Office of Student Services for appropriate action.
- B. The Office of Student Services may arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the Chief Student Services Office (CSSO) or designee shall attend the conference. The student shall not be authorized to return to the class during the period of the removal without the instructor first being informed. Nothing herein will prevent the Office of Student Services from recommending further disciplinary procedures in accordance with these procedures based on the facts that led to the removal.
- C. If the student who is being removed from class meetings is a minor, the CSSO or designee shall notify the parent or guardian of the student involved in the incident, and shall hold a conference regarding the removal as soon as possible with the student, his or her parent or guardian, and the faculty member.

4. Short-term Suspension

- A. The CSSO may exclude the student for good cause from one or more classes for up to one term of instruction.
- B. Short-term suspension consists of the temporary removal of the student from enrollment or participation in all District curricular or extracurricular activities, as well as noncredit, fee-based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops.
- C. A suspended student shall not occupy any portion of the campus or campuses or learning management system, and shall be denied all District privileges including face-to-face and online class attendance and privileges.

D. Whenever a minor is suspended, the CEO or designee shall provide written notification to the student's parent or guardian (Education Code 76031).

5. Long-term Suspension

A. The CSSO may exclude the student for good cause from one or more classes for the remainder of the school term or from all classes and activities of the District for at least one term but no more than four (4) years.

B. Long-term suspension consists of the removal of the student from enrollment or participation in all District curricular or extracurricular activities, as well as noncredit, fee-based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops.

C. A suspended student shall not occupy any prohibited portion of the campus or campuses or learning management system and may be denied District privileges, including face-to-face and online class attendance and privileges.

D. Whenever a minor is suspended, the CSSO or designee provide written notification to the student's parent or guardian (Education Code 76031).

6. Withdrawal of Consent to Remain on Campus

Withdrawal of consent by the CEO or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the CEO or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

7. Expulsion

Exclusion of the student by the Board of Trustees from the District for one or more terms. Students may be expelled from the District only by action of the Board of Trustees upon recommendation of the CEO (Education Code 76030). The District may include a notation of the expulsion on the student's official transcript for an indefinite period. The student may appeal this notation to the CEO using the procedures established in Procedure 5530 (Student Rights and Grievances).

8. Administrative Hold

A hold placed on a student's records to prevent the student from re-enrolling in COC courses or the ability to receive any and all District services. This action shall be taken when a student has been suspended or expelled from the District. A hold may also be implemented after a student fails to attend a mandatory disciplinary hearing with the Dean or designee, and, depending upon the outcome of the hearing, the hold may be removed after the student has attended the required hearing.

9. Procedure for Short-term Suspensions, Long-term Suspensions, and Expulsions

A. Before the District takes any disciplinary action to suspend, or expel a student, the following procedures shall apply:

- i. Notice – The CSSO or designee shall provide the student with written notice of the conduct warranting the discipline. The written notice shall include the following:
 - a. The specific section of the Standards of Student Conduct that the student is accused of violating.
 - b. A short statement of the facts supporting the accusation.
 - c. The right of the student to meet with the CSSO or designee to discuss the accusation.
 - d. The nature of the discipline that is being considered.
- ii. Time limits – The notice must be provided to the student within thirty (30) days of the date on which the District knew or should have known the conduct took place; in the case of continuous, repeated, or ongoing conduct, the notice must be provided within thirty (30) days of the date on which conduct occurred which led to the decision to refer the student to the Office of Student Services for violation of the Student Code of Conduct.
- iii. Meeting – If the student chooses to meet with the CSSO or designee the meeting must occur within ten (10) days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation and given an opportunity to respond verbally or in writing to the accusation.
- iv. Decision making - If the student fails to respond or to schedule a meeting within a specific time frame, the CSSO or designee may take disciplinary action based upon the available information and preponderance of evidence – known as more likely than not.

B. Short-term Suspension – Within fifteen (15) days after the meeting described above, the CSSO or designee shall, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the CSSO's decision shall be provided to the student. The notice shall include the length of time of the suspension, or the nature of the lesser disciplinary action. The CSSO's decision on a short-term suspension, or any lesser disciplinary action, shall be final.

- C. Long-term Suspension – Within fifteen (15) days after the meeting described above, the CSSO or designee shall decide whether to impose a long-term suspension. Written notice of the CSSO or designee’s decision shall be provided to the student. The notice shall include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of AP 5520 (Student Discipline Procedures) describing the procedures for a hearing.
- D. Expulsion – Within thirty (30) days after the meeting described above, the CSSO shall decide whether to recommend expulsion to the Board of Trustees. Written notice of the CSSO’s decision shall be provided to the student. The notice shall include the right of the student to request a formal hearing before expulsion is imposed, and a copy of AP 5520 (Student Discipline Procedures) describing the procedures for a hearing.

10. Hearing Procedures - Request for Hearing

Within fifteen (15) days after receipt of the CSSO’s decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The student must make the request in writing to the CEO or designee.

A. Schedule of Hearing

- i. The formal hearing shall be held within fifteen (15) days after receipt of a written request for hearing.

B. Student Conduct and Grievance Committee

- i. The hearing panel for any disciplinary action is the Student Conduct and Grievance Committee and shall be composed of two full-time faculty members, one classified staff member, and two students.
- ii. At the beginning of every academic year, the presidents of the Academic Senate, CSEA, and the Associate Student Government shall each provide a list of at least five persons from within their constituencies willing to serve on student disciplinary hearing panels to the CSSO. The CSSO shall appoint panelists from the names on these lists. However, no faculty member, classified staff member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a Student Conduct and Grievance Committee panel.

C. Hearing Panel Chair and Coordinator

- i. The CSSO shall appoint one member of the panel to serve as the chair of the Student Conduct and Grievance Committee panel. The outcome of the majority

vote of the hearing panel shall be final on all matters relating to the conduct of the hearing.

- ii. The CSSO shall appoint a Hearing Coordinator and provide appropriate administrative support for the process.

D. Conduct of the Hearing

- i. The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
- ii. The facts supporting the accusation shall be presented by a District representative who shall be the Investigator.
- iii. The District representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- iv. The rules of evidence used in a court of law shall not apply. Any relevant evidence shall be admitted.
- v. Unless the hearing panel determines to proceed otherwise, the District representative and the student shall each be permitted to make an opening statement. Thereafter, the District representative shall make the first presentation, followed by the student. The District representative may present rebuttal evidence after the student completes their evidence. The burden shall be on the District representative to prove by the preponderance of the evidence that the facts alleged are true.
- vi. A student has a right to select an adviser of their choice or to request the District provide an adviser to the student. An adviser, with written permission from the student, shall receive updates along with the student during the student discipline process and shall participate in the process as an advocate for the student.
 - a. The District may use any of the following to fulfill its obligation to provide an adviser to the student: a confidential respondent services coordinator, an agreement with a student-based peer support program, and an agreement with an alumni-based support program.
 - b. The District shall provide training to the adviser selected by the student or provided by the public post-secondary educational institution. The training shall include information on the District's student discipline procedures and may be provided in an online or in-person format.

- vii. The student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be advised by an attorney, a request must be presented not less than five (5) days prior to the date of the hearing. If the student is permitted to be advised by an attorney, the District representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.
- viii. Hearings shall be closed and confidential. In a closed hearing, witnesses shall not be present when not testifying.
- ix. The hearing shall be recorded by the District. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. The hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain in custody of the District at all times, unless released to a professional transcribing service. Upon request, the complainant and/or Student respondent shall be provided with a copy of the recording.
- x. All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable for live testimony. A witness who refuses to be recorded is not permitted to give testimony.
- xi. Within fifteen (15) days following the close of the hearing, the hearing panel shall prepare and send to the CSSO a written decision. The decision shall include specific factual findings regarding the accusation and specific conclusions as to whether the student violated any specific section(s) of the Standards of Student Conduct. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing. If a written decision is delayed beyond 15 days, this shall not affect the validity of the proceedings, findings, or outcomes, unless otherwise required by law or institutional policy.

11. CSSO or CEO's Decision

- A. Long-term suspension – Within fifteen (15) days following receipt of the hearing panel's recommended decision, the CSSO shall render a final written decision. The CSSO may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the CSSO modifies, or rejects the

hearing panel's decision, the CSSO shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the CSSO shall be final.

- B. Expulsion – Within fifteen (15) days following receipt of the hearing panel's recommended decision, the CEO shall render a written recommended decision to the Board of Trustees. The CEO may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the CEO modifies, or rejects the hearing panel's decision, they shall review the record of the hearing and prepare a new written decision with specific factual findings and conclusions. The CEO's decision shall be forwarded to the Board of Trustees.

12. Board of Trustees Decision

- A. The Board of Trustees shall consider any recommendation from the CEO for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.
- B. The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122.)
- C. The student shall be notified in writing, by registered or certified mail, to the address last on file with the District, or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.
- D. The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.
- E. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board shall hold any discussion that might conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.
- F. The Board may accept, modify, or reject the findings, decisions and recommendations of the CEO or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing and prepare a new written decision with specific factual findings and conclusions. The decision of the Board shall be final.
- G. The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

- H. Immediate Interim Suspension (Education Code Section 66017): The CEO may order immediate suspension of a student when they conclude that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, shall be afforded to the student within ten (10) days.

13. Procedure for Withdrawal of Consent to Remain on Campus

- A. The CSSO or designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, they must promptly leave or be escorted off campus. If consent is withdrawn by the CSSO a written report must be promptly made to the CEO.
- B. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted no later than seven days from the date of receipt of the request. The hearing shall be conducted in accordance with the provisions of this procedure relating to interim suspensions.
- C. In no case shall consent be withdrawn for longer than fourteen (14) days from the date upon which consent was initially withdrawn.
- D. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

14. Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

15. No Disciplinary Action against Complainants or Witnesses in Sexual Assault Investigations

An individual who participates as a complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking shall not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including, but not limited to, an action that places the health or safety

of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

16. Student Discipline Data Reporting

The CEO shall develop an annual report on the number of students who were disciplined pursuant to this procedure and provide it to the Board of Trustees for review. This report must disaggregate the students by race, age, gender, or any other characteristic identified by the Board of Trustees.

Approved by CPC: June 27, 2018

Revised: _____

Next Review Date: _____



AP 5521 Grade Penalty Procedures

The Santa Clarita Community College District (District) is committed to upholding academic integrity in all courses and programs and, to that end, academic dishonesty is prohibited. Both faculty and students play a crucial role in fostering an environment where academic honesty is the standard.

This procedure is intended to both protect academic integrity and establish a process whereby students may meaningfully dispute a grade penalty on a particular assessment imposed because of academic dishonesty.

I. The Role of the Academic Review Committee

The Academic Review Committee shall be tasked with addressing (1) student appeals of grade penalties imposed on a particular assessment due to academic dishonesty and (2) student requests a change in a final grade that was assigned due to mistake, bad faith, fraud, or incompetence (see AP 5530 - Student Rights and Grievances for applicable procedures).

The Academic Review Committee shall consist only of faculty and students.

In the fall semester of even numbered years, the Academic Senate President shall appoint faculty members to serve on the Academic Review Committee for two-year terms, including one faculty member that the Academic Senate President shall designate as the chairperson having overall responsibility for the administrative operation of the committee. In addition, the Academic Senate President may appoint (1) a replacement faculty member to complete the unexpired term of a faculty member of the Academic Review Committee who is unable to complete their term and (2) a temporary faculty member to serve for a limited time on the Academic Review Committee - in place of a temporarily-absent, regularly-appointed member - when necessary for the efficient operation of the Academic Review Committee. When deemed appropriate and feasible by the Academic Senate President, at least one of the faculty appointees to the Academic Review Committee shall be a member of the Academic Senate's Academic Integrity Committee. In addition, the Academic Senate President, when making appointments to the Academic Review Committee, shall strive for appointees who reflect the District's diversity including, but not limited to, demographic and disciplinary.

The President of the Associated Student Government (ASG) shall appoint the student members to the Academic Review Committee under terms and conditions established by the ASG.

The Academic Review Committee shall operate democratically, with each member voting on a matter entitled to a single vote with the majority prevailing. The Academic Review Committee shall adopt operating procedures consistent with District policy and procedure and shall regularly

review and update those operating procedures as necessary and appropriate. The operating procedures shall address matters important to the efficient completion of the committee's mission including, for instance, the scheduling and holding of meetings, voting, and the conduct of hearings.

II. Procedures Applicable to Student Appeals of a Grade Penalty Imposed on a Particular Assessment

A. Academic Dishonesty Defined

Academic dishonesty, as outlined in Board Policy 5500, is any practice or behavior, whether intentional or unintentional, that undermines the integrity of material submitted for a grade including, but not limited to, plagiarism or self-plagiarism, cheating, or fraud. Specific examples of academic dishonesty may include, but are not limited to, the following:

- i. Unauthorized or improper use of generative AI (Artificial Intelligence) or other web-based applications.
- ii. Submitting someone else's work as one's own, or without adequate or proper attribution.
- iii. Resubmitting the same work from a different class without the current instructor's knowledge and approval (e.g., using the same term paper in more than one class).
- iv. Copying from someone else's test, or any evaluated assignment.
- v. Using an unauthorized aid during a test (e.g., phone, smart watch, notes or browser).
- vi. Unauthorized collaboration or communication with others during a test or an independent assignment, including downloading, uploading, sharing or duplicating course material.
- vii. Having a test or an assignment completed by someone else.
- viii. Buying, selling or otherwise obtaining or distributing term papers, assignments, or tests.
- ix. Falsifying, misrepresenting or forging an academic record or supporting documents (e.g., submitting a fake doctor's note, misrepresentation of identity).
- x. Improper access/obstruction of materials/systems (e.g., stealing a term paper or test).
- xi. Misrepresentation, falsification, or fabrication of data presented for surveys, experiments, and reports including authors, data or falsely claiming attendance at a class event.
- xii. Falsifying attendance records or grade rosters.
- xiii. Changing answers on a previously scored test, assignment, or experiment without express instructor permission.
- xiv. Giving or receiving information during an examination by any means including sign language, hand signals, secret codes, or electronic transmission.
- xv. Failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating, electronic devices in the testing area, or conversation during an examination).
- xvi. Intentionally or knowingly helping another to engage in any act of academic dishonesty.

B. Faculty Responsibilities

To maintain an environment of academic integrity, faculty shall:

- i. Undertake reasonable efforts to conduct classes in a manner that encourages honorable behavior, ensures equal opportunity for student success, and discourages academic dishonesty.
- ii. Clearly communicate in writing the conduct that is acceptable and unacceptable including transparent rules regarding, for example, citation methodology; use of information, papers, tools, software, hardware, machines, computers, the internet, and/or Artificial Intelligence; joint/individual work.
- iii. When academic dishonesty causes imposition of a grade penalty, to engage in meaningful dialogue with the penalized student about the academic misconduct that led to imposition of the penalty with the goal of (1) resolving any misunderstandings as to the conduct at issue and (2) to inform students of their right to due process as outlined in this procedure.
- iv. Report academic integrity violations to District officials in the manner outlined in this procedure.

C. Student Responsibilities

To maintain an environment of academic integrity, students shall:

- i. Familiarize themselves with BP 5500 (Standards of Student Conduct), AP 5520 (Student Discipline Procedures), this procedure, and each of their instructors' expectations for acceptable academic conduct and behavior.
- ii. When directed by faculty in advance of an assessment and as a condition of completing the assessment, affirm their consent to comply with the instructor's expectations of acceptable academic conduct and behavior when completing the assessment.
- iii. Behave in a manner that encourages learning and upholds academic integrity.
- iv. After receiving a grade penalty for academic dishonesty, fully engage in a meaningful dialogue with the instructor about the conduct that led to imposition of the penalty to resolve misunderstandings.
- v. Act with fairness (i.e., not seek undue advantage) towards other students in classroom interactions, completion of assignments, examinations, or any other academic activity.
- vi. Make every attempt to prevent the unauthorized or improper use of their own work by other students.

D. Grade Penalties for Academic Dishonesty

In response to academic dishonesty that impacts a particular graded assessment, a faculty member may penalize a student by reducing the student's score/grade on that particular assessment ("grade penalty"), subject to the student's right to appeal, when the faculty member reports the academic dishonesty in the manner that this procedure requires.

The grade penalty may reduce the student's score on the entire assessment that has been impacted by academic dishonesty, or, in the faculty member's discretion, a portion thereof, up to and including an F grade, a "no pass," and/or a score of "0" points.

Any grade penalty imposed in accordance with this procedure shall be effective immediately and shall remain effective unless and until removed by either the faculty member who imposed it or the Academic Review Committee according to the process set forth herein.

This procedure authorizes faculty to impose a grade penalty for academic dishonesty only on the particular assessment impacted by the academic dishonesty; not on a final course grade.

E. Faculty Report of Academic Dishonesty

In response to an alleged act of academic dishonesty, faculty shall:

- i. Inform the student of the nature of the alleged academic dishonesty and, if applicable, the faculty member's decision to impose grade penalty in response and make reasonable efforts to initiate a meaningful dialogue with the student about the behavior that led to the grade penalty with the goal of resolving misunderstandings and disagreements about the conduct in question. The best practice recommendation for faculty is to share information and documentation with the student when notifying the student of the alleged academic dishonesty.
- ii. Report at least the essential details of the incident to the Office of Student Services ("Student Services"), according to the disciplinary reporting mechanism that Student Services shall establish and maintain, no later than seven calendar days after the faculty member acquired sufficient information to reasonably determine that the student engaged in academic dishonesty. When reporting essential details of the incident to Student Services, a short and plain statement of the events leading to the grade penalty is adequate. Faculty shall not be required to submit, at the time of the initial report to Student Services, the totality of the evidence, documentary or otherwise, upon which the faculty member concluded that the student had engaged in academic dishonesty.

F. Student Services' Notice of Grade Penalty

After faculty notify Student Services of a grade penalty, Student Services shall transmit a Notice of Grade Penalty to the student. The Notice of Grade Penalty shall describe the essential details supporting the grade penalty, the student's right to appeal the grade penalty to the Academic Review Committee, the time within which the student must submit any Notice of Appeal, and how the Notice of Appeal must be submitted. Student Services' Notice of Grade Penalty, and any other written notifications required by this procedure from the District or its employees to the student, may be completed via email directed to the student's District-issued email address.

G. Student's Notice of Appeal

To preserve the student's right to appeal a grade penalty to the Academic Review Committee, the student must submit a Notice of Appeal to Student Services, via a notification system that Student Services shall establish, maintain, and publicize to the campus community, within seven business

days of Student Services' transmission of the Notice of Grade Penalty. A student need not have reviewed the transmitted Notice of Grade Penalty to trigger the running of the seven-day period. A student who fails to submit a Notice of Appeal within the seven-day period allowed by this procedure shall forfeit their right to contest the grade penalty.

H. Appeal Preparation Conference

After a student submits a timely Notice of Appeal, Student Services shall schedule a synchronous Appeal Preparation Conference (APC), which may be held face-to-face, via telephone, or via videoconferencing technology, with the student and notify the student of the APC's date, time, location, and/or modality. Student Services shall endeavor to schedule the APC for a time that is reasonable, convenient for all involved parties and within ten calendar days after the student's submission of the Notice of Appeal. A student who fails to attend a noticed APC shall forfeit their appeal and the grade penalty will be uncontestable.

Student Services shall notify the faculty member who imposed the grade penalty of the date, time, location, and modality of the APC. The faculty member shall have the option, but not the obligation, to attend the APC, for the purpose of providing the faculty member's view of the evidence supporting imposition of a grade penalty.

During the APC, the CSSO (Chief Student Services Officer) or designee and the student shall discuss (1) the circumstances and, if available, evidence supporting the grade penalty that has been submitted by the faculty member to Student Services, (2) the general processes by which the student's appeal to the Academic Review Committee will be heard and considered, and (3) whether, in light of the discussion at the APC, the student intends to proceed to a hearing before the Academic Review Committee. The student may request that an advisor accompany them to the information meeting with the CSSO and/or the Hearing with the Academic Review Committee. The advisor must be trained by the CSSO on Student Conduct and their role in the proceedings.

The CSSO or designee conducting the APC shall have full discretion to meet privately with the student outside of an attending faculty member's presence during the APC to address confidential, sensitive, or otherwise private issues. However, the information shared by the student at the APC shall not be deemed privileged or otherwise confidential, unless otherwise protected from disclosure by Family Education Rights and Privacy Act (FERPA) or any other applicable statute.

If the student chooses to proceed with the appeal to the Academic Review Committee following the APC, Student Services shall notify the faculty member who imposed the grade penalty and refer the matter to the Academic Review Committee for its consideration according to the Academic Review Committee's procedures.

No person, other than faculty member who imposed the grade penalty, shall be empowered to reverse the grade penalty other than the Academic Review Committee in accordance with the process set forth herein.

I. Hearing by a Panel of the Academic Review Committee

If a student chooses to proceed with the appeal after the APC, the Academic Review Committee shall work expeditiously toward a final resolution.

Each student appeal shall be decided by a panel of three Academic Review Committee members, including two faculty and one student. Prior to each hearing, the Chair of the Academic Review Committee shall appoint the faculty panelists and designate one as Panel Chair. In appointing faculty panelists, the Chair of the Academic Review Committee shall attempt to appoint members who are likely to be available for the expeditious resolution of the appeal, while (1) avoiding the appointment of a person with a known and actual, or reasonably possible, conflict-of-interest and (2) seeking a reasonably proportional distribution of panel appointments throughout an academic year. The CSSO or designee shall appoint the student panelist from the Academic Review Committee members.

All Academic Review Committee members appointed to a panel that will consider an appeal by a student with whom that member has a relationship that could reasonably cause a fair-minded person to doubt their ability to be impartial shall decline the appointment as soon as possible in the process. In addition, an appealing student may object, no later than the beginning of the hearing on the appeal, to the appointment of a panelist based on an actual conflict-of-interest or upon facts which may cause a reasonable person to question the panelist's ability to objectively consider the matter. The Panel Chair must sustain an objection to a faculty panelist when it has been established that the appealing student had been on a class roster (after the census date) of a class that the faculty panelist to whom the student has objected had taught. When the Panel Chair sustains an objection to a panelist, the panel hearing shall be postponed and a replacement panelist shall be appointed, either by the Academic Review Committee Chair, in the case of a faculty panelist, or the CSSO or designee, in the case of a student panelist, as quickly as possible.

The Academic Review Committee and Student Services shall work together to schedule hearings on grade appeals, with Student Services bearing the administrative responsibility of notifying the student and the faculty member who imposed the grade penalty of the date, time, and location of the hearing on the appeal. A student who has filed an appeal but fails to attend the hearing shall forfeit the appeal and any further challenge to the grade penalty.

A Student Services representative shall attend Academic Review Committee hearings in person as an official representative of the District. The faculty member may either attend the hearing personally or rely on the evidence submitted to Student Services in support of the grade penalty. If the faculty member fails to attend the hearing, a Student Services representative shall present to the Academic Review Committee panelists a prepared statement that will be read aloud at the hearing as well as providing any accompanying documents supporting the statement. Both the student and, if in attendance, the faculty member, will have the right to present relevant evidence at the hearing relating to the alleged academic dishonesty including, but not limited to, oral testimony of themselves or other percipient witness, documentary evidence, video/audio materials, and any other forms of evidence. Each party will have the right to comment upon the evidence.

If a student has admitted to the CSSO or designee, either at the APC or at any other time, that the allegation of academic dishonesty is true or substantially true, the CSSO or designee shall share that admission with the Academic Review Committee panelists at the hearing on the appeal.

The District shall not bear the burden of ensuring the attendance of witnesses at the hearing. Instead, each party shall be responsible for procuring the attendance of such witnesses, if any.

The Academic Review Committee shall not be required to follow the rules of evidence applicable in a court of law but shall endeavor to employ fair evidentiary standards and to apply those standards similarly to evidence submitted by any party. When evaluating the evidence, the Academic Review Committee may consider the faculty member's subject matter expertise, experience as an educator, and role as a District employee tasked with preserving academic honesty and integrity.

The District, through the faculty, shall bear the burden of proving by a preponderance of the evidence – sometimes described as the “more likely than not” standard - that academic dishonesty occurred.

Hearings on appeals of grade penalties shall be closed to the public. However, the student bringing the appeal may be accompanied at the hearing by one other person of the student's choosing (“Student Advisor”), although the Student Attendant may neither directly participate in nor disrupt the proceedings. The student may request that an advisor accompany them to the information meeting with the CSSO and/or the Hearing with the Academic Review Committee. The advisor must be trained by the CSSO on Student Conduct and their role in the proceedings. The Panel Chair shall have discretion to terminate the hearing if the Student Advisor attempts to disrupt the hearing process. Students must notify Student Services of their intent to invite a Student Advisor to the hearing no later than two calendar days before the hearing to provide the training for the hearing process.

Materials related to the hearing, including electronic recordings of the proceedings, may not be released to the student requesting the appeal or to any other individual or group. But in accordance with FERPA, the student may submit a written request to Student Services to inspect and review the materials on campus. The request must be made no less than one week in advance.

J. Academic Review Committee's Resolution of an Appeal

Student appeals may only be resolved by a panel of the Academic Review Committee if all three appointed panelists have participated in the decision-making process.

Within 5 business days after the hearing concludes, the Academic Review Committee shall deliver to the student and the faculty member who imposed the grade penalty, via District-provided email, a written decision either affirming the allegation of academic dishonesty and dismissing the student's appeal or directing the faculty member to reverse the grade penalty. The written decision need not be lengthy but shall provide a reasonably detailed explanation of the evidence upon which the decision is based. In addition, the Academic Review Committee decision shall be forwarded to Student Services for potential further disciplinary sanctions as allowed by AP 5520. Nothing in this procedure shall be construed as limiting disciplinary action against a student for academic dishonesty to a grade penalty imposed by the faculty member.

If the Academic Review Committee directs the removal of the grade penalty, it shall be the faculty member's responsibility to undertake any steps necessary to implement the removal of the penalty

such as, for example, changing the grade or score in a learning management system and/or a gradebook.

If the Academic Review Committee directs the removal of a grade penalty after the faculty member has reported a final letter grade for the course to the District, and if removal of the grade penalty would change the student's previously-reported final letter grade, the faculty member shall initiate a final grade change according to the District's procedures.



AP 5530 Student Rights and Grievances

References:

Education Code Section 76224 subdivision (a);
ACCJC Accreditation Eligibility Requirement 20;
ACCJC Accreditation Standard 2

This procedure's purpose is to provide a prompt and equitable means for resolving student grievances.

1. Definitions

- a. **Grievance** – A claim by any Student who reasonably believes an unfair or improper college decision or action has adversely affected their status, rights, or privileges as a student. A Grievance includes, but is not limited to, claims regarding:
 - i. Course grades, to the extent permitted by Education Code section 76224 subdivision (a), which provides: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."
 - ii. The exercise of rights of free expression protected by state and federal constitutions and Education Code section 76120.
- b. **Grievant** – A Student who has filed a Grievance.
- c. **Party** – The Student or any persons allegedly responsible for the Student's Grievance, together with their representatives. "Party" shall not include the members of the Academic Review Committee, the Grievance Hearing Committee, or the College Grievance Officer.
- d. **Student** – A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A Grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to Grievances relating to course grades to the extent permitted by Education Code section 76224, subdivision (a).
- e. **Respondent** – Any person who the Grievant alleges to be responsible for the Grievance.
- f. **Day** - Business operating days, excluding Saturdays, Sundays, or administrative holidays.

- g. Grievance Officer – The Chief Student Services Officer (CSSO), or designee.
- h. Standard of Proof – The “preponderance of evidence” standard shall be applied in formal hearings convened pursuant to this procedure. Evidence of the sort upon which responsible persons reasonably rely in the conduct of serious affairs may be received, and such evidence is not limited to that which would be admissible under the rules of evidence used in a court of law.
- i. Burden of Proof - The Grievant(s) bears the burden of submitting proof of the alleged unfair or improper action upon which the Grievance arises sufficient to satisfy the Standard of Proof.
- j. Mistake – As defined by Administrative Procedure 4231.
- k. Fraud - As defined by Administrative Procedure 4231.
- l. Bad Faith - As defined by Administrative Procedure 4231.
- m. Incompetence - As defined by Administrative Procedure 4231.

2. Exclusions from this Procedure

- a. Challenges directed to prerequisites, co-requisites, advisories and limitations on enrollment. (Information on challenges to prerequisites is available from the Office of Admissions & Records.)
- b. Alleged sexual harassment, sexual assault, or unlawful discrimination based on a protected characteristic or status. (Allegation of this nature should be referred to Human Resources.)
- c. Appeals of residency determinations. (Appeal of this nature should be filed with the Office of Admissions & Records.)
- d. Eligibility, disqualification, or reinstatement of financial aid. (Appeal of this nature should be referred to the Financial Aid Office.)
- e. Student discipline imposed for violations of the Board Policy 5500. (Disputes regarding student discipline are resolved pursuant to applicable student discipline procedures.)
- f. Parking Citations or other infractions. (Citation appeals are handled by the Campus Safety Office.)
- g. Employee Discipline. (Students may file complaints about employee conduct with the appropriate level department chairperson and/or administrator.)
- h. Challenges to adopted District policies, e.g. Board Policies and Administrative Procedures. (Challenges to board policies, administrative procedures, or practices may be referred to the appropriate level department and/or administrator.)
- i. Financial claims against the District. (Financial claims against the District may be made through the Office of Risk Management.)
- j. Grades assigned by faculty on individual academic assessments, including grade penalties imposed on academic assessments due to academic dishonesty, as opposed to final letter grades for a course.

3. Procedures for Grievances About Final Grades

- a. **General Principles**
 - i. A Student may initiate a Grievance about a final grade by submitting a completed “Grade Review Petition” to the Office of Admissions &

Records within 180 calendar days after the District makes the disputed grade accessible to the Student. A Grievant who fails to meet this deadline waives any right to request a change to a final grade and, in that case, the final grade shall remain unchanged.

- ii. Student Services shall make a "Grade Review Petition" available on its webpage and shall publicize instructions for submitting the Grade Review Petition to the campus community.
- iii. The District may change a final grade reflected on a Student's record, without the consent of the instructor of record who assigned the grade, only if the grade was improperly assigned due to Mistake, Fraud, Bad Faith, or Incompetence, as those terms are defined in this procedure and only if established in the manner required by this procedure. Nothing in this procedure may be understood as expanding the lawful grounds found in Education Code section 76224 upon which a grade may be changed without the assigning faculty member's consent.
- iv. The District shall, at all times and for all purposes, presume that a disputed grade was appropriately assigned unless and until the Grievant filing the Grade Review Petition meets the Standard of Proof required to overcome that presumption through evidence of Mistake, Fraud, Bad Faith, or Incompetence. In the absence of such a factual showing, the instructor's assigned final grade shall remain unchanged.

b. Grievant Initiated Informal Dialogue

- i. Before the District may consider a Grievant's request for a final grade change, the Grievant must first undertake reasonable efforts to contact the faculty member who assigned the disputed grade for the purpose of engaging in a meaningful dialogue about the basis for the disputed grade.
- ii. The Chief Instructional Officer (CIO) shall assign a faculty member other than the one who assigned the disputed grade to participate in the dialogue with the Grievant if one of the following occurs:
 - 1. The instructor who assigned the disputed grade, in the reasonable judgment of the applicable school dean and after reasonable notice of the request has been provided to that instructor, is unavailable or unwilling to confer about the disputed grade with the Grievant.
 - 2. The Grievant has filed a complaint with the District alleging unlawful discrimination against the instructor who assigned the disputed grade, in the manner required by applicable District processes, and the discrimination complaint either remains unresolved or the District has already judged it to be meritorious at the time the Grievant submitted the Grade Review Petition.
 - 3. The CIO reasonably determines that it is probable that the faculty member who assigned the disputed grade has engaged in gross misconduct in the assignment of that disputed grade.

- iii. Any replacement instructor assigned by the CIO to engage in a dialogue with the Grievant in place of the instructor who assigned the disputed grade must have taught the course in which the disputed grade was assigned at the District within the three-year period prior to the filing of the Grade Review Petition. If no replacement instructor is qualified or available, the CIO may waive the Grievant's obligation to engage in the dialogue process.
- c. **Hearing by a Panel of the Academic Review Committee**
 - i. If the Grievance is not resolved through informal dialogue, or if the CIO has waived the requirement that such informal resolution be pursued, the Grade Review Petition shall be adjudicated by a panel of three members of the Academic Review Committee, including two faculty and one student, following an in-person hearing. The Chair of the Academic Review Committee shall appoint the faculty panelists to the panel and designate one as Panel Chair. In appointing faculty panelists, the Chair of the Academic Review Committee shall attempt to appoint members who are likely to be available for the expeditious resolution of the petition, while (1) avoiding the appointment of a person with a known and actual, or reasonably possible, conflict-of-interest and (2) seeking a reasonably proportional distribution of panel appointments throughout an academic year. The CSSO or designee shall appoint the student panelist from the Academic Review Committee members.
 - ii. All Academic Review Committee members appointed to a panel that will consider a Grade Review Petition submitted by a Grievant with whom that appointee has a relationship that could reasonably cause a fair-minded person to doubt their ability to be impartial shall decline the appointment as soon as possible in the process. In addition, a Grievant may object, no later than the beginning of the formal hearing, to the appointment of a panelist based on an actual conflict-of-interest or upon facts which may cause a reasonable person to question the panelist's ability to objectively consider the matter. The Panel Chair must sustain an objection to a faculty panelist when it has been established that the Grievant had been on a class roster (after the census date) of a class that the faculty panelist to whom the Grievant has objected had taught. When the Panel Chair sustains an objection to a panelist, the panel hearing shall be postponed and a replacement panelist shall be appointed, either by the Academic Review Committee Chair, in the case of a faculty panelist, or the CSSO or designee, in the case of a student panelist, as quickly as possible.
 - iii. The Academic Review Committee and the Office of Student Services shall work together to schedule hearings on Grade Review Petitions, with Student Services bearing the administrative responsibility of notifying the Grievant and the faculty member who assigned the disputed grade of the date, time, and location of the hearing on the appeal. A Grievant who fails to attend the hearing shall forfeit the

claims in the petition and any further challenge to the final grade at issue.

- iv. A Student Services representative shall attend Academic Review Committee hearings in person as an official representative of the District. Both the Grievant and, if in attendance, the faculty member who assigned the disputed grade, shall have the right to present relevant evidence at the hearing relating to the alleged Mistake, Bad Faith, Fraud, or Incompetence, including, but not limited to, oral testimony of themselves or other percipient witness, documentary evidence, video/audio materials, and any other forms of permitted evidence. Each Party shall have the right to comment upon the evidence.
- v. The District shall not bear the burden of ensuring the attendance of witnesses at the hearing. Instead, each Party shall be responsible for procuring the attendance of witnesses, if any, whose testimony the Party seeks to utilize.
- vi. The Academic Review Committee shall not be required to follow any formal rules of evidence but shall endeavor to employ fair evidentiary standards and to apply those standards similarly to evidence submitted by any Party. When evaluating the credibility of testimony of the faculty member who assigned the disputed grade, the Academic Review Committee may consider and give weight to the faculty member's subject matter expertise, experience as an educator, and status as a District employee tasked with the fair and equitable assessment of student learning.
- vii. The Grievant shall, at all times, bear the burden of satisfying the Burden of Proof by establishing that the disputed final grade was improper due to Mistake, Bad Faith, Fraud, or Incompetence.
- viii. Hearings on a Grade Review Petition shall be closed to the public. However, the Grievant may be accompanied at the hearing by one other person of the Grievant's choosing ("Student Advisor") and the faculty member who assigned the disputed grade may be accompanied by a member of the campus community of the faculty member's choosing ("Faculty Advisor"). Neither the Student Advisor nor the Faculty Advisor may directly participate in or disrupt the proceedings. The Panel Chair shall have discretion to terminate the hearing if either third party attempts to participate in, or otherwise disrupts, the hearing. A Grievant must notify Student Services of their intent to invite a Student Advisor to the hearing no later than two calendar days before the hearing or the Panel Chair may bar the Student Advisor from the hearing.
- ix. Materials related to the hearing, including electronic recordings of the proceedings, may not be released to the Grievant or to any other individual or group. In accordance with FERPA the Grievant may submit a written request to the Office of Student Services to inspect and

review the materials. The request must be made no less than one week in advance.

d. Academic Review Committee's Resolution of a Grade Review Petition

- i. Grade Review Petitions may only be resolved by a panel of the Academic Review Committee if all three appointed panelists have participated in the decision-making process.
- ii. Within one week after the hearing concludes, the Panel Chair shall deliver to the Grievant, the faculty member who assigned the disputed grade, and the CSSO, via District-provided email, a written decision either rejecting or affirming the allegations in the Grade Review Petition of Mistake, Bad Faith, Fraud, or Incompetence. The written decision need not be lengthy but shall provide a reasonably detailed explanation of the evidence upon which the decision is based.
- iii. If the Academic Review Committee directs a change in a final grade, the CSSO or designee shall ensure that all necessary records are changed to implement the Academic Review Committee's decision.
- iv. The Academic Review Committee's decision on the Grade Review Petition shall be final.

4. Procedures for Grievances Other Than Those About Final Grades

a. General Principles

- i. A Grievant may initiate a Grievance allowed by this procedure, other than one about final grades, by submitting a "Request for Grievance Hearing" to the Office of Student Services, upon a form that the Office of Student Services shall make available for that purpose. Through the Request for Grievance Hearing Form, the Grievant shall provide the District with written details regarding the Grievance, including the time, place, nature of the complaint, and the remedy or corrective action requested. If a Grievant contends that a specific District policy, procedure, or rule has been violated, the Grievant should identify the policy, procedure, or rule to the best of their knowledge. The Grievant may also provide any other relevant information and documentation in support of the Grievance.
- ii. The Request for Grievance Hearing Form must be submitted within one hundred twenty (120) days after the occurrence of the incident giving rise to the Grievance; or one hundred twenty (120) days after the Grievant learns, or reasonably should have learned, that the Grievant has a basis for filing a Grievance. A Grievant who fails to submit a Request for Grievance Hearing Form within the time limit forfeits the Grievance. The requirement that a Grievant also pursue an informal resolution of the Grievance, as required by this procedure, does not extend the time limits for submitting the Request for Grievance Hearing Form.
- iii. A Grievant may appeal the forfeiture of a Grievance due to untimeliness only to the Grievance Officer who shall have sole discretion for granting relief from the forfeiture. A Grievant requesting

relief from forfeiture of a Grievance must submit to the Grievance Officer sufficient documentation establishing extenuating circumstances justifying the untimely Request for Grievance Hearing Form. Documentation of extenuating circumstances may include, but are not limited to, verifiable medical records, accident reports, court records, military records, and letters from lawyers, doctors, employers, etc.

- iv. The Grievance Officer shall provide a copy of the Request for Grievance Hearing Form to the Respondent or Respondents within ten (10) days of receipt of the Grievance, or as soon thereafter as practicable.

b. Informal Grievance Resolution

- i. Before the Grievance Officer schedules a hearing by the Student Conduct and Grievance Committee to consider a Grievance, a Grievant shall make a reasonable effort, in good faith, to resolve the Grievance on an informal basis with the Respondent, or, if that person is not reasonably available to consider the matter, that person's immediate supervisor.
- ii. Specifically, the Grievant(s) shall, if appropriate, request a meeting about the issue(s) with the Respondent, or as necessary and permitted by this procedure, with the Respondent's immediate supervisor and/or the appropriate college administrator.
- iii. The Grievance Officer shall undertake reasonable efforts to mediate an informal resolution of the Grievance between the Parties by, among other things, gathering and review pertinent information, records and documentation
- iv. The Grievant shall maintain communication with the Grievance Officer regarding the status of the effort to reach an informal resolution of the Grievance. If the Grievant cannot informally resolve the Grievance in a reasonable time, the Grievant shall notify the Grievance Officer, who shall thereafter inform the Grievant of their rights and responsibilities under this procedure and provide further instructions for submitting the Grievance to the Student Conduct and Grievance Committee.

c. Student Conduct and Grievance Committee:

- i. The Grievance Officer shall identify one of the faculty members of the Student Conduct and Grievance Committee to serve as committee chairperson. Three members of the above committee shall constitute a quorum for the conduct of any Grievance hearing. All members are entitled to one vote on all matters related to a Grievance or committee operating procedures.
- ii. No person shall serve as a member of a Student Conduct and Grievance Committee if that person has been personally involved in any matter giving rise to the Grievance, has made any public statement on the matters at issue, or could otherwise not act in a neutral manner. A Party may request removal of any member of the Student Conduct and Grievance Committee for cause prior to the beginning of the hearing by

submitting a written challenge to the Grievance Officer, who shall have sole discretion to determine whether cause for disqualification has been shown. If the Grievance Officer concludes that sufficient grounds for removal of a member of the Student Conduct and Grievance Committee have been presented, the Grievance Officer shall notify the challenged member and ask that a replacement be made according to the process provided in this procedure.

- iii. The Grievance Officer shall attend all hearings held by the Student Conduct and Grievance Committee, but shall not serve as a committee member, vote on any matter presented to the committee, nor assume the role of advocate for any Party. The Grievance Officer shall coordinate all scheduling of hearings and provide other reasonable and necessary assistance to all Parties and the Student Conduct and Grievance Committee for the purpose of conducting a full, fair, and efficient resolution of the Grievance.

d. Scheduling a Grievance Hearing

- i. The Grievant has a right to request that the Grievance Officer schedule a hearing before the Student Conduct and Grievance Committee after demonstrating that the matter has failed to be informally resolved after informal resolution has been attempted as required by this procedure. The Grievant may request that any relevant information and documentation be made available at a hearing. The information requested shall be provided in such a way that it does not violate the privacy rights of others.
- ii. The Student Conduct and Grievance Committee shall determine, before a hearing is convened to consider the Grievance, whether the Request for Grievance Hearing is actionable, i.e., whether it offers a sufficient basis for conducting a hearing before the Student Conduct and Grievance Committee. A sufficient basis exists if the following are true:
 - 1. The statement contains facts which, if true, would constitute a Grievance under these procedures;
 - 2. The Grievant is a Student as defined herein;
 - 3. The Grievant is personally and directly affected by the alleged Grievance;
 - 4. The Grievance was filed in a timely manner;
 - 5. The Grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.
- iii. If the Request for Grievance Hearing, along with any other evidence reasonably available to the District relevant to the Grievance, does not demonstrate satisfaction each of the requirements, the Student Conduct and Grievance Committee chair shall notify the Grievance Officer of the rejection of the Request for a Grievance Hearing, in writing and within ten (10) days of the Student Conduct and Grievance Committee's decision. The Grievance Officer shall promptly notify the

Grievant of the Student Conduct and Grievance Committee's decision and provide information regarding the Grievant's right to appeal.

- iv. If the Request for Grievance Hearing satisfies each of the requirements, the Grievance Officer shall schedule a Grievance hearing. The hearing shall, whenever practicable, begin within fifteen (15) days following the decision to grant a Grievance hearing. All Parties to the Grievance shall be given not less than ten (10) days' notice of the date, time and place of the hearing.

e. Formal Hearing Procedure

- i. The Grievance Officer shall ensure that all documentation and other evidence relevant in the Grievance Officer's possession and relevant to the Grievance is made available at the hearing to the Parties and the Student Conduct and Grievance Committee, in such a way that it does not violate the privacy rights of others.
- ii. The decision of the Student Conduct and Grievance Committee chair shall be final on all procedural matters relating to the conduct of the hearing unless there is a vote of a majority of the members of the panel to the contrary.
- iii. Each Party to the Grievance may represent themselves and also have the right to be represented by a person of their choice; except that a Party shall not be represented by an attorney unless, in the judgment of the Student Conduct and Grievance Committee, complex legal issues are involved. If a Party wishes to be represented by an attorney, a request must be presented not less than 10 days prior to the date of the hearing. If one Party is permitted to be represented by an attorney, any other Party shall have the right to be represented by an attorney. The Student Conduct and Grievance Committee may also request that the CEO authorize legal assistance to the committee itself. Any legal advisor provided to the Student Conduct and Grievance Committee may attend the hearing in an advisory capacity but shall not be a committee member nor vote.
- iv. Hearings shall be closed and confidential unless all Parties request that it be open to the public. Any such request for a public hearing must be made no less than two (2) days prior to the date of the hearing.
- v. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all Parties and the Student Conduct and Grievance Committee agree otherwise.
- vi. The hearing shall be recorded by the District. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. The hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain in custody of the District at all times, unless released to a professional transcribing

service. Upon request, the complainant and/or respondent shall be provided with a copy of the recording.

- vii. All witnesses must testify under oath or affirmation administered to the witness by the chair of Student Conduct and Grievance Committee. The Student Conduct and Grievance Committee shall only admit written statements of those witnesses who, to the satisfaction of the Student Conduct and Grievance Committee chair, are determined to be unavailable to testify live at the hearing for reasonable reasons if those written statements have been signed and dated under penalty of perjury under the laws of the State of California. The Student Conduct and Grievance Committee chair shall deem a witness who refuses to be tape-recorded to be reasonably unavailable to testify live at the hearing.
- viii. When the presentation of evidence is concluded, the Student Conduct and Grievance Committee shall deliberate in a private meeting exclusive of all persons not members of the committee. The deliberations shall not be recorded. Only members of the Student Conduct and Grievance Committee who were present throughout the hearing, other than approved breaks, may deliberate and vote on the Student Conduct and Grievance Committee's findings and decision.

f. Findings of the Student Conduct and Grievance Committee

- i. Within twenty (20) days following the close of the hearing, the Student Conduct and Grievance Committee chair shall prepare and send a written decision to the Grievant(s), Respondent, and Grievance Officer.
- ii. The decision shall include specific factual findings regarding the Grievance and specific conclusions regarding whether a Grievance has been established considering the Standard of Proof.
- iii. The decision shall also include a specific recommendation regarding the relief to be afforded the Grievant, if any.
- iv. The decision shall be based only on the record of the hearing, and not on matters outside of that record.
- v. The record shall consist of the original Request for Grievance Hearing, any written response, and the oral and written evidence produced at the hearing.

g. Appeal of Denial of Grievance Hearing

- i. A Grievant may appeal a determination that the Request for Grievance Hearing is not actionable under this procedure, and therefore no hearing shall be conducted, in writing to the CEO within ten (10) days following the Grievant's receipt of notice of the decision.
- ii. The CEO shall review the Request for Grievance Hearing, using the standards for an actionable Grievance set forth in this procedure, but shall not consider any other matters. The CEO's decision to grant or deny a grievance hearing shall be final and not subject to further appeal.

h. CEO Decision on Appeal

- i. Within ten (10) days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the CEO shall send to all Parties a written decision on the appeal, together with the Student Conduct and Grievance Committee's decision and recommendations.
 - ii. The CEO may accept or reject the findings, decisions, and recommendations of the Student Conduct and Grievance Committee. The factual findings of the Student Conduct and Grievance Committee shall be accorded great weight; and if the CEO does not accept the decision or findings or recommendation of the Student Conduct and Grievance Committee, the CEO shall review the record of the hearing and prepare a new written decision which contains specific factual findings and conclusions.
 - iii. The decision of the CEO shall be final.
- i. **Time Limits**
Any timing requirements specified in these procedures may be altered upon mutual agreement by all Parties.

Board Approved: 4/30/2020

Next Review Date: _____



BP 4231 Grade Changes

Reference:

Education Code Sections 76224 and 76232
Title 5 Section 55025

The CEO shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but are not necessarily limited to, the following:

- A. Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- B. Procedures for students to challenge the correctness of a grade.
- C. The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- D. Limitations on access to grade records and grade storage systems.
- E. Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- F. Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems has occurred.

See AP 4231 (Grade Changes); BP/AP 3310 (Records Retention and Destruction); BP/AP 5040 (Student Records)

Approved by CPC XX/XX/XX
Approved by Board xx/xx/xx



AP 4231 Grade Changes

Reference:

Education Code Sections 76224 and 76232

Title 5 Section 55025

Changing Grades

1. The instructor of record at the District's deadline for submission of final grades shall determine the grade to be awarded to each student.
2. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence, as herein defined:
 - a. "Mistake" may include, but is not limited to, clerical errors and errors made by an instructor in calculating a student's grade.
 - b. "Fraud," for purposes of this procedure, is a willful change of the final grade that a student truly earned to a different final grade for the purpose of deception, such as by improperly accessing District grading records.
 - c. "Bad Faith," for purposes of this procedure, is the unreasonable assignment of a final letter grade on a basis other than a student's performance in the class, such as through bribery, unlawful discrimination, or using unannounced standards or criteria for grade calculations.
 - d. "Incompetence," for purposes of this procedure, refers to an instructor's serious mental condition or impairment, which arose after the instructor became employed by the District, that rendered the instructor unable to effectively judge a student's performance when assigning a final grade.
3. The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 and the procedures set forth in AP 5530.
4. In all cases, the instructor who first awarded the grade shall receive written notice of the change.

Security of Grade Records

5. The District shall implement security measures for student records that ensure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.
6. The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade databases, locking mechanisms for computer stations from which student grade databases can be viewed, and strict limits on the number of persons who are authorized to change student grades.
7. Persons authorized to change grades shall be designated by the Associate Dean, Admissions & Records. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.
8. Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Chief Student Services Officer (CSSO) immediately. The CSSO shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.
9. If any student's grade record is found to have been changed without proper authorization, the District will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any entity to which the student has sent a transcript; 4) the accreditation agency; and 5), if the District has evidence of, or reasonably suspects, criminal conduct, local law enforcement authorities.
10. Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.
11. Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction.

Approved by _____: XX/XX/XX

Approved by _____: XX/XX/XX

BP 5529 STUDENT CONDUCT

5529.1 Introduction

The California Education Code (section 66300) requires every community college governing board to adopt specific rules governing student behavior along with applicable penalties for violation of such rules.

Students enrolling at College of the Canyons (the College) assume an obligation to abide by all College regulations.

- A. For the purposes of this policy, at the time an alleged violation occurs, a student is defined as an individual who:
 - A. has submitted an application to the College for the current or upcoming terms; or
 - B. is enrolled in, or registered in an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching or training occurs, or;
 - C. has met the conditions for part one (1) or two (2) above in the immediately preceding semester or intersession.

5529.2 Grounds for Disciplinary Action

A student may be disciplined for one or more of the following causes, which must be College/District related and which may occur either on any District site or elsewhere off-site during a College-sponsored activity or event, or through any online interaction the student may have with another member of the campus community. In cases involving alleged rape, sexual assault, domestic violence, dating violence or stalking, in which both the alleged complainant and the accused are both students of the College, jurisdiction extends to matters which may occur either on or off campus, and not necessarily in conjunction with a College-sponsored activity or event.

This list is not intended to be exhaustive, but is an example of good and sufficient causes for disciplinary action.

- A. Any theft, conversion, or damage or destruction, including, but not limited to, cutting, defacing, vandalizing, or marking with graffiti, of and/or to any property, real or personal, belonging to the College, a member of the College staff, a student, or a campus visitor, or knowingly receiving stolen College or District property or private property on campus.
- B. Forgery, alteration or misuse of College documents, keys, records, or identification, or knowingly furnishing false information to the College or one of its officials, or any fraud activity including, but not limited to, reversing credit card charges to avoid paying fees, or failure to make good on returned checks cashed by the College.

- C. Cheating, plagiarism, fabrication, and other forms of academic dishonesty, and/or facilitating academic dishonesty, including, but not limited to: having other students or non-students take courses, tests, placement exams, or write papers; access to, or use of electronic devices, during exams; opening internet browsers while taking closed book, closed note proctored exams.
- D. Violation of classroom rules, as determined by each course syllabus, including, but not limited to, the use of cell phones, and other unauthorized devices, attendance and punctuality standards, decorum standards, safety standards, including, but not limited to the wearing of specified footwear and/or safety gear and/or protective clothing or uniforms, and other standards found in the course syllabus.
- E. Physical or verbal abuse, or harassment, including, but not limited to, sexual harassment, or any threat of force or violence including physical altercation, flaming, bashing, bullying, intimidation, harassment, sharking or any abusive, threatening, coercive, or hostile behavior, including online interaction, directed toward any member of the College, or members of his or her family, or a campus visitor, or any harassing or discriminatory behavior based on race, sex, sexual orientation, religion, age, national origin, disability, or any other status protected by law.
- F. Sexual Harassment
Sexual harassment is defined as unwelcome conduct of a sexual nature that may include unwelcome sexual advances, requests for sexual favors, and/or other verbal, non-verbal, or physical conduct of a sexual nature. Sexual harassment also encompasses nonsexual conduct, provided the behavior is unwelcome, is based on sex or sexual stereotyping, and has the effect of interfering with a student's ability to participate in or benefit from a school program, such as participation in athletics, employment or co-curricular activities.

Examples of sexual harassment include, but are not limited to:

- making sexual propositions or pressuring students and other member of the campus community for sexual favors;
- unwanted touching of a sexual, or non-sexual, nature;
- writing graffiti of a sexual nature;
- displaying or distributing sexually explicit drawings, pictures, photographs, or written materials;
- performing sexual gestures or touching oneself sexually in front of others;
- telling sexual or dirty jokes;
- spreading sexual rumors or rating other students and other members of the campus community as to sexual activity or performance; or,
- circulating or showing e-mails or Web sites of a sexual nature
- requesting another person to provide nude photographs or photographs of a sexual or illicit nature of him/herself

- G. Sexual Assault/Rape

Sexual assault occurs when physical sexual activity is engaged in without the consent of the other person, and includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

Sexual assault is defined as actual or attempted sexual contact with another person without that person's consent, regardless of the victim's affiliation with the community college, including, but not limited to, any of the following:

1. Intentional touching of another person's intimate parts without that person's consent or other intentional sexual contact with another person without that person's consent.
2. Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.
3. Rape, which includes penetration, no matter how slight, without the person's consent, of either of the following.
 - a. The vagina or anus of a person by any body part of another person or by an object.
 - b. The mouth of a person by a sex organ of another person (Education Code Section 76033).
4. For the purposes of this policy Sexual Assault may occur in the absence of affirmative consent.
 - a. "Affirmative Consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.
 - b. "Incapacitation" is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drug consumed affects a person's decision-making capacity, awareness or consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew or whether a reasonable person should have known that the complainant was incapacitated.
 - c. "Developmental incapacitation" is defined as the inability for a person to provide consent based upon diminished developmental disability.

H. Sexual Misconduct: Sexual misconduct is non-consensual sexual activity that does not involve touching. The misconduct may include, but is not limited to:

- Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images of another person
- Allowing third parties to observe sexual acts
- Engaging in voyeurism
- Exposing oneself
- Transmitting sexually explicit photos or videos of oneself to others through any means electronically, including, but not limited to, social media, email, texting, or any other form of electronic transmission, or through any other forms of delivery

I. Sexual Exploitation

Sexual exploitation, defined as a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, regardless of the victim's affiliation with the community college, including, but not limited to, any of the following:

1. Prostituting another person
2. Recording images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent.
3. Distributing images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio know or should have known that the person depicted in the images or audio did not consent to the disclosure and objected to the disclosure.
4. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.
5. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire. (Education Code Section 76033)

J. Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress. Alleged stalking activity includes, but is not limited to, that which occurs in person, through electronic devices, online, or through social media.

Examples of stalking include, but are not limited to:

- Following
- Obsessive behavior
- Unwanted and/or excessive phone calls or other forms of communication
- Unwanted letters or messages
- Unwanted gifts or threatening gifts
- Damage to property
- Appearance at places of residence, school, work
- Threats to person, family, or friends
- Inappropriate confrontations and approaches

K. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

L. Domestic Violence

Includes felony or misdemeanor crimes of violence committed by:

- A. A current or former spouse of the victim;
 - B. A person with whom the victim shares a child in common;
 - C. A person who is cohabitating with or has cohabitated with the victim as a spouse;
 - D. A person who is cohabitating with or has cohabitated with the victim other than as a spouse;
 - E. A person similarly situated to a spouse of the victim under California law; or
 - F. Any other person against an adult or youth victim who is protected from that person's acts under California law.
- M. Misuse of any student contact information obtained in any manner, including, but not limited to, sending harassing, stalking, threatening, offensive, indecent, lewd, or obscene correspondence or photos either through email, texting or social media, or making harassing, stalking, threatening, offensive, indecent, lewd, or obscene phone calls to another student.
- N. Misuse of email or engaging in other inappropriate forms of communication with College faculty or staff, including, but not limited to, communication by written notes, phone, voicemail, or any form of electronic communication.

- O. Manufacture, use, possession, distribution, sale, offer to sell, furnishing, arranging or negotiating the sale of any drug or drug paraphernalia, or being under the influence of alcohol, narcotics, recreational drugs (whether legal or illegal), or other dangerous drugs, or the abuse of any lawfully prescribed medication which causes the student to be so impaired as to be a danger to oneself or others, or to be disruptive to the educational or administrative process, on campus, or off campus at any College-sponsored event, including day and night while the student is under the supervision of the College and its personnel, even when formal activities of the event (athletic event, conference, field trip, etc.) have ended.
- P. Unauthorized entry into, unauthorized use of, possession of, or misuse of, College or District property, facilities, supplies or equipment, or vehicles, or unauthorized occupancy of any buildings or other facilities owned, rented, leased, or otherwise under the control of the College or District.
- Q. Disorderly, lewd, indecent, obscene, or offensive conduct on District-owned or controlled property or at College-sponsored or supervised functions, or engaging in expression which is libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College or District premises, or the violation of lawful College or District regulations, or the substantial disruption of the orderly operation of the College or District.
- R. Possession, use, or sale of any weapons including, but not limited to, firearms, knives, explosives, dangerous chemicals, or other potentially harmful implements, substances, or objects, which could be classified as a weapon, or any imitation or replica weapons, which may cause alarm to the College community while on the College campuses or at a College or District-sponsored function without prior authorization of the Chief Executive Officer (CEO) or designee.
- S. Failure to identify oneself to or failure to comply with directions of College officials acting in performance of their duties including, but not limited to, the provisions of the Penal Code Sections 626.6 and 626.8.
- T. Obstruction or disruption, on or off campus, of the College's education process, administrative process, or other College function, or the open and persistent defiance of authority. This includes all extracurricular activities including, but not limited to, internships, service-learning activities, athletic events, conference travel, and field trips during all hours the student is under supervision of the College and its personnel.
- U. Violation of any order of the CEO or designee, notice of which has been given prior to such violation and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the College newspaper, web site, social network, or by posting on an official bulletin board designated for this purpose.
- V. Soliciting or assisting another to undertake any act, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.

- W. Abusive behavior directed toward, or hazing of, a member of the College community, or any act, which injures, degrades, disgraces or tends to injure, degrade, or disgrace any fellow student or member of the campus community.
- X. Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.
- Y. Abuse of computing facilities or computer time, including but not limited to unauthorized entry into a file to use, read, or change the contents or any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of computing facilities to interfere with the work of another student, faculty member, or College official; and/or use of computing facilities to interfere with a College computing system. For specifics, refer to the College of the Canyons Acceptable Use Agreement.
- Z. Committing any act or engaging in any behavior that threatens or endangers the health or safety of another individual on campus or at any college sponsored activity or event.
- AA. Willful misconduct that results in injury or death to a student or to College or District personnel or a campus visitor.
- BB. Unauthorized preparation, selling, giving, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, or any materials that are the intellectual property of a faculty member, except as permitted by any district policy or administrative procedure.
- CC. Gambling on College or District property.
- DD. Willful or persistent smoking of tobacco products, or the use of an electronic cigarette, hookah pen or pipe, or similar device used to ingest flavored serums, with or without nicotine and which dispense vapors, in any area where smoking or use of vapor emitting electronic cigarettes, pens, pipes or similar devices has been prohibited by law or by regulation of the College or District.
- EE. Failure to follow and comply with established guidelines and regulations of off-site entities while participating in college-sponsored, off-campus activities including, but not limited to, conferences, retreats, field trips, excursions, internships, externships, service-learning or volunteer placements, and athletic events.
- FF. Violation of College or District policies or of campus regulations including those concerning chartering and registration of student organizations, use of College or District facilities, or the time, place and manner of public expression.
- GG. Any attempt to misuse a campus parking permit issued by the College or District including, but not limited to, selling a College-issued student parking permit to another student, giving an expired student parking permit to another student, allowing a current or expired student

parking permit to be borrowed by another student, making use of any stolen College-issued parking permit, creating or making any form of falsified or fake student or faculty/staff parking permit with the intent for use on a District campus.

- HH. Violations of California Vehicle Code or local traffic violations, which cause a threat to persons or property, or the orderly operation of the College by virtue of the nature or frequency of the violations.
- II. Failure to pay, in a timely manner, parking citations written by the College's Campus Safety Officers for parking violations, which occur on the College's campuses.
- JJ. False accusations or malicious charges against another student or member of the campus community.
- KK. Violation of federal, state, or local statute or ordinance, or District policy, rule, or regulation while on College property and during all hours, off campus, while the student is under the supervision of the College and its personnel.
- LL. Attempting to perform any actions that are cause for disciplinary action identified above.

Approved by the Board of Trustees: June 27,

2018 Next Review Date: Spring, 2024

BP 5530 DISCIPLINARY ACTION

5530.1 The following policies regulating student disciplinary actions are adopted for the purpose of providing a uniform method of disciplining students for misconduct, and assuring that all students are accorded fair and objective treatment. Every effort shall be made to make the student aware of these policies.

A. Types of disciplinary Action (Sanctions)

The following types of disciplinary action may be imposed, or imposed and suspended, by appropriate College authorities when a student is found in violation of College rules and regulations.

1. Warning

Notice to the student that continuation or repetition of specified misconduct may be cause for other disciplinary action.

2. Restitution

The student is required to make payment to the College, or to other persons, groups, or organizations for damages, loss, or injury incurred as a result of a violation of this policy. Restitution may take the form of appropriate service, monetary reimbursement, or materials replacement, as permitted by law.

3. Fine

A fine, as established in the associated Administrative Procedures 5530, payable to the College, for violations of this policy. Failure to pay the specific fine by the established date will result in a Hold on the student's records and ability to register, in any district program, for future terms.

4. Official Reprimand

A written reprimand is for violation of specified regulations or misconduct. It serves to place on record that a student's conduct in a specific instance does not meet with the student's expected performance at the College. A person receiving a reprimand is notified that continued conduct of the type described in the reprimand may result in additional disciplinary action against the student. The student is further informed that records of reprimands are destroyed four years after the last entry has been made concerning disciplinary action against an individual student and that such records are not considered part of a student's permanent record at the College.

5. Loss of Privileges

Exclusion from extracurricular activities, removal from campus(es), removal from campus organizations, or denial of specified privileges for a designated period of time. An organization may also lose campus privileges, including, but not limited to, the forfeiture of official recognition by COC.

6. Disciplinary Probation

Disciplinary probation is a status imposed by the College for a specific length of time during which the student must conform to College standards of conduct. Conditions restricting privileges and/or

eligibility may be imposed. For example, students may be removed from all College organization offices and denied the privilege of participating in all College and student-sponsored activities, including public performances. Other conditions, such as community service and academic workshops, may be imposed. The term of disciplinary probation shall be not less than one college month nor longer than four (4) college years. Repetition during the probationary period of conduct resulting in disciplinary probation may be cause for suspension or other, more stringent, disciplinary action.

7. Removal by Instructor

- a. An instructor may remove a student from his/her class, including face-to-face, online, or through a learning management system, field trip, lab, or other educational program when the student has interfered with the instructional process (Education Code Section 76030). The duration will be for the day of the removal, at a minimum, and the next class meeting at the instructor's discretion. The instructor shall immediately report the removal to the Office of Student Services for appropriate action.
- b. If the student who is being removed for two class meetings is a minor, the Dean or designee shall notify the parent or guardian of the student involved in the incident, and shall hold a conference regarding the suspension as soon as possible with the student, his or her parent or guardian and the faculty member, (Education Code 76032).

8. Disciplinary Suspension

- a. Disciplinary suspension consists of the temporary removal of the student from enrollment or participation in all College curricular, or extracurricular activities, as well as noncredit, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops.
- b. A student may be suspended from one or more classes for the remainder of the school term; or from all classes and activities of the College for one or more terms.
- c. A suspended student is not to occupy any portion of the campus or campuses, or learning management system, and is denied all College privileges including face-to-face, and online class attendance and privileges noted under "Disciplinary Probation."
- d. Removal of a student suspended from one or more courses may be notated on the student's transcript as W for withdrawal.
- e. Whenever a minor is suspended from a community college (all courses, programs, and, activities), the parent or guardian shall be notified in writing by the Chief Executive Officer (CEO) or the president's designee (Education Code 76031).

9. Expulsion

Expulsion consists of the permanent and unconditional removal of the student from the College and all its programs. Students may be expelled from the College only by action of the Board of Trustees upon recommendation of the CEO (Education Code 76030). Notation of the expulsion may be noted on the student's official transcript for an indefinite period of time. Appeal of this notation may be made to the CEO using the process established in Policy 5531.3(F) – Due Process.

10. Interim Suspension

Interim suspension consists of temporary removal of the student from the College for both academic and extra-curricular activities during the limited time necessary to complete an investigation and is not necessarily considered a disciplinary action.

Interim Suspension shall be:

- a. Imposed by the CEO of the College, or designee, pending a hearing, only when such action is deemed to be necessary for the immediate safety and welfare of the students and staff members or for the protection of the District property;
- b. Limited to only that period of time necessary to assure that the purpose of interim suspension is accomplished;
- c. For not more than a maximum of ten (10) College days.
- d. Students suspended on an interim basis shall be given an opportunity for a hearing within ten (10) days of being placed on Interim Suspension.
- e. Students found not culpable at the conclusion of an Interim Suspension may be provided an opportunity to make up all work missed for all courses in which they are enrolled in, at the time.

11. Administrative Hold

A hold placed on a student's records to prevent the student from re-enrolling in COC courses or the ability to receive any and all college services. This action shall be taken when a student has been suspended or expelled from the Santa Clarita Community College District. A hold may also be implemented after a student fails to attend a mandatory disciplinary hearing with the Dean or designee, and, depending upon the outcome of the hearing, the hold may be removed after the student has attended the required hearing. An administrative hold may also be placed upon a student's record if the student has excessive parking citations, or owes other fees or penalties determined to be a violation of this Code.

12. Campus Restraining Order (CRO)

The CRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named, for a specified period of time. A violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student to further disciplinary action. A copy of the CRO will be provided to the alleged victim.

13. Reinstatement Process

- a. Notwithstanding any other law, if an order requested by a community college district to protect a campus of a community college district or any person regularly present on a campus of that district is issued upon a finding of good cause by a court against a student of that community college district, and the order prevents that student from attending classes and maintaining his or her academic standing, the community college district may require the student to apply for reinstatement after the expiration of that order. If the district requires the student to apply for reinstatement, the District shall do so before the expiration of the protective order. If a student applies for reinstatement under this paragraph, a review with respect to the application shall be conducted by the Dean of Students (or designee). This review, at a minimum, shall include consideration of all of the following issues:
 1. The gravity of the offense.
 2. Evidence of subsequent offenses, if any.
 3. The likelihood that the student would cause substantial disruption if he or she is reinstated.
- b. The governing board of the community college district, or the person to whom authority is delegated pursuant to subdivision (f) of Education Code Section 76038, shall take one of the following actions after conducting a review under paragraph (a):
 - (1) Deny reinstatement.
 - (2) Permit reinstatement.
 - (3) Permit conditional reinstatement and specify the conditions under which reinstatement will be permitted.

Approved by the Board of Trustees: June 27, 2018

Next Review Date: Spring, 2024

BP 5531 DUE PROCESS - STUDENT DISCIPLINARY ACTION

Students are members of both society and the academic community with attendant rights and responsibilities. Students are expected to comply with the general law as well as College policies. The procedures below apply to alleged misconduct of students on campus, or at official College events off campus.

In cases involving alleged rape, sexual assault, domestic violence, dating violence or stalking, in which both the alleged complainant and the accused are both students, of the College, as defined below, jurisdiction extends to matters which may occur either on or off campus, and which may not be limited to College events.

The following procedures outlined in sections 5531.3, 5531.4, and 5531.5 represent steps that may be employed to reach a resolution in cases of alleged misconduct. The reader should note that each case is handled individually and that while due process is always employed, some of the procedures outlined below may not be necessary in every case. Due process rights, as outlined below, do not restrict or unnecessarily delay the Title IX protections for the complainant. Questions concerning these procedures should be addressed to the Office of the Dean of Students.

5531.2 Definition of Terms

- A. For the purposes of this policy, at the time an alleged violation occurs, a student is defined as an individual who:
 - 1. has submitted an application to the College for the current or upcoming terms; or
 - 2. is enrolled in, or registered in an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including but not limited to the Employee Training Institute, Community Education, and free workshops where teaching or training occurs, or;
 - 3. has met the conditions for part one (1) or two (2) above in the immediately preceding semester or intersession.
- B. Complainant: The term “complainant” is defined as any individual who files a formal complaint that a student has allegedly violated one or more sections of the Student Code of Conduct.
- C. Respondent: The term “respondent” is defined as a student against whom a complaint has been filed and who is alleged to have violated one or more sections of the Student Code of Conduct.
- D. Accused: The term “accused” is defined as a student against whom a complaint has been filed and who is accused by a complainant of having committed one, or more, of the following acts: sexual assault or rape; sexual harassment, sexual misconduct, sexual exploitation, stalking, dating violence, or domestic violence, each of which is a violation of one or more sections of the Student Code of Conduct.
- E. Notice: Whenever this Policy requires giving notice to any student, mailing such notice, to the mailing address most recently provided by the student or, if undeliverable at that address, to the student’s permanent address of record, shall constitute notice.
- F. Days: For purposes of this Policy, the term “days” means normal business days and shall not include Saturdays, Sundays, or administrative holidays.

- G. Student Conduct Committee: This committee consists of five members of the campus community who convene as needed to adjudicate cases of misconduct. See 5531.4 for additional information.

5531.3 Due Process

A. Referral of Cases:

Any member of the campus community who has knowledge of alleged misconduct of students may bring the matter to the attention of the Office of the Dean of Students. The Dean (or designee) may require a written statement relative to the alleged misconduct. The Dean of Students in consultation with the Academic Senate will develop specific procedures to address alleged violations of academic and/or classroom misconduct. Referrals to the Office of the Dean of Students shall be made within thirty days following the discovery of the alleged misconduct. The CEO may grant exceptions to this timeline.

B. Investigation and Notice to Student:

Upon receiving notice of the alleged violation, the Dean of Students (or designee) may consider information acquired from a complainant and may augment that information through further investigation in order to determine if there is cause to believe that a violation may have occurred.

1. In cases involving an allegation of sexual assault it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:
 - a. The complainant was asleep or unconscious.
 - b. The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
 - c. The complainant was unable to communicate due to a mental or physical condition.
2. The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435 (staff), and BP 5531 (student), regardless of whether a complaint is filed with local law enforcement.
3. All victims of rape, sexual assault, domestic violence, dating violence, or stalking, occurring on or off campus, shall be kept informed, through the Dean of Students Office, or the Office of Human Resources (depending on the status of the accused) of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality. The college will disclose to the alleged victim the final results of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed.
4. With the exceptions noted in Administrative Procedure 3515 (Reporting of Crimes - Confidentiality), the District shall maintain in confidence the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking, occurring on or off campus, as defined above, unless the alleged victim, witness, or third-party reporter specifically waives that right to

confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking, occurring on or off campus, shall be referred to the District's Public Information Office, which shall work with the Dean of Students or Vice President of Human Resources to assure that all confidentiality rights are maintained.

5. In cases in which the Dean (or designee) determines that there is not cause to believe that a violation may have occurred, the Dean (or designee) may decide that the case will not be pursued further. If the allegation concerned academic and/or classroom misconduct, the Dean (or designee) will contact the complainant to explain his or her reasoning. The complainant may appeal the decision to not pursue discipline, within 10 working days, to the Vice President of Instruction.
6. The Dean (or designee) may refer the matter to other campus and/or community resources.
7. The Dean (or designee) shall notify the student respondent in writing of the following:

- a. the nature of the alleged conduct in question, including a brief statement of the factual basis of the charges; the time, date, and place it is alleged to have occurred; and the campus regulations allegedly violated;

1. Temporary Campus Restraining Order (TCRO):

In cases in which the Dean (or designee) has a reasonable suspicion to believe that an alleged violation of Policy 5529.2(D) and/or 5529.2(M) occurred, the Dean (or designee) may issue, in addition to the letter of notification, a Temporary Campus Restraining Order (TCRO). The TCRO shall prohibit named students from intentionally contacting, telephoning, texting, emailing, or otherwise disturbing the peace of others specifically named for a specified period of time. A TCRO shall not include a provision that terminates the respondent's student status as a student, nor shall it be construed as a finding of culpability on the part of any student respondent.

Nevertheless, violation of a term or condition of such an Order may be regarded as actionable misconduct and may subject the student respondent to disciplinary action without regard to the outcome of the case that occasioned the issuance of the TCRO. A copy of the TCRO will be provided to the alleged victim.

2. a copy of the student conduct procedures; and
3. that an interview with the Dean (or designee) must be scheduled within seven (7) days for the purpose of an initial hearing. The student respondent may waive the right to an initial hearing and request that the matter be referred directly to the Student Conduct Committee for a hearing.

C. Placement and Notice of Hold:

In the event that the student respondent does not contact the Office of the Dean of Students within the seven (7) day period, or fails to keep any scheduled appointment, the Dean (or designee) may then place a Hold on the student respondent's College records and notify the student respondent that this action has been taken. Notification may be in the form of pre-notification by way of the summons letter which shall indicate a date certain by which the student respondent, must reply or keep an appointment in order to avoid the hold being placed on the student respondent's College records; or, in certain cases, notification of the placement of the

hold shall be made at the time the summons and notice of allegations are mailed to the student respondent. Such Hold will be removed only when the student respondent either appears at the Office of the Dean of Students (or designee) for a scheduled interview, or requests in writing that the case be referred directly to the Student Conduct Committee for a hearing.

D. Initial hearing with the Dean:

The Dean of Students (or designee) shall, at the initial hearing:

1. determine that the student respondent has received a copy of these procedures;
2. discuss confidentiality; inform the student respondent that the content of this and all subsequent communications with the Office regarding information not relevant to the case shall, insofar as allowed by law, be treated confidentially, unless such confidentiality is waived by the student; and that information relevant to the case may be divulged to those who have a legitimate educational interest;
3. describe to the student respondent as completely as possible the allegation, and the College policies allegedly violated, hear the student respondent's defense to such charges and;
4. provide the student respondent with an opportunity to inspect all documents relevant to the case which are in the possession of the Dean at the time of the hearing, and all such documents arriving after the initial hearing but before disposition of the case by the Dean of Students (or designee);
5. provide the student respondent with copies of the documents relevant to the case, at the student respondent's request, and;
6. counsel the student respondent regarding the campus discipline process as appropriate.

D. Right of Student to be Accompanied at Initial Hearing

1. If the student respondent is accompanied by a person or persons (not affiliated with the allegation) of their choice at the initial hearing with the Dean (or designee), it shall be recognized that the student respondent has provided implied consent for the presence of a third-party person at the initial hearing.
2. At the initial hearing, the student respondent must represent him or herself. Any person accompanying the student respondent must not address the Dean (or designee)
3. The Dean (or designee) may excuse any person accompanying the student respondent, from the initial hearing, if the Dean (or designee) deems that person's presence is being disruptive to the hearing process.

E. Disposition by the Dean of Students (or designee):

After meeting with the student respondent, the Dean (or designee) may take one of several actions:

1. Insufficient Evidence:

If the Dean (or designee) concludes that there is insufficient evidence to sustain a finding of culpability, he or she may decide not to refer the case to the Student Conduct Committee. The complainant may still attempt to resolve the matter through campus and/or community resources.

In the cases of alleged violations of classroom and/or academic misconduct the Dean (or designee) will notify the complainant of this outcome (if allowed by law). The complainant may appeal this decision, within ten working days, to the Vice President of Academic Affairs.

2. Informal Agreement of Resolution:

In cases in which the Dean (or designee) determines that an Informal Agreement of Resolution is appropriate, the student respondent will be informed that this Resolution, while not a part of the student respondent permanent record, is binding. If the student respondent fails to abide by the Informal Agreement of Resolution, such failure will be regarded as actionable misconduct, under District Policy 5529.2(L), and may subject the student respondent to disciplinary action by the College.

Each Informal Agreement of Resolution shall be regarded as binding within the College and may include:

- a. Direction by the Dean (or designee) to the student respondent to refrain from the behavior(s) described by the Dean (or designee) and/or restrictions regarding contact with others involved in the case.
 - 1) Required participation by the student respondent in educational programs and/or reconciliation processes, including mediation.
 - 2) Required participation by the student respondent as an unpaid volunteer in activities that serve the College and/or community.
 - 3) Retention of the case file and the Informal Agreement of Resolution in the Office of the Dean of Students for two (2) years from the date appearing on the Agreement. During those two (2) years, should the Dean (or designee) have a reasonable suspicion to believe that the student respondent has engaged in misconduct related in nature to the conduct which occasioned the Agreement, both cases may be subject to College disciplinary action.

3. Formal Disciplinary Action:

- a. If the student respondent does not admit culpability, and if the Dean (or designee) concludes that an Informal Agreement of Resolution is not appropriate, and that there is sufficient evidence such that a student Conduct Committee could find, by a preponderance of the evidence, that the student respondent has violated College policy, the Dean (or designee) shall refer the case to the Student Conduct Committee for a hearing.
- b. If the Dean (or designee) determines at the initial hearing to refer the case to the Student Conduct Committee for a hearing, the Dean (or designee) shall inform the respondent, at the conclusion of the initial hearing, of the range of sanctions the Student Conduct Committee may consider for the alleged violation by the respondent, based on sanctions imposed in similar cases.
- c. If the student respondent does admit culpability, and if the Dean (or designee) concludes that there is sufficient evidence to sustain a finding of culpability, the Dean (or designee) may impose, or impose and suspend, one or more of the sanctions listed in Santa Clarity Community College District Policy

5530 (excluding expulsion); moreover, the imposition of any sanction may be effective retroactively. Regardless of the action taken, the Dean (or designee) shall confirm his or her disposition of the case in a written notice mailed to the student respondent within ten (10) days of the action.

- 1) In cases involving an allegation of sexual assault it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
 - i. The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
 - ii. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

G. Appeal of the Sanction Imposed by the Dean:

1. If the Dean (or designee) imposes a sanction of Suspension or recommends Expulsion, the student respondent may submit a written appeal of the imposed Suspension or Expulsion to the CEO within five (5) days of the date appearing on the Dean's (or designee's) written confirmation of his or her action. The imposition of a sanction of Suspension may be withheld during such appeal. The CEO's review of such appeal shall be in accordance with the provisions set forth in Section 5531.5, The CEO, below. The CEO's decision is final.
2. Withdrawal of Consent to Remain on Campus: The Dean (or designee) may notify a respondent that, for whom there is a reasonable belief that he/she may willfully disrupt the orderly operation of the campus, consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean (or designee), a written report must be promptly made to the CEO.

The respondent from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the same procedure relating to interim suspensions except the hearing will be held under the authority of a student conduct dean other than the dean who imposed the withdrawal of consent to remain on campus. (Board Policy 5530.A.10)

Any respondent to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent to remain on campus has been withdrawn, except to attend a hearing on the appeal of the withdrawal of consent to remain on campus, is subject to arrest under Penal Code Section 626.4.

5531.4 The Student Conduct Committee

- A. The Student Conduct Committee shall provide a hearing for all cases referred to it under this Policy.
- B. The Student Conduct Committee shall be comprised of five members of the campus community. Two full-time faculty members, one of which shall act as chair; one classified staff member; and two students. Three members must be present to constitute a quorum. A classified staff member shall act as the Hearing Coordinator and provide appropriate administrative support to the process. Alternate members from each constituent group named above shall be identified and trained.

- C. It is the intention of this Policy that hearings be set as soon as reasonably possible after referral to the Student Conduct Committee.
- D. Hearings shall be held in accordance with generally accepted standards of procedural due process, including, but not limited to, the opportunity to present evidence, and the right to examine and cross-examine witnesses in an orderly manner. The student respondent may be advised by any person of the student respondent's choice, at the student respondent's own expense; however, the student respondent must represent him or herself. The Committee Chair may grant exceptions (for example pending criminal charges against the student respondent). The Committee Chair shall rule on all questions of procedure. Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.
- E. When the hearing involves an allegation of rape, or other forms of sexual assault, evidence of the complainant's past sexual history, including opinion evidence, reputation evidence, and evidence of specific instances of the complainant's sexual conduct, shall not be admissible by the accused student unless the Committee Chair makes a specific finding of relevance after an offer of proof by the accused student. Under no circumstances is past sexual history admissible to prove consent. The offer of proof must be made and resolved by the panel before the complainant testifies.
- F. No inference shall be drawn from the silence of the student respondent. The standard of proof to be applied in these hearings is that of a preponderance of the evidence. Hearings shall be recorded and the student respondent shall receive, upon request, a copy of the record without charge. The record may be an audio-tape recording of the hearing.
- G. The hearing shall be closed to spectators unless a student, who is a respondent to the allegation, specifically requests a public hearing.
- H. The Committee Chair has the right to exclude spectators from the hearing room if deemed necessary for the quiet or secure conduct of the hearing. When the hearing involves an allegation of rape or other forms of sexual assault, the hearing shall be closed to spectators except for the following:
 - 1. The complainant shall be entitled, for support, to have up to two persons of the complainant's choice accompany the complainant to the hearing. A support person may be called as witness, and the fact that he or she is to act as a witness shall not preclude that person's attendance throughout the entire hearing. If a support person is also a witness, the Committee Chair may require him or her to testify before the complainant. Neither of these persons shall be entitled to represent or defend the complainant. Similar rights shall be afforded the accused student.
 - 2. The complainant shall have the right to be present during the entire hearing, notwithstanding the fact that the complainant is to be called as a witness.
 - 3. An individual who participates as a complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's student conduct policy at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

I. Responsibility for Presentation of Cases:

1. At the hearing, the student respondent must represent him or herself (exceptions may be granted by the Committee Chair); however he or she may receive advice, from any person at the student respondent's own expense. An advisor is not allowed to address the Committee directly and must conduct him or herself in an appropriate manner.
2. The Committee Chair may excuse any advisor for the student respondent from a hearing, if the Chair deems the advisor is being disruptive to the hearing process.
3. If the student respondent wishes the Hearing Coordinator to direct communications concerning the case to his or her advisor, as well as to him or herself, he or she must provide the Hearing Coordinator with such a request, including the name and address of his or her advisor, in writing.
4. The College's representative shall be the Dean of Students or the Dean's designee. The Dean (or designee) shall present the case to the Committee; provide training to the Committee regarding due process; and act as a moderator during the hearing. The Dean (or designee) may consult with legal counsel.
5. Committee members may ask questions of the student respondent witness(es), and other involved individuals in the case, until they are satisfied they have received all the relevant facts of the matter.

J. Continuing Informal Resolution:

Until the Student Conduct Committee makes its report to the CEO, any agreement between the student respondent and the Dean of Students (or designee) as to the disposition of the matter shall bind all parties and terminate all proceedings.

K. Reports to the CEO:

Within fifteen (15) days after the conclusion of a hearing, the Committee Chair shall submit a report advising the CEO of:

1. the Committee's specific finding of fact;
 2. whether, in the opinion of a majority of the Committee the student respondent has violated one or more College policies; and
 3. a recommendation of sanction, provided that prior to recommending any sanction, the Committee is briefed by the Dean of Students (or designee) regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students; and provided further that the Committee indicate the rationale for such recommendation.
- L. The CEO may grant an extension of time for submission of the report for good cause shown and upon such terms as shall avoid undue prejudice to the student respondent. Any member of the Committee may submit a minority report to the CEO.
- M. A copy of all reports required to be submitted to the CEO by this Policy, including any minority reports, shall be sent to the student respondent, the Dean of Students (or designee), and the complainant (if allowed by law), when transmitted to the CEO.

- N. The student respondent shall have ten (10) days from the date appearing on the Committee report in which to submit to the CEO any written argument supporting the student respondent's position.
- O. If a student does not meet with the Dean (or designee) and/or does not appear at the hearing, or has withdrawn from the College while subject to pending disciplinary action, the case may proceed to disposition without the student respondent's participation.

5531.4 The CEO

A. Decision by the CEO:

The final decision regarding the case shall be made by the CEO except in cases which:

- 1. are resolved by the Dean of Students (or designee), and no written appeal is made by the student respondent;
- 2. include a recommendation for expulsion.

B. Basis for Decision:

The CEO shall base his or her decision upon:

- 1. the report submitted by the Student Conduct Committee;
- 2. counsel solicited from the Dean (or designee), regarding sanctions imposed in similar cases, and any previous cases of misconduct by the student respondent on file with the Office of the Dean of Students.

C. Sanctions:

The CEO may decide to impose, or impose and suspend, one or more of the sanctions listed in Section 5530, with the exception of expulsion (discussed below). The CEO is not limited to those sanctions imposed by the Dean, or to those recommended by the Student Conduct Committee, even though such decision may result in a decrease of the student respondent's penalty; moreover, the imposition of any sanction may be effective retroactively.

D. Recommendation for Expulsion:

- 1. The CEO or designee, shall, in writing, by first class mail, notify the student respondent, or in the case of a minor, his or her parent or guardian, of the intent of the Board to hear the matter of his or her expulsion. Unless the student respondent, or, in the case of a minor, his or her parent or guardian, request in writing, within 48 hours after receipt of such written notice of intention, that the Board consider the matter in a public meeting, then the hearing to consider such matters shall be conducted by the Board in closed session, without the student respondent and his or her parent or counsel present. If such written request is served upon the CEO, the meeting shall be public, except that any discussion at such meeting that might be in conflict with the right to privacy of any student, other than the student respondent requesting the public meeting, or on behalf of whom such meeting is requested, or the right of privacy of any employee, then the meeting shall be in closed session, without the student respondent, his or her parent or counsel present. Whether the matter is considered in a closed session or in a public

meeting, the final action of the Board shall be taken in a public meeting and the result of such action shall be a public record (Education Code 72122).

2. If the student respondent is being represented by counsel in his or her appeal to the Board of Trustees, the student respondent's counsel can only address the Board in open session.

E. Appeal:

1. The student respondent may appeal the Student Conduct Committee's or Dean's (or designee's) decision to recommend expulsion to the Board of Trustees by filing an appeal with the CEO. Any such appeal shall be submitted in writing within five (5) days following receipt of the Committee's or Dean's (or designee's) decision and shall specifically state the grounds for appeal. The appeal shall be based only on the disciplinary record and the Committee's or Dean's (or designee's) decision.
2. The appeal and the recommended disciplinary action shall be consolidated and the Board shall consider the action as one.
3. Withdrawal of Consent to Remain on Campus: The CEO (or designee) may notify a respondent that, for whom there is a reasonable belief that he/she may willfully disrupt the orderly operation of the campus, consent to remain on campus has been withdrawn. If the respondent is on campus at the time, he/she must promptly leave or be escorted off campus.

Any respondent as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent to remain on campus has been withdrawn, except to attend a hearing on the appeal of the withdrawal of consent to remain on campus, is subject to arrest under Penal Code Section 626.4.

F. CEO:

Not later than twenty (20) days after the date appearing on the written appeal of the student respondent; or the report of the Student Conduct Committee, if any, whichever is latest, written notification of the CEO's decision shall be delivered to:

1. the student respondent;
2. the Chair of the Student Conduct Committee, if the Committee heard or reviewed the case and made a report to the CEO, and
3. the Office of the Dean of Students.
4. The CEO may also notify other parties of his or her decision. The CEO may direct the Dean of Students (or designee) to notify others, if there is an institutional interest in doing so, and if such parties are authorized to receive such information under the "Santa Clarita Community College District Policy on the Disclosure of Information from Student Records."

5531.6 Disciplinary Files

- A. The College considers disciplinary files generated by disciplinary due process to be confidential.
- B. Such disciplinary files will be kept separate from other, non-disciplinary files, retained by the College.

- C. With the exception of cases ending in Expulsion from the College, disciplinary files shall be retained for four (4) years following the conclusion of the sanction. At such time, both electronic disciplinary files and paper disciplinary files will be destroyed.
 - 1. Disciplinary files for cases that result in the expulsion of a student will be kept indefinitely.
- D. The Dean of Students (or designee) may grant exceptions to this timeline.

Approved by the Board of Trustees: June 27, 2018

Next Review Date: Spring, 2024

BP 5532 General Student Grievances

Introduction:

The purpose of this policy is to provide a prompt and equitable means for resolving student(s) grievances. In the pursuit of academic goals, the student should be free of unfair or improper action by any member of the academic community. The grievance procedure may be initiated by one or more students who reasonably believe he/she/they have been subject to unjust action or denied rights involving their status or privileges as students. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action.

Grievances pertaining to grades may be addressed through the procedures contained in Board Policy 5533, Student Grades or Grading Review Policy.

I. Definitions:

- A. Grievant –For the purpose of this policy, at the time the alleged circumstance(s) giving rise to a grievance has occurred, a grievant is defined as a student who:
 - 1. has submitted an application to the College for the current or upcoming terms, or;
 - 2. is enrolled in, or registered with an academic program of the College, including classes for credit, noncredit classes, fee-based training classes, and programs including, but not limited to the Employee Training Institute, Community Education, and free workshops where teaching or training occurs, or;
 - 3. has met the conditions above in the immediately preceding semester or intersession.
 - 4. Grievances by applicants (non-students as described above) shall be limited to a complaint regarding denial of admission.
- B. Days - shall mean normal business days and shall not include Saturdays, Sundays, or administrative holidays.
- C. Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.
- D. Grievance Officer – For the purposes of this policy the Chief Student Services Officer, (CSSO) or designee shall serve as grievance officers.
- E. Standard of Evidence - Should a grievance involve a formal hearing the standard of proof in effect will be that of a “preponderance of evidence.” Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.

- F. Burden of Proof - It is the responsibility of the grievant(s) to submit proof of alleged unfair or improper action.

II. This Policy Does Not Apply to the Following:

- A. Challenge process for prerequisites, co-requisites, advisories and limitations on enrollment. (Information on challenges to prerequisites is available from the Office of Admissions & Records).
- B. Grievances pertaining to grades. (See Board Policy 5533, Student Grades or Grading Review Policy).
- C. Alleged violations of sexual harassment, sexual assault, actions dealing with alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation (Refer to Human Resources policy BP 3430, Prohibition of Harassment, and Administrative Procedure 3435, Discrimination and Harassment Investigations).
- D. An appeal for residency determination. (File residency determinations with the Office of Admissions & Records.)
- E. Eligibility, disqualification or reinstatement of financial aid. (Refer to the Financial Aid Office.)
- F. Student Discipline (Actions pertaining to student discipline are handled through the Office of the Dean of Student Services.) (See Board Policies 5529, 2230, 5531).
- G. Parking Citations (or other infractions) (Citation appeals are handled by the Office of Campus Safety).
- H. Freedom of the Press, Student Rights to Expressive Activities (Actions pertaining to freedom, of speech or freedom of expression may be referred to the Campus Life and Student Engagement).
- I. Employee Discipline (Students may file complaints about employee conduct with the appropriate level department chairperson and/or administrator).
- J. Challenges of established District policies, e.g. Board Policies and Administrative Procedures. (Challenges to policies, administrative procedures, or practices may be referred to the appropriate level department and/or administrator).
- K. Financial claims against the District. (Financial claims against the District may be made through the Office of Risk Management).

III. Statute Limits:

- A. The statute of limitations period for requesting a grievance hearing under this policy is one hundred twenty (120) days after the occurrence of the incident giving rise to the grievance; or one hundred twenty (120) days after the student learns, or should have learned, that the student has a basis for filing a grievance. (For definition of “days” see, 5532.I.B, above).
- B. Pursuing an informal remedy for a grievance does not relieve the grievant of the responsibility of requesting a grievance hearing within one hundred twenty (120) days of the incident giving rise to the grievance.
- C. Appeal of the time limits must be made to the grievance officer, and shall be based upon documented extenuating circumstances. (Documentation of extenuating circumstances may include, but are not limited to, verifiable medical records, accident reports, court records, military records, and letters from lawyers, doctors, employers, etc. To clarify that which constitutes a documented extenuating circumstance, contact the designated grievance officer.

IV. Informal Resolution

- A. Each grievant shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person(s) with whom the grievant has the grievance, or that person’s immediate supervisor if there is no reasonable opportunity to solve the problem with the individual(s) directly involved.
 - 1. Specifically, the grievant(s) should, if appropriate, schedule a meeting about the issue(s) with the person with whom the grievant(s) has the grievance, and if necessary, schedule a meeting with the person's immediate supervisor and/or schedule a meeting with the appropriate college administrator. An “informal” discussion (for example, after class, or a chance meeting regarding the issue), does not constitute completion of III.A of the informal process.
 - 2. If the matter is not resolved at III.A above, the grievant will contact the college grievance officer for assistance. (See I.D, above). The grievant shall provide the grievance officer with a written statement of grievance on the Statement of Grievance form provided to the grievant, and attached to this policy as Form #1, and the grievant may provide any other information and documentation in support of the grievance. The statement of grievance form shall specify the time, place, nature of the complaint, and the remedy or corrective action requested. If a grievant believes that a specific District policy has been violated, the grievant should specify the policy or policies alleged to have been violated, to the best of his or her knowledge. The grievance officer shall inform the grievant of their rights and responsibilities under this policy.
 - 3. The grievance officer will provide a copy of the statement of grievance to the

respondent within ten (10) days of receipt of the grievance, or as soon thereafter as practicable. (In accordance with I.B, above).

4. The grievance officer shall gather, copy and review pertinent information, records and documentation and communicate with all parties, and attempt to mediate an informal resolution.

V. Formal Resolution

- A. If there is no informal resolution of the grievance, the grievant has a right to request a grievance hearing through the Chief Student Services Officer (CSSO), or designee, and by employing the use of the Request for Formal Grievance Hearing form attached to this policy as Form #2. This request must occur no later than one-hundred twenty (120) days after the alleged incident. The grievant may request that any relevant information and documentation be made available at a hearing. The information requested will be provided in such a way that it does not violate the privacy rights of others. The formal grievance hearing request must be made within one hundred and twenty (120) days of the date of the alleged incident that is the basis of the grievant's complaint.

VI. Meeting of the Grievance Hearing Committee

- A. Within fifteen (15) days following receipt of the request for a grievance hearing, or as soon thereafter as practicable, a Grievance Hearing Committee shall meet to select a chairperson and decide if a grievance hearing will be held. The committee shall consider whether the grievant has met the following requirements:
 1. The request contains allegations, which, if true, would constitute a grievance under this policy;
 2. The grievant meets the definition of a grievant as defined by this policy (See I.A.1-4, above).;
 3. The grievant has met the requirements of the grievance policy with respect to timeliness;
 4. The grievant has attempted to solve the matter informally;
 5. The grievant(s) is personally and directly affected by the alleged grievance;
 6. The remedy requested by the grievant is appropriate for the act that is alleged and is not frivolous; clearly without foundation, or clearly filed for the purposes of harassment.
 7. The grievant has cooperated in the processing of the grievance.

- B. If the above conditions are satisfied, and within five (5) days of the meeting, the Grievance Hearing Committee Chairperson shall notify the grievance officer in writing, that a grievance hearing will be held. At this time, the Grievance Hearing Committee may request the production of documents, records, and information requested by the grievant and by the respondent.
- C. If the grievance does not meet each of the requirements, the hearing committee chair shall notify the grievant in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five (5) days of the date the decision is made by the grievance hearing committee. The grievant may appeal this decision per V. A of this policy.

VII. Composition of the Grievance Hearing Committee:

- A. The Grievance Hearing Committee shall be made up of five members of the campus community. Two members shall be faculty members appointed by the Academic Senate President. Two members shall be students appointed by the Associated Student Government President. One member shall be a classified staff member appointed by the person with the authority to appoint Classified Staff to committees. One of the faculty members shall serve as chair. Alternates will be appointed as necessary. Three members of the above committee shall constitute a quorum. All members are entitled to vote on matters related to the grievance.
- B. No person shall serve as a member of the hearing committee if that person has been personally involved in any matter giving rise to the grievance, has made any public statement on the matters at issue, or could otherwise not act in a fair manner. The grievant(s) or respondent(s) may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge, in writing, to the CEO or designee who shall determine whether cause for disqualification has been shown. If the CEO or designee feels that sufficient grounds for removal of a member of the grievance committee has been presented, the CEO or designee shall remove the challenged member or members and ask that the appropriate person name a replacement.

VIII. Formal Hearing Procedure

- A. The grievance officer will ensure that relevant information and documentation is made available at the hearing. Information requested will be provided in such a way that it does not violate the privacy rights of others.
- B. The decision of the grievance hearing committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.
- C. The grievant may obtain the assistance or advice of a person of his or her choice, including legal counsel (at his or her own expense), except the grievant may not be

represented by legal counsel.

- D. The respondent may represent himself or herself; or the respondent may obtain the assistance or advice of a person of his or her choice, (at his or her own expense) including legal counsel, except the respondent may not be represented by legal counsel.
- E. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- F. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
- G. Unless the grievance hearing committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant(s) shall make the first presentation, followed by the respondent(s). The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant(s) to prove with a preponderance of the evidence that the facts alleged are true and that a grievance has been established as specified IV.B.1.a-g above.
- H. Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than ten (10) days prior to the date of the hearing.
- I. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.
- J. The hearing shall be recorded by the grievance officer either by tape recording or digital recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape or digital recording, the hearing committee chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape or digital recording shall remain in the custody of the District, at all times, unless released to a professional transcribing service. Any party may request a copy of the recording.
- K. When the presentation of evidence is concluded, the hearing committee's deliberations shall be confidential and closed to all parties. The hearing committee's deliberations shall not be recorded. Only those committee members present throughout the hearing may vote on the recommendations of the Grievance Hearing Committee.

IX. Findings of the Grievance Hearing Committee

- A. Within twenty (20) days following the close of the hearing, the grievance hearing committee shall prepare and send a written decision to the grievant(s), respondent, and grievance officer.
- B. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined in VI.A above.

- C. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any.
- D. The decision shall be based only on the record of the hearing, and not on matters outside of that record.
- E. The record will consist of the original grievance, any written response, and the oral and written evidence produced at the hearing.

X. Appeal

A. Part 1

- 1. Any appeal relating to a grievance hearing committee decision that the statement of grievance does not present a grievance as defined in these procedures shall be made in writing to the CEO within ten (10) days of that decision.
- 2. The CEO shall review the statement of grievance and request for grievance hearing in accordance with the requirements for a grievance provided in this policy, but shall not consider any other matters. The CEO's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.
- 3. The decision on appeal shall be reached within five (5) days after receipt of the appeal documents. Copies of the CEO's appeal decision shall be sent to the grievant, respondent, and the grievance officer.

B. Part 2

- 1. Any appeal related to the findings of the grievance hearing committee following a formal hearing shall be made, in writing, to the CEO within ten (10) days of that decision.
- 2. The CEO shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the CEO shall make a written recommendation regarding the outcome of the appeal.
- 3. The CEO may decide to sustain, reverse or modify the decision of the grievance hearing committee. The CEO's decision shall include a statement of reasons for the decision. The CEO's decision shall be final.
- 4. The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the CEO's appeal decision shall be sent to the grievant, respondent, and the grievance officer.

Board Approved: 4/30/2020

Next Review Date: Spring, 2026

5533.STUDENT GRADES OR GRADING REVIEW POLICY

5533.1 Introduction

California Education Code Section 76224, quoted below, states the conditions upon which grades or grading may be questioned.

“When grades are given for any courses of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.”

Students may ask that final course grades be reviewed under the guidelines stated in this policy.

5533.2 Conditions under which final grades may be reviewed

- A. The course grade to be reviewed must be an evaluative grade as defined in Santa Clarita Community College District Policy 5900.
- B. Final grade review must be requested by the student in writing, using the appropriate College form, within 180 calendar days from the posting of the final grade.
 - 1. Students may petition to the Chief Student Services Officer for an extension of this time limit. Petitions must be based on upon extenuating circumstances as defined in Title 5 Section 55045(B), and be received within 180 calendar days from the posting of the final grade.
- C. Grades may only be reviewed within the following context:
 - 1. Mistake - defined for the purposes of this policy as an error in calculation, or an error in marking the roll book relevant to grades, or attendance. Additionally, mistakes may occur when physically assigning grades or when grades are scanned into the computer system.
 - 2. Bad Faith - defined for the purpose of this policy as disregarding or changing the basis of assigning grades after publication in the course syllabus or using a system of grading other than that found in the syllabus without prior notification to the students.
 - 3. Fraud - for the purpose of this policy may exist when a grade is based upon some sort of dishonest activity, for example, selling grades or asking students to perform non-relevant activity in exchange for grades.
 - 4. Incompetency - defined for the purpose of this policy as, but not limited to, an instructor who is not able to judge a student's performance in the class. A student may claim incompetency when he or she feels the instructor has an impaired ability (due to accident or illness) to adequately judge the student's performance.

- D. Students possess evidence that the final grade was determined based upon one of the criteria in 5533.2.C above.

5533.3 Review Procedure

5533.3.A Step I

A student who believes the final grade received was due to mistake, fraud, bad faith, or incompetency shall meet with the faculty member in an attempt to resolve his/her concern.

5533.3.B Step II Hearing

In the event Step I fails to resolve the concern, the student shall meet with the faculty member, the appropriate division dean, and/or the department chair (as determined by the division dean).

1. During this meeting the student must produce a preponderance of evidence that the final grade was determined based upon one of the criteria in 5533.2 above.
2. Student may be accompanied by representation at the student's expense.
3. The division dean shall produce a written decision on the matter within fourteen (14) calendar days. Copies of the decision will be forwarded to the student and the faculty member in question.

5533.3.C Step III Appeal

In the event Step II fails to resolve the concern, the matter may be appealed to the Grade Review Committee (GRC).

1. The GRC shall be comprised of the following:
 2. The chief student services officer, or designee, who shall serve as chair,
 3. The chief instructional officer or designee,
 4. The Associated Student Government President or designee,
 5. Two faculty members (not associated with the matter) appointed by the Academic Senate President.
2. The GRC may do the following:
 6. Hear testimony relevant to the matter,
 7. Review the findings of the division dean, faculty member (if available), and department chair.
 8. Review course work and other relevant materials, and
 9. Conduct its own review.
3. The GRC will render a written opinion on the matter within fourteen (14) calendar days of concluding its process. Copies of the opinion will be forwarded to the student and the faculty member in question.

4. In the event the student fails to attend the hearing, and has no extenuating circumstances, the GRC will consider the matter closed. The original grade issued by the instructor will remain as the final grade.
5. The decision of the GRC to not change the grade will be final.
6. In the event the GRC recommends a change of grade, and the faculty member disagrees, the decision will be forwarded to the Board of Trustees for reviews and disposition.

Board Approved: August 10, 2016

Next Review Date: Fall, 2021

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: November 1, 2025
RE: Summary of AP 4235 (Credit for Prior Learning)

The Policy Review Committee (PRC) recommends that the Academic Senate approve changes to the District's AP 4235 regarding Credit for Prior Learning (CPL). The PRC does not recommend changing the BP at this time. The District's existing BP and AP regarding CPL were first adopted in 2020. Over the past five years, the Community College's emphasis on and support for CPL has expanded and the District's experience with CPL has grown, necessitating an update to the AP.

This provides a brief summary of the significant and substantive proposed changes:

1. New or significantly revised content under Methods of Assessment:
 - a. Adds explicit mention of discipline faculty review for Joint Services Transcripts, credentials, and licenses.
 - b. Introduces conditions for awarding CPL based on credentials/licenses, requiring documentation and faculty determination of equivalency to the Course Outline of Record.
 - c. Clarifies portfolio assessment procedures:
 - i. Requires an exemplar portfolio to be on file.
 - ii. Mandates portfolio guidelines be available to students.
 - iii. Adds explicit standards for rigor and alignment with Course Outline of Record objectives.
 - d. Adds language ensuring rigor ("same rigor as the standard college course") for exams and portfolios.
 - e. Removes references to "industry-recognized documentation" as a standalone method - now folded into the credential/license section.
 - f. Moves the "other standardized exams" clause higher and specifies they must be approved by local discipline faculty.
2. Additions and changes under General Eligibility:
 - a. Adds requirement for a current application on file.
 - b. Deletes requirement that a student must be registered in at least one unit or noncredit course.
 - c. Removes the CPL fee payment requirement before assessment.
 - d. Adds a new prohibition: students cannot receive CPL for a course in which they already have prior credit or an equivalent course at the District.

3. New or modified under Units:
 - a. Adds a restriction: CPL may not be used for grade alleviation (forgiveness).
 - b. Adds clarification: Transferability of CPL credit is not guaranteed; it's at the discretion of the receiving institution.
4. The "Procedures" section was heavily modified:
 - a. The Academic Senate's role is clarified: it approves courses for CPL based on AP, CLEP, and IB with input from discipline faculty.
 - b. Removes the specific petition deadline (50% of term) - replaced with "prior to the end of the term."
 - c. Replaces specific grading requirements (letter grades only) with standard District grading policies, adding Pass/No Pass as an option where allowed.
 - d. Adds a 180-day timeframe for students to accept, decline, or appeal CPL results.
 - e. Adds a formal appeal procedure linking CPL appeals to the District's final grade appeal process, including a new role for the Academic Review Committee to invite discipline experts.
 - f. Introduces new annual reporting process: Office of Instruction gathers and posts eligible courses on the CPL website.
 - g. Adds provision allowing discipline faculty to articulate credentials, licensures, or non-AP/CLEP/IB exams for CPL.
5. The "Documentation" section was completely re-written:
 - a. Replaces the step-by-step form process with a more streamlined online "CPL Application Process" hosted on the CPL website.
 - b. Meetings with counselors or faculty may be optional or replaced with written/online guidance.
 - c. Removes procedural steps involving the Student Business Office and in-person form handling.
 - d. Simplifies acceptance/decline procedures. Now handled electronically before credit posting.



AP 4235 CREDIT FOR PRIOR LEARNING

References: Education Code Section 79500; Title 5 Section 55050 and 55052

Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the District catalog.

CPL for an identified course may be granted only to an individual who has demonstrated mastery of the course content described in the course outline of record approved by the District's curriculum committee. Subject to this procedure's requirements and limitations, District faculty who normally teach the course for which an individual seeks CPL, in conjunction with the corresponding department chair, retain sole discretion to determine whether to consider requests for CPL for the course, whether to award CPL to an individual for the course, the type(s) of assessment(s) that may be used, and the content of the assessment(s). District faculty may choose an assessment(s) from the list outlined below.

Methods of Assessment

- Standard satisfactory score on Advanced Placement (AP) Examination administered by the College Entrance Examination Board.
 - Standard satisfactory score on College Level Examination Program (CLEP).
 - Standard satisfactory score on International Baccalaureate (IB) program.
 - Satisfactory score on other standardized exams approved by local discipline faculty.
 - Evaluation by local discipline faculty of Joint Services Transcripts.
 - Evaluation by local discipline faculty of industry-recognized credentials and licenses.
- Students requesting such CPL shall receive credit under the following circumstances:
- A student shall provide documentation of the credential or license to the District to be retained in the Office of Admissions & Records.
 - Discipline faculty have determined that the credential or license adequately demonstrates mastery of the course content as set forth in the Course Outline of Record.
- Satisfactory completion of approved noncredit course(s) with an equated credit course(s). Unless the student rejects the Credit for Prior Learning, the final grade of the

noncredit course(s) shall be used as the Credit for Prior Learning grade for the credit course(s).

- Credit by satisfactory completion of a locally developed examination or assessment administered by District faculty.
 - The nature and content of the examination or assessment shall be determined solely by District faculty in the discipline who normally teach the course for which credit will be granted;
 - A separate examination or assessment shall be conducted for each course (not section) for which credit is to be granted. CPL may be awarded for individually identified courses (not sections) for which examinations or assessments are conducted pursuant to this section; and
 - The examination or assessment shall address the topics and course objectives listed in the Course Outline of Record to the same rigor as the standard college course.
- Satisfactory evaluation by District faculty of student-created portfolios in lieu of completing a course listed in the college catalog. Students eligible for CPL based on portfolio review will receive credit under the following circumstances:
 - An exemplar portfolio reflective of discipline guidelines is on file in the division/department office in which the discipline is housed. The student will assemble a portfolio that demonstrates college level learning, knowledge, or skills.
 - The nature, content, and guidelines of the portfolio shall be determined by the faculty in the discipline who normally teach the course for which credit is to be granted.
 - If faculty have created a portfolio assessment rubric or criteria for the course and submitted it to the District, the District shall make it available for student review.
 - The portfolio assessment shall address the topics and student learning objectives listed in the course outline of record to the same rigor and standard as the college course.
 - Portfolio assessment shall be performed by the faculty in the discipline who normally teach the course for which credit is to be granted.
 - A separate portfolio assessment shall be conducted for each course for which credit is to be granted.

Local discipline faculty may accept an examination or assessment conducted by an institution other than College of the Canyons for purpose of assessment of prior learning.

General Eligibility

To be eligible for CPL, an individual must:

- Have a current application with the District on file.
- Be in good standing or have no standing.
- Request CPL for a course listed in the District's current course catalog.
- Have satisfied the prerequisites and other enrollment requirements for the particular course for which CPL is requested.
- Not be currently enrolled in the course for which they request CPL or have prior credit for the course or an equivalent course at the District.
- Not have requested CPL for the same course previously at the District (although the individual may enroll in the course in a future term for credit if the CPL assessment produced a substandard grade of D, F, or NP.).

Units

Units earned by CPL:

- Shall not be considered units completed in residence towards a certificate or degree.
- Shall not be used for enrollment verification or reports to insurance companies or other similar agencies.
- May count toward major or general education coursework for the associate degree or certificate or as elective units.
- Are inapplicable toward satisfaction of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits and/or Financial Aid.
- May not be used for Grade Alleviation (forgiveness).
- Shall be clearly annotated on the student's academic record to reflect that they were earned as CPL. CPL granted by the District may or may not transfer to other institutions. Final determination regarding transfer of credit rests with the receiving institution.

Procedures

- The faculty, collectively through the Academic Senate, with review and recommendation by discipline faculty, shall approve on a regular basis the courses for which CPL may be awarded based on AP, CLEP, and IB assessments, and satisfactory scores for each, in compliance with any governing regulations.
- Petitions for CPL in approved courses must be submitted to the Admissions and Records Office prior to the end of the term.
- Grading shall be according to the regular grading system established by District policy and procedure.

- Students shall be offered a “Pass/No Pass” option if that option is ordinarily available for the course.
- Within 180 days after a decision relating to a CPL request is transmitted to a student, the student shall be permitted an opportunity to accept, decline, or appeal the grade assigned by the faculty.
- A student may appeal the decision pursuant to the procedures for final grade appeals set forth in District policy and procedures as augmented or modified by this procedure. In connection with a CPL appeal, the Academic Review Committee may invite discipline faculty or other appropriate experts in the subject matter, internal or external to the District, to act in an advisory capacity for the purpose of evaluating the student’s claim of Mistake, Bad Faith, Fraud, or Incompetence. The Academic Review Committee may adopt Operating Procedures that add to or adjust final grade appeal processes to make them appropriate for a CPL context.
- On an annual basis, the Office of Instruction will ask that department chairs transmit a list of courses for which a department will consider awarding CPL through an assessment(s) other than AP, CLEP, or IB. That list of courses, and general information about earning CPL at the District, will be posted on the CPL website maintained by the Office of Instruction (www.canyons.edu/cpl) with a notice that a department may consider an award of CPL for courses not appearing on the list.
 - To promote consistent, transparent, and equitable evaluation of an assessment submitted for CPL, each department must create and maintain in its files a rubric, evaluation instrument, or pre- defined standard, as appropriate for a given assessment, for each CPL-eligible course. The lack of such an instrument, however, shall not preclude an award of CPL in a particular case if equitable and appropriate.
 - Local discipline faculty may elect to articulate industry-recognized credentials, licensures, or standardized exams that are not AP, IB, or CLEP to courses in their department. These articulations shall be reviewed as part of the annual transmission of CPL-eligible courses and will be included in the listing on the CPL website.

Documentation

To receive CPL, a student must follow the CPL Application Process outlined on the CPL website.

The CPL Application Process will be initiated by the student. The Application Process will include a link to the Course Outline of Record to aid the student in determining if they wish to pursue CPL for a given course. The Application Process may include a meeting with a counselor and/or a meeting with a discipline faculty member before the student provides evidence of learning

mastery. Departments may also provide written and/or online information regarding locally developed assessment instruments in lieu of holding meetings. The student will then provide evidence of learning mastery by one of the permitted methods of assessment.

The student's documentation of learning will then be reviewed by the discipline faculty administering the assessment unless the disciplinary faculty has provided advance approval of the required evidence. Once the documentation has been evaluated, the student will be informed of the credit and grade earned.

The student will indicate that they have accepted or declined the CPL before the request is forwarded to the Admissions and Records office for the credit to be posted to the student's record.

High School Students

High school students enrolled in an approved high school articulated course with the District may be awarded college credit via Credit for Prior Learning.

- Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and delivered to the Admissions and Records office, along with their high school transcript, after completing the course at the high school.
- Credit for the course will be given at the time the student completes the high school articulated course with the District and will appear on the student's official transcript of record. The course will be notated with a letter grade and a CE for Credit for Prior Learning.

AP 4235 CREDIT FOR PRIOR LEARNING

Reference: *Education Code Section 79500; Title 5 Section 55050 and 55052*

4235.1 Credit for Prior Learning (CPL) may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college.

CPL for an identified course may be granted only to an individual who has demonstrated, through specific assessment, sufficient mastery of the course content found in the course outline of record approved by the District's curriculum committee. Subject to this procedure's requirements and limitations, District faculty who normally teach the course for which an individual seeks CPL, in conjunction with the corresponding department chair, retain sole discretion to determine whether, in general, to consider requests for CPL for the course, whether to award CPL to the individual for the course, the type(s) of assessment(s) that may be used, and the content of the assessment(s). District faculty may choose an assessment(s) from the list outlined below.

4235.2 Methods of assessment

- Standard satisfactory score on Advanced Placement (AP) Examination administered by the College Entrance Examination Board.
- Standard satisfactory score on College Level Examination Program (CLEP).
- Standard satisfactory score on International Baccalaureate (IB) program.
- Evaluation of Joint Services Transcripts.
- Evaluation of student-created portfolios.
- Evaluation of industry-recognized documentation.
- Other standardized exams.
- Satisfactory completion of approved noncredit course(s) with an equated credit course(s). The final grade of the noncredit course(s) may be used as the Credit for Prior Learning grade for the credit course(s).
- Credit by satisfactory completion of an examination or assessment administered by the College faculty in lieu of completing a course listed in the college catalog.
- The faculty may accept an examination or assessment conducted by an institution other than College of the Canyons for purpose of assessment of prior learning.

4235.3 General Eligibility

To be eligible for CPL, an individual must:

- Be registered at the college in at least one unit or noncredit course.
- Be in good standing or have no standing.
- Request CPL for a course listed in the District's current course catalog.
- Have satisfied the prerequisites and other enrollment requirements for the particular course for which CPL is requested.
- Have paid CPL fees prior to completing the assessment. Fees are non-refundable.
- Not be currently enrolled in the course for which they request CPL.
- Not have requested CPL for the same course previously at the District (although the individual may enroll in the course in a future term for credit if the CPL assessment produced a substandard grade of D, F, or NP.).

4235.4 Units

Units earned by CPL:

- Shall not be considered units completed in residence towards a certificate or degree.
- Shall not be used for enrollment verification or reports to insurance companies or other similar agencies.
- May count toward major or general education coursework for the associate degree or certificate or as elective units.
- Are inapplicable toward satisfaction of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits and/or Financial Aid.
- Shall be clearly annotated on the student's academic record to reflect that they were earned as CPL.

4235.5 Procedures

- Rather than individual department faculty, the faculty collectively, through the Academic Senate, determines on a regular basis the courses for which CPL credit may be awarded based on AP, CLEP, and IB assessments, and the satisfactory scores for each.

- Petitions for CPL in approved courses must be submitted to the Admissions and Records Office before fifty percent (50%) of the term is complete. District faculty granting CPL for a course to an individual must assign a letter grade of A, B, C, D, or F for the course, unless the Pass/No Pass option is ordinarily available for the course, and submit that grade to the Admissions and Records Office by the last day of the semester or term. Incompletes, withdrawals, or no-pass grades are not allowed.
- Resident, non-resident, and international students will be charged the current enrollment fee. Students must pay the enrollment fees prior to the time the assessment is attempted.
- On an annual basis, the Office of Instruction will ask that department chairs transmit a list of courses for which a department will consider awarding CPL through an assessment(s) other than AP, CLEP, or IB. That list of courses, and general information about earning CPL at College of the Canyons, will be posted on the Admissions and Records website with a notice that a department may consider an award of CPL for courses not appearing on the list.
 - To promote consistent, transparent, and equitable evaluation of an assessment submitted for CPL, each department must create and maintain in its files a rubric, evaluation instrument, or pre-defined standard, as appropriate for a given assessment, for each CPL-eligible course. The lack of such an instrument, however, shall not preclude an award of CPL in a particular case if equitable and appropriate.
- Students may accept, decline, or appeal the decisions related to the award of CPL credit.
 - To appeal the grade, students must follow requirements described in the Grade Review Policy (BP 5533) and utilize the *Grade Review Petition* found on the Student Services website.
 - A student must decline or appeal the award of CPL credit before the District posts the grade to the student's transcript. Once the grade is posted to the student's transcript, the student may no longer decline or appeal the grade.
 - To decline the CPL credit, the student must indicate as much on the *Credit for Prior Learning* form that must be sent to the Office of Admissions and Records.

To receive CPL credit, a student must submit one of the following to the Office of Admissions and Records:

- The Advanced Placement (AP) score through official high school transcript or from the College Board.
- The College Level Examination Program (CLEP) official record.
- The International Baccalaureate (IB) program official record.
- The Joint Services Transcripts. Veteran students will be informed of the CPL policy.
- For all other forms of assessment, the Credit for Prior Learning Form (“CPL Form”).
 - The CPL Form will be initiated by the student. The student will first meet with a counselor to determine if CPL aligns with their educational plan.
 - After discussion with a counselor, the student will meet with a discipline faculty member. The faculty member will discuss the merits of CPL with the student and explain the assessment instrument used to determine course credit.
 - If the student determines they want to move forward with CPL, the student must ensure that the faculty member who approved administration of the assessment inform Admissions and Records.
 - Admissions and Records will charge the student the CPL fee.
 - The student must submit the CPL Form to the Student Business Office and pay for the CPL fee, equated to the enrollment fee per unit, prior to assessment.
 - The student will then submit the CPL Form to the discipline faculty administering the assessment. Once the assessment is complete, the faculty member will inform the student of the grade earned.
 - The student will indicate their acceptance, decline, or appeal on the CPL Form prior to its submission to the Admissions and Records office.
 - The faculty will forward the final CPL Form to the Admissions and Records office.

4235.7 High School Students

High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit for Prior Learning.

- Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office after completing the course at the high school.
- Credit for the course will be given at the time the student completes the high school articulated course with the Santa Clarita Community College District and will appear on the student's official transcript of record. The course will be notated with a letter grade and a CE for Credit for Prior Learning.

Board of Trustees Review: December 9, 2020

Next Review Date: Fall 2026



AP 4235 CREDIT FOR PRIOR LEARNING

~~Reference:~~ References: Education Code Section 79500; Title 5 Section 55050 and 55052

~~4235.1~~ Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the District catalog ~~of the community college.~~

CPL for an identified course may be granted only to an individual who has demonstrated ~~, through specific-~~ assessment, sufficient mastery of the course content ~~found~~ described in the course outline of record approved by the District's curriculum committee. Subject to this procedure's requirements and limitations, District faculty who normally teach the course for which an individual seeks CPL, in conjunction with the corresponding department chair, retain sole discretion to determine whether ~~, in general,~~ to consider requests for CPL for the course, whether to award CPL to ~~the~~ an individual for the course, the type(s) of assessment(s) that may be used, and the content of the assessment(s). District faculty may choose an assessment(s) from the list outlined below.

~~4235.2~~ Methods of Assessment

- Standard satisfactory score on Advanced Placement (AP) Examination administered by the College Entrance Examination Board.
- Standard satisfactory score on College Level Examination Program (CLEP).
- Standard satisfactory score on International Baccalaureate (IB) program.
- Satisfactory score on other standardized exams approved by local discipline faculty.
- Evaluation by local discipline faculty of Joint Services Transcripts.
 - ~~Evaluation of student-created portfolios.~~
- Evaluation by local discipline faculty of industry-recognized documentation credentials and licenses. Students requesting such CPL shall receive credit under the following circumstances:
 - ~~Other standardized exams.~~
 - A student shall provide documentation of the credential or license to the District to be retained in the Office of Admissions & Records.
 - Discipline faculty have determined that the credential or license adequately demonstrates mastery of the course content as set forth in the Course Outline of Record.
- Satisfactory completion of approved noncredit course(s) with an equated credit course(s). Unless the student rejects the Credit for Prior Learning, the final grade of the noncredit course(s) ~~may~~ shall be used as the Credit for Prior Learning grade for the credit course(s).
- Credit by satisfactory completion of ~~an~~ a locally developed examination or assessment administered by ~~the~~ College District faculty ~~in lieu of completing a course listed in the college catalog.~~
 - The nature and content of the examination or assessment shall be determined solely by District faculty in the discipline who normally teach the course for which credit will be granted;

- A separate examination or assessment shall be conducted for each course (not section) for which credit is to be granted. CPL may be awarded for individually identified courses (not sections) for which examinations or assessments are conducted pursuant to this section; and
- The examination or assessment shall address the topics and course objectives listed in the Course Outline of Record to the same rigor as the standard college course.
- Satisfactory evaluation by District faculty of student-created portfolios in lieu of completing a course listed in the college catalog. Students eligible for CPL based on portfolio review will receive credit under the following circumstances:
 - An exemplar portfolio reflective of discipline guidelines is on file in the division/department office in which the discipline is housed. The student will assemble a portfolio that demonstrates college level learning, knowledge, or skills.
 - The nature, content, and guidelines of the portfolio shall be determined by the faculty in the discipline who normally teach the course for which credit is to be granted.
 - If faculty have created a portfolio assessment rubric or criteria for the course and submitted it to the District, the District shall make it available for student review.
 - The portfolio assessment shall address the topics and student learning objectives listed in the course outline of record to the same rigor and standard as the college course.
 - Portfolio assessment shall be performed by the faculty in the discipline who normally teach the course for which credit is to be granted.
 - A separate portfolio assessment shall be conducted for each course for which credit is to be granted.

Local discipline faculty may accept an examination or assessment conducted by an institution other than College of the Canyons for purpose of assessment of prior learning.

4235.3 General Eligibility

To be eligible for CPL, an individual must:

- ~~Be registered at the college in at least one unit or noncredit course.~~
- Have a current application with the District on file.
- Be in good standing or have no standing.
- Request CPL for a course listed in the District's current course catalog.
- Have satisfied the prerequisites and other enrollment requirements for the particular course for which CPL is requested.
- ~~Have paid CPL fees prior to completing the assessment. Fees are non-refundable.~~
- Not be currently enrolled in the course for which they request CPL or have prior credit for the course or an equivalent course at the District.
- Not have requested CPL for the same course previously at the District (although the individual may enroll in the course in a future term for credit if the CPL assessment produced a substandard grade of D, F, or NP.).

4235.4 Units

Units earned by CPL:

- Shall not be considered units completed in residence towards a certificate or degree.
- Shall not be used for enrollment verification or reports to insurance companies or other similar agencies.
- May count toward major or general education coursework for the associate degree or certificate or as elective units.

- Are inapplicable toward satisfaction of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits and/or Financial Aid.
- May not be used for Grade Alleviation (forgiveness).
- Shall be clearly annotated on the student's academic record to reflect that they were earned as CPL. CPL granted by the District may or may not transfer to other institutions. Final determination regarding transfer of credit rests with the receiving institution.

~~4235.5~~ Procedures

- ~~Rather than individual department~~The faculty, ~~the faculty~~ collectively, through the Academic Senate, ~~determines with review and recommendation by discipline faculty, shall approve~~ on a regular basis the courses for which CPL ~~credit~~ may be awarded based on AP, CLEP, and IB assessments, and ~~the~~ satisfactory scores for each, in compliance with any governing regulations.
- Petitions for CPL in approved courses must be submitted to the Admissions and Records Office before fifty percent (50%) prior to the end of the term is complete.
- Grading shall be according to the regular grading system established by District faculty granting CPL for policy and procedure.
- Students shall be offered a course to an individual must assign a letter grade of A, B, C, D, or F for the course, unless the "Pass/No Pass" option if that option is ordinarily available for the course, and submit that.
- Within 180 days after a decision relating to a CPL request is transmitted to a student, the student shall be permitted an opportunity to accept, decline, or appeal the grade assigned by the faculty.
- A student may appeal the decision pursuant to the procedures for final grade to the Admissions and Records Office by the last day appeals set forth in District policy and procedures as augmented or modified by this procedure. In connection with a CPL appeal, the Academic Review Committee may invite discipline faculty or other appropriate experts in the subject matter, internal or external to the District, to act in an advisory capacity for the purpose of evaluating the student's claim of the semester or term. Incompletes, withdrawals, or no-pass grades are not allowed. Mistake, Bad Faith, Fraud, or Incompetence. The Academic Review Committee may adopt Operating Procedures that add to or adjust final grade appeal processes to make them appropriate for a CPL context.
 - ~~Resident, non-resident, and international students will be charged the current enrollment fee. Students must pay the enrollment fees prior to the time the assessment is attempted.~~
- On an annual basis, the Office of Instruction will ask that department chairs transmit a list of courses for which a department will consider awarding CPL through an assessment(s) other than AP, CLEP, or IB. That list of courses, and general information about earning CPL at ~~College of the Canyons District~~, will be posted on the ~~Admissions and Records~~ CPL website maintained by the Office of Instruction (www.canyons.edu/cpl) with a notice that a department may consider an award of CPL for courses not appearing on the list.
 - To promote consistent, transparent, and equitable evaluation of an assessment submitted for CPL, each department must create and maintain in its files a rubric, evaluation instrument, or pre-defined standard, as appropriate for a given assessment, for each CPL-eligible course. The lack of such an instrument, however, shall not preclude an award of CPL in a particular case if equitable and appropriate.
 - ~~Students may accept, decline, or appeal the decisions related to the award of CPL credit.~~
 - ~~To appeal the grade, students must follow requirements described in the Grade Review Policy (BP 5533) and utilize the Grade Review Petition found on the Student Services website.~~

- ~~A student must decline or appeal the award of CPL credit before the District posts the grade to the student's transcript. Once the grade is posted to the student's transcript, the student may no longer decline or appeal the grade.~~
- ~~To decline the CPL credit, the student must indicate as much on the *Credit for Prior Learning* form that must be sent to the Office of Admissions and Records.~~
- 4235.6 Local discipline faculty may elect to articulate industry-recognized credentials, licensures, or standardized exams that are not AP, IB, or CLEP to courses in their department. These articulations shall be reviewed as part of the annual transmission of CPL-eligible courses and will be included in the listing on the CPL website.

Documentation

To receive CPL ~~credit~~, a student must ~~submit one of~~ follow the following to CPL Application Process outlined on the Office of Admissions and Records: CPL website.

- ~~The Advanced Placement (AP) score through official high school transcript or from the College Board.~~
- ~~The College Level Examination Program (CLEP) official record.~~
- ~~The International Baccalaureate (IB) program official record.~~
- ~~The Joint Services Transcripts. Veteran students will be informed of the CPL policy.~~
- ~~For all other forms of assessment, the Credit for Prior Learning Form ("CPL Form").~~
 - The CPL Form Application Process will be initiated by the student. The student Application Process will first meet include a link to the Course Outline of Record to aid the student in determining if they wish to pursue CPL for a given course. The Application Process may include a meeting with a counselor to determine if CPL aligns with their educational plan.

~~After discussion with a counselor, the student will meet and/or a meeting with a discipline faculty member. The faculty member will discuss the merits of CPL with the student and explain the before the student provides evidence of learning mastery. Departments may also provide written and/or online information regarding locally developed assessment instruments in lieu of holding meetings. The student will then provide evidence of learning mastery by one of the permitted methods of assessment instrument used to determine course credit.~~

- ~~If the student determines they want to move forward with CPL, the student must ensure that the faculty member who approved administration. The student's documentation of the assessment inform Admissions and Records.~~
- ~~Admissions and Records will charge the student the CPL fee.~~
- ~~The student must submit the CPL Form to the Student Business Office and pay for the CPL fee, equated to the enrollment fee per unit, prior to assessment.~~

~~The student learning will then submit the CPL Form to be reviewed by the discipline faculty administering the assessment. Once unless the assessment is complete, the disciplinary faculty member will inform the student has provided advance approval of the required evidence. Once the documentation has been evaluated, the student will be informed of the credit and grade earned.~~

The student will indicate ~~their acceptance, decline, that they have accepted or appeal on declined~~ the CPL Form ~~prior to its submission before the request is forwarded~~ to the Admissions and Records office for the credit to be posted to the student's record.

~~■ The faculty will forward the final CPL Form to the Admissions and Records office.~~

~~4235.7~~ High School Students

High school students enrolled in an approved high school articulated course with the ~~Santa Clarita Community College~~ District may be awarded college credit via Credit for Prior Learning.

- Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and ~~turned in~~delivered to the Admissions and Records office, along with their high school transcript, after completing the course at the high school.
 - ~~Credit for the course will be given at the time the student completes the high school articulated course with the Santa Clarita Community College District and will appear on the student's official transcript of record. The course will be notated with a letter grade and a CE for Credit for Prior Learning.~~
- ~~Board of Trustees Review: December 9, 2020 Next Review Date: Fall 2026~~

Memo

To: College of the Canyons Academic Senate
From: Gary Collis
Date: October 10, 2025
Re: BP/AP 4230 (Grading and Academic Record Symbols)

The Policy Review Committee recommends that the Senate endorse replacing COC's current BP 4230 (Grading and Academic Record Symbols) with a revised BP 4230 and a brand new AP 4230.

Current BP 4230 was last approved by the Board of Trustees in 2019. It does not follow the structure of the model documents provided by the Community College League of California (CCLC). The CCLC model BP was updated in 2021 and the model AP was updated in both 2021 and 2023, partly in response to Title 5 changes regarding withdrawals adopted by the Board of Governors in 2022. Thus, changes to COC internal documents are necessary. These are some of the most significant changes:

- The proposed documents would effectively split the content that is currently found entirely in a BP into a BP and an AP. The BP, as recommended by the CCLC, should normally be comparatively brief, which our current BP is not, and delegate much of the detailed rulemaking authority to the President, to be exercised through the shared governance processes. Placing procedural matter (i.e., the “how”) into an AP allows for faster and easier updating as necessary because those changes need not receive board approval.
- The new, brief BP largely tracks model CCLC language, with a few modest language changes to the final paragraph. The final CCLC model paragraph was verbose (and seemed to repeat content that is more appropriately placed in the soon-to-be proposed AP regarding Credit for Prior Learning). COC's version would be shorter without changing the effect.
- The new AP will add W (Withdrawal), MW (Military Withdrawal), EW (Excused Withdrawal), I (Incomplete), and RD (Report Delayed) into the table at the top of the AP outlining the available evaluative symbols. Also, some of the language regarding withdrawals has been updated to reflect changes to Title 5, sec. 55023, et seq., governing various sorts of withdrawals, that the Board of Governors adopted in 2022 (some of which were implemented in response to the pandemic).
- The section on Pass/No-Pass grading was removed considering the proposed adoption of a stand-alone AP regarding Pass/No-Pass grading covering this subject, as the CCLC recommends.
- A section was added to address the use of “note code[s]” on transcripts to indicate Credit for Prior Learning.



BP 4230 Grading and Academic Record Symbols

References:

Title 5 Sections 55023 and 55050 et seq.

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog and made available to students.

The grading system shall include the “FW” grade for unofficial withdrawal.

The grading system shall include a note code for Credit for Prior Learning, when earned according to District policy and procedure.

Board Approved: _____

Next Review Date: _____



AP 4230 Grading and Academic Record Symbols

References:

Title 5 Sections 55023, 55024, 55051, 55052, and 55052.5

Symbols and Grade Points

Grades derived from the grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade point per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
SP	Satisfactory Progress toward course completion	Used for noncredit courses only and is not supplanted by any other symbol
W	Withdrawal	Units not counted in GPA
MW	Military Withdrawal	Units not counted in GPA or in progress standing

EW	Excused Withdrawal	Units not counted in GPA or in progress standing
I	Incomplete	Not a final grade. Units not counted in GPA or in progress standing.
RD	Report Delayed	Not a final grade. Units not counted in GPA or in progress standing.

The "FW" grade symbol

This symbol will be used to indicate a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

- A. For the purposes of calculating grade points, and for determining academic standing per District Policy 4250, the "FW" symbol will be treated in the same manner as the "F".
- B. For the purposes of determining course repetition per District Policy 4225. The "FW" symbol will be treated in the same manner as the "F".

Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following **non-evaluative symbols**:

Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the course may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor on the "Incomplete Grade Agreement," the form for which shall be made available by the Office of Admissions and Records and submitted by instructor of record. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

- A. The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.
- B. Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.
- C. An Incomplete may not be issued unless the withdrawal deadline for the course has passed.
- D. The instructor and student must mutually agree that the instructor can issue an Incomplete.

- E. The "I" symbol shall not be used in calculating units attempted or for grade points. However, the "I" is used when calculating progress probation and dismissal, in accordance with applicable District policy or procedure.
- F. The Office of Admissions and Records shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

In Progress (IP)

The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

- A. The "IP" shall not be used in calculating grade point averages.
- B. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the course length.

- A. In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any one course.
- B. Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the course length upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

- C. No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of the course length, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the course length.
- D. For purposes of withdrawal policies, the phrase "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.
- E. The "W" shall not be used in calculating grade point averages, but excessive "W"s shall be used as factors in probation and dismissal, in accordance with applicable District policy or procedures.
- F. All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 24 months after the end of the term for which the student is requesting the withdrawal. This 24-month timeframe also applies to students who enroll in a class or classes and never attend.
- G. According to Title 5, section 55024, a "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.
- H. A "W" shall not be assigned to a student impacted by fire, flood or other natural disasters. Students so affected must petition the Academic Standards Committee to remove the "W."

Military Withdrawal (MW)

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."

- A. Military withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would a military withdrawal result in a student being assigned a "FW" grade.

- C. Military withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.

Excused Withdrawal (EW)

Excused withdrawals shall be allowed to students in extenuating circumstances at any time, upon petition of the student or their representative. "Excused Withdrawal" occurs when a student must withdraw from a course due to reasons beyond their control. The student must complete the Academic Standards Committee petition to request an EW for the course.

- A. Excused withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would an excused withdrawal result in a student being assigned a "FW" grade.
- C. Excused withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.
- D. An excused withdrawal shall be assigned if a determination is made that the student withdrew from a course due to unlawful discrimination or retaliation.
- E. An excused withdrawal shall be assigned if a student withdraws from a course due an extraordinary condition, as defined in Title 5, section 58509.
- F. Students shall not be denied an excused withdrawal due to a college's inability to respond to the petition or to provide sufficient assistance to mitigate the student's circumstances.

Credit for Prior Learning (CPL)

A note code shall be used on transcripts to denote Credit for Prior Learning, as defined by and earned according to District policy and procedure. The note code shall be described on the transcript legend.

BP4230 Grading and Academic Record Symbols

Reference:

Education Code Sections 76224; Title 5, Sections 55020 - 55025

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

4230.1 Symbols and Grade Points

The grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The following equivalent symbols shall be used:

Symbol	Definition	Grade Point
A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Satisfactory	2 grade points per unit
D	Passing (less than satisfactory)	1 grade points per unit
F	Failing	0 grade points per unit
FW	Failing (stopped attending after the W deadline)	0 grade points per unit
P	Credit (at least satisfactory)	Units not counted in GPA
NP	No Credit (less than satisfactory or failing)	Units not counted in GPA
SP	Satisfactory Progress towards completion of the course	Used for noncredit courses only and is not supplanted by any other symbol

4230.2 Pass, No Pass Grading

The District may offer courses in either or both of the following categories and shall specify in the catalog the category into which each course falls:

- A. Courses wherein all students are evaluated on a "pass-no pass" basis.
- B. Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be

"pass-no pass" or a letter grade. Once selected a student may not reverse the grading option for the course.

C. All units earned on a "pass-no pass" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

D. Units earned on a "pass-no pass" basis shall not be used to calculate grade point averages. However, units attempted for which "NP" is recorded shall be considered in probation and dismissal procedures.

E. Independent study courses may be graded on a "pass-no pass" basis in accordance with this policy.

F. For courses in which there is a single standard of performance for which unit credit is assigned, the "P/NP" grading system shall be used to the exclusion of other grades. Pass shall be assigned for meeting that standard, No Pass for failure to do so.

4230.3 The "FW" grade symbol

This symbol will be used to indicate a student has both ceased participating in a course sometime after the last day to officially withdraw from the course without having achieved a final passing grade, and the student has not received district authorization to withdraw from the course under extenuating circumstances.

A. For the purposes of calculating grade points, and for determining academic standing per District Policy 4250, the "FW" symbol will be treated in the same manner as the "F".

B. For the purposes of determining course repetition per District Policy 4225. The "FW" symbol will be treated in the same manner as the "F".

Per the California Code of Regulations, Title 5, Section 55023(e) the District will use the following non-evaluative symbols:

4230.4 Incomplete (I)

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record.

This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

A. The "I" must be made up prior to the end of the ensuing semester in which the Incomplete was assigned.

B. Students who have been issued an "I" symbol may not re-enroll in the same course while the "I" is pending completion.

C. An Incomplete may not be issued unless the withdrawal deadline for the course has passed.

D. The instructor and student must mutually agree that the instructor can issue an Incomplete.

E. The "I" symbol shall not be used in calculating units attempted or for grade points. However, per District Policy 4251, the "I" is used when calculating progress probation and dismissal.

F. The District board shall adopt and publish a process whereby a student may petition for a time extension due to unusual circumstances.

4230.5: In Progress (IP)

The "IP" symbol shall be used only in those courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

A. The "IP" shall not be used in calculating grade point averages.

B. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with this policy to be recorded on the student's permanent record for the course.

4230.6: Report Delayed (RD)

The "RD" symbol may be assigned by the Admissions & Records office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

- A. "RD" shall not be used in calculating grade point averages.

4230.7: Withdrawal (W)

Withdrawal from a class or classes shall be authorized through 75% of the term.

- A. The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."
- B. In accordance with Title 5, section 55024, a student may receive no more than three withdrawals for any onecourse.
- C. Students may withdraw from a class or classes in verifiable extenuating circumstances after 75% of the term upon petition (to the Academic Standards Committee) by the student, or his or her representative, and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- D. No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first two weeks, or 20% of a term, whichever is less. A student who misses the established deadline to withdraw with no notation ("W" or other) may petition for a complete withdrawal without a "W" by submitting documentation of verifiable extenuating circumstances that occurred during the first two weeks or 20% of the term.
- E. Withdrawal after the end of 75% of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W." A student who completes a course, for example, by taking a final exam, turning in a final paper or project, or giving a final speech or performance, is not eligible for a late withdrawal under any circumstance.

F. For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair, division dean, or appropriate administrator, will act on behalf of the instructor.

G. The "W" shall not be used in calculating grade point averages, but excessive "W"s as defined in District Policy 4251, shall be used as factors in probation and dismissal procedures.

H. All petitions for withdrawals without a "W" or withdrawals with a "W" must be completed and submitted to the Academic Standards Committee no later than 12 months subsequent to the end of the term for which the student is requesting the withdrawal. This 12-month timeframe also applies to student's who enroll in a class or classes and never attend. Students may appeal to the Chief Student Services Officer for a maximum 12-month extension of this time limit. Appeals must be based upon extenuating circumstances as defined elsewhere in this policy.

The maximum timeline for which the Academic Standards Committee will consider a petition is 24 months from the end of the term for which the student is requesting the late withdrawal, regardless of whether the student ever attended the course. If the appeal is approved, and the timeline extended, the Academic Standards Committee will review the petition at that time.

I. A maximum of 15 cumulative units taken at College of the Canyons may be notated as either "W," or drop without a "W," or some combination thereof, through the petition process, unless a recommendation is made to exceed that maximum by an academic counselor. This does not preclude students from withdrawing themselves using the standard method and timelines available.

J. According to Title 5, section 55024, a "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleged discriminatory treatment.

K. A "W" shall not be assigned to a student subject to fire, flood or other natural disasters. Students affected by this type of situation should file a petition to the academic standards committee to remove the "W."

L. The District will notify a student after the second withdrawal from a course of this policy and refer them to the Counseling Office. The Counseling Office will provide guidance to enable the student to successfully complete the course.

4230.8: Military Withdrawal (MW)

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the district during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."

- A. Military withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would a military withdrawal result in a student being assigned a ~~an~~ "FW" grade.
- C. Military withdrawals shall not be counted in the total ~~of~~ for the three withdrawal limitation ~~of~~ for any one course.

4230.9 Excused Withdrawal (EW)

"Excused Withdrawal" occurs when a student must withdraw from a course due to reasons beyond their control. The student must provide the college with documentation of the extenuating circumstance that cause them to no longer attend the course.

- A. Excused withdrawals shall not be counted in progress probation and dismissal calculations.
- B. In no case would an excused withdrawal result in a student being assigned a "FW" grade.
- C. Excused withdrawals shall not be counted in the total for the three withdrawal limitation for any one course.

"Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before

the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

(2) Excused withdrawal shall not be counted in progress probation and dismissal calculations.

(3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

(4) In no case may an excused withdrawal result in a student being assigned an "FW" grade.

Board Approved: June 26, 2019

Next Review Date: Spring 2025

COLLEGE OF THE CANYONS

Full Time Faculty Professional and Instructional Evaluation Summary

Fall _____ Spring _____

Date _____

Course Number and Title: _____

Modality: **Online**

Drop Down Menu

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed _____

Name: _____

Dept: _____

Name of Evaluator: _____

Directions: Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any *room for improvement, please discuss with the faculty member as a part of the evaluation process.*

Rating	Definition
5	OUTSTANDING: Evaluator observed exceptional performance.
4	EXCEEDS STANDARD: Evaluator observed performance that exceeds the standard.
3	MEETS STANDARD: Evaluator observed evidence of standard. Room for growth may exist.
2	DEVELOPING: Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure-track only)
1	BELOW STANDARD: Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure-track only)
0	No evidence of standard: Evaluator observed no evidence of standard. (Remediation Plan for tenure-track only)

F. Teaching Performance

1. Scholarship/Knowledge of Subject Matter

Sample Indicators for 3 "Meets Standard" - Highlights fundamental concepts of the subject. Engages students in discipline-specific thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret information, and an ability to answer questions and reformulate

explanations. Includes, when appropriate to the subject matter, the presentation of alternative and historically excluded viewpoints or theories.

Drop Down Menu

3. Meets Standard

Comments/Evidence:

2. Clear and Measurable Lesson Objective(s)

Sample Indicators for 3 "Meets Standard" - Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives are appropriate to the course and student needs. Objectives are accessible and/or regularly communicated to students.

Drop Down Menu

3. Meets Standard

Comments:

3. Written and Oral Communications

Sample Indicators for 3 "Meets Standard" - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. Instructor voice is present and primary throughout the course. Any publisher or third-party materials are used to complement instructor communication and expertise and adhere to accessibility standards. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support a student-centered learning environment.

Drop Down Menu

5. Outstanding

Comments:

4. Organization, Presentation, and Pacing of Activities

Sample Indicators for 3 "Meets Standard" - Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student-centered pedagogy. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Delivers a comprehensive recap of the lesson that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery of identified learning objectives.

0. Standard not Observed

Comments:

5. Variety of Instructional Methods

Sample Indicators for 3 "Meets Standard" - Instructor uses teaching method(s) appropriate for the subject and modality, with attention to accessibility and the diverse learning styles of all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas. Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design inclusive, student-centered learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and critical thinking. Students are actively engaged as members of a learning community.

1. Below Standard

Comments:

6. Variety of Assessment Methods

Sample Indicators for 3 "Meets Standard" - Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning. Assessments are related to the stated course objectives and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.

2. Developing

Comments:

Evaluation of Additional Criteria:

. **Collegiality and Institutional Service (Required for Full Time Faculty)**

Sample Indicators - Instructor is actively participating in campus duties outside the classroom per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, Clubs, Committees, Academic Senate, Collaborative Projects with Colleagues, Student Engagement, Dept Contributions, Community Outreach, Advisory Groups. Commitment to continuing Professional Development. Instructor seeks out opportunities for self-improvement and reflects on student feedback. Instructor continues to grow and learn through professional development in holistic assessment methods and culturally affirming pedagogy.

Comments:

Total Criteria Rating: _____

**Signature of
Evaluator**

**Signature of
Evaluatee**

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

COLLEGE OF THE CANYONS

Classroom Visitation Report

T	_____
NT	_____
Instructor	_____
Visitation Date	_____

Course Number and Title _____ ☐ Lecture ☐ Lab ☐ Activity

Instructional Techniques Being Used

(lecture, discussion, audio/visual, laboratory, group activity, other)

Name of Evaluator _____

Directions: Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment. If item is not applicable or you have no basis for judgment, circle N/A. May also include assessment of class materials and assessment instruments.

A. Knowledge of Subject matter ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 - Instructor demonstrates a broad knowledge of field

3 - Instructor demonstrates an adequate understanding of the subject

1 - Instructor does not appear to have an adequate background

Comments:

B. Clear Lesson Objectives ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 - Clearly defined objective/thorough preparation

3 - Some objectives not detected/evidence of some preparation

1 - No objectives for lesson evident/no evidence of prior preparation

Comments:

C. Clear Written and Oral Communications

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 - Clear, enthusiastic, well-poised and direct; excellent vocabulary

3 – Generally clear and understandable, good vocabulary and voice

1 – Inaudible or illegible, lacks enthusiasm

Comments:

D. Variety of Teaching Methods

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 - Uses a variety of teaching methods

3 – Uses primarily one method (lecture, etc.)

1 – Appears to be reading (rehashing) textbook

Comments:

E. Organization of Presentation and Activities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Clearly organized and easy-to-follow patterns

3 – Discernible organizational pattern

1 – Apparent lack of organization

Comments:

F. Good Time Management

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Time is managed well

3 – Some parts of lesson go beyond time allocated or necessary

1 – No apparent awareness of time and poor use of time

Comments:

G. Use of Appropriate Assessment Methods

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

(Suggestion: Request, if appropriate, a quiz or test before the classroom visitation.)

5 – Methods of assessment are appropriate

3 – Some methods do not seem to correspond with objectives

1 – No correlation between assessment and objectives

Comments:

Evaluation of Additional Criteria:

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator

Signature of Evaluatee

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

COLLEGE OF THE CANYONS

Online/Hybrid Visitation Report

Use this form if the class to be evaluated takes place 100% online or hybrid class is 50% or more online.

T	_____
NT	_____
Instructor	_____
Visitation Date	_____

Course Number and Title _____ ☐ Lecture ☐ Lab ☐ Activity

Instructional Techniques Being Used

(video lectures, other lecture materials, discussion boards, small group activities)

Name of Evaluator _____

Directions: Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment. If item is not applicable or you have no basis for judgment, circle N/A. May also include assessment of class materials and assessment instruments.

Content – Items A through C

A. Knowledge of Subject Matter ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Instructor demonstrates a command of the material taught.

3 – Instructor demonstrates an understanding of the material taught.

1 – Instructor does not appear to have an adequate background for the material taught.

Comments:

B. Clear Communication ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Instructor models clear and appropriate language and style in all media used and provides well-defined lesson objectives. Instructions, interaction, and feedback are accurate, easy to understand and sufficiently specific and detailed.

3 – Communication in one or more media used is of average quality and may contain some errors or lack of specificity. Lesson objectives are provided in general terms.

1 – Poor quality communication in one or more media used; language vague, unclear, or containing significant errors. No lesson objectives are provided.

Comments:

C. Student Assessment Methods

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Assessments are of sufficient quantity and variety to address differing learning styles and to determine mastery of student learning outcomes.

3 – Some methods of assessment are adequate to assess a variety of student learning styles and student learning outcomes.

1 – Assessments address only a single learning style and are insufficient to accurately measure student learning outcomes.

Comments:

Distance Learning – Items D through G

D. Teaching Methods

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Uses teaching method(s) appropriate for the subject, inclusive of diversity of student learning styles, and accessible to all students.

3 – Uses limited but adequate teaching method(s) for the subject; some components are not accessible to all students.

1 – Uses teaching method(s) that are inadequate to address the variety of student learning styles or that do not support the content well; many course components are not accessible to all students.

Comments:

E. Regular and Effective Contact

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Regular and effective instructor-student and student-student contact as described in the course outline of record is demonstrated through multiple techniques. Students receive instructor feedback on questions and assignments in a timely way.

3 – Limited but adequate instructor-student and student-student contact as described in the course outline of record is incorporated into the course. Students generally receive instructor feedback in a timely way, but there may be occasional delays.

1 – Regular and effective instructor-student and student-student contact as described in the course outline of record is not demonstrated in the course and/or instructor feedback is not provided in a timely way.

Comments:

F. Organization and Presentation of Activities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Course elements are clearly organized and easy to locate. All links function properly and dates are accurate for the term.

3 – Discernible organization of course elements, though some items may be initially unclear. There may be some minor errors in links or dates.

1 – Apparent lack of organization, course elements difficult to locate. May contain multiple broken links or incorrect dates.

Comments:

G. Course Pacing

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5 – Course materials are presented at an appropriate pace, including timing of units and release of materials and assignments.

3 – Course units, materials, and assignments, are generally presented at a reasonable pace, but there may be some inconsistencies.

1 – Course materials and assignments are presented late or in an erratic manner that does not give students sufficient time to meet deadlines.

Comments:

Evaluation of Additional Criteria:

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator _____

Signature of Evaluatee _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

COLLEGE OF THE CANYONS

Full Time Faculty Professional and Instructional Evaluation Summary

Date _____

Fall _____ Spring _____

Course Number and Title: _____

Modality: **Online**

Drop Down Menu

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed _____

Name: _____

Dept: _____

Name of Evaluator: _____

Directions: Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any **room for improvement, please discuss with the faculty member as a part of the evaluation process.**

Rating	Definition
5	OUTSTANDING: Evaluator observed exceptional performance.
4	EXCEEDS STANDARD: Evaluator observed performance that exceeds the standard.
3	MEETS STANDARD: Evaluator observed evidence of standard. Room for growth may exist.
2	DEVELOPING: Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure track only)
1	BELOW STANDARD: Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure track only)
0 N/A	Evaluator observed no evidence of standard. (Remediation Plan for tenure track only)

A. Teaching Performance

1. Scholarship/Knowledge of Subject Matter

~~Sample Indicators for 3 "Meets Standard" – Highlights fundamental concepts of the subject.~~

~~Engages students in discipline-specific thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret information, and an ability to answer questions and/OR reformulate~~

explanations. Includes, when appropriate to the subject matter, the presentation of alternative and historically excluded viewpoints or theories.

Drop Down Menu

3. Meets Standard

Comments/Evidence:

2. Clear and Measurable Lesson Objective(s)

~~Sample Indicators for 3 "Meets Standard" – Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives are appropriate to the course and student needs. Objectives are accessible, and/or regularly communicated to students.~~

Drop Down Menu

3. Meets Standard

Comments:

3. Written and Oral Communications

~~Sample Indicators for 3 "Meets Standard" - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. **There is clear evidence of regular and substantive interaction between the instructor and students in the online modality. Instructor voice is present and primary throughout the course. Any publisher or third-party materials are used to complement instructor communication and expertise and adhere to accessibility standards. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support a student-centered learning environment.**~~

Drop Down Menu

5. Outstanding

Comments:

4. Organization, Presentation, and Pacing of Activities

~~Sample Indicators for 3 "Meets Standard" – Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student-centered pedagogy. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Delivers a comprehensive recap of the lesson that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery attainment of identified learning objectives.~~

0. Standard not Observed

Comments:

5. Variety of Instructional Methods

Sample Indicators for 3 "Meets Standard" - ~~Instructor uses teaching method(s) appropriate for the subject and modality, with attention to accessibility and the diverse learning styles of all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas. Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design inclusive, student-centered learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and/OR critical thinking. Students are actively engaged as members of a learning community.~~

1. Below Standard

Comments:

6. Variety of Assessment Methods

Sample Indicators for 3 "Meets Standard" - ~~Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning. Assessments are appropriate, related to the stated course objective, and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.~~

2. Developing

Comments:

Evaluation of Additional Criteria:

- **Collegiality and Institutional Service (Required for Full Time Faculty) (Please review instructor's self-reflection for evidence).**

~~Sample Indicators—~~ Instructor is actively participating in campus duties outside the **classroom in service to the district** per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, student clubs, campus committees, Academic Senate, collaborative projects with colleagues, ~~Student Engagement,~~ department contributions, community outreach, **and/or** advisory groups. Instructor demonstrates a commitment to continuing professional development. ~~Instructor seeks out opportunities for self-improvement and reflects on student feedback. Instructor continues to grow and learn through professional development in holistic assessment methods and culturally affirming pedagogy.~~

Comments:

Total Criteria Rating: _____

**Signature of
Evaluator**

**Signature of
Evaluatee**

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

NEW GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY DRAFT

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

- H.** Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- a. Reflect and respond to feedback from the students.
- b. Which student learning outcomes guide your course design, and how do they align with inclusive and culturally responsive teaching practices?
- c. How do you integrate diverse perspectives, voices, and materials into your curriculum to reflect the backgrounds and experiences of your students?
- d. How do you adapt your assessment methods to accommodate diverse student needs and strengths?
- e. Can you provide an example of how you have revised a course or teaching approach to improve equity and inclusion?

- I.** Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- a. What professional growth activities are you involved in or have you completed that relate to department goals?
- b. Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
- c. How has your committee work, or institutional service informed your classroom practices?

- J.** A professional development plan including but not limited to FLEX activities that align with department goals. (Optional for Tenured Faculty)

For example:

- a. What activities are you involved in or have you completed that relate to department goals?
- b. What are your short and long-term goals for continuing to improve your culturally responsive and inclusive teaching practices?
- c. What support, resources, or institutional changes would help you further integrate IDEAA principles into your teaching? What support and resources will you actively seek out in the future?
- d. What professional development or training have you engaged in to enhance your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the COC community? This might include, but is not limited to, the following:
 - Curriculum review related to anti-racism, decolonization, and equity
 - Participation in anti-racism and equity related workshops/institutes
 - Review of professional materials and best practices for equity in your field, and/or
 - Review of your student success data

K. To what extent have the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) been met.

For example:

- a. What have you accomplished since the last report (if applicable)?
- b. What are your future objectives for teaching improvement and/or meeting department goals?
- c. How will you approach meeting these new objectives?
- d. What is the timeline for accomplishing these new objectives?

NEW GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY

<DRAFT>

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states: *Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members **one week** before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:*

- L. TEACHING/PEDAGOGY: (SUGGEST REFORMAT WITH LETTER “A”)** Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to ~~his/her~~ **their** current assignment.

For example:

- **Reflect on student performance in your course(s) via the following data: SLO assessments, success and persistence rates, and/or tabulated scores of student evaluations.**
- Reflect and respond to feedback from students, **if available.**
- ~~Which student learning outcomes guide your course design, and how do they align with inclusive and culturally responsive teaching practices?~~ **<Suggest strike entire prompt. All courses are to be designed with all the SLO’s (student learning outcomes) addressed; we don’t get to pick and choose.>**
- How do you adapt your assessment methods to accommodate diverse ~~student needs and strengths~~ **learning styles?**
- How do you integrate diverse perspectives, voices, and materials into your curriculum to reflect the backgrounds and experiences of your students?
- ~~Can you provide an example of how you have revised a course or teaching approach to improve equity and inclusion?~~
- **What new instructional techniques or teaching strategies have you used in your teaching since your last evaluation? Did they work? Why or why not?**
- **Are there instructional techniques and/or teaching strategies you would like to develop going forward? If so, please describe.**

- M. INSTITUTIONAL SERVICE OUTSIDE THE CLASSROOM (SUGGEST REFORMAT WITH LETTER “B”):** Participation in non-classroom-related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities ~~plus objectives for continued involvement in these areas.~~ **<Suggest strike because faculty interests evolve and/or change over time>. Since your last evaluation:**

- a. Describe your professional service to College of the Canyons outside of the classroom.

- b. How has your committee work or institutional service informed your classroom practices?

N. PROFESSIONAL DEVELOPMENT (SUGGEST REFORMAT WITH LETTER “C”):
Commitment to professional development. ~~plan including but not limited to FLEX activities that align with department goals. (Optional for Tenured Faculty).~~ Since your last evaluation, consider the following:

- a. What professional growth activities are you involved in or have you completed that relate to **your department’s goals?**–**Describe how they have informed your work.** *<moved and revised from above >*
- b. **What activities are you involved in, or have you completed, that pertain to maintaining your discipline expertise, certification, and/or licensure?** *<necessary for our licensed colleagues that must take CEU’s>*
- c. **What professional development or training have you engaged in to enhance your understanding of anti-racism, equity-mindedness, and inclusion as it relates to your discipline and the College of the Canyons community?**
- d. **What are your goals for continued growth as a culturally responsive and inclusive educator?**
- e. Have you attended or presented at conferences or workshops (**such as FLEX presentations**), **taken and/or taught courses through the Center for Excellence in Teaching and Learning or elsewhere**, or been involved in relevant community activities? **If so, please list and describe.** *<suggest move to new section below>*

<ATTEMPTED TO RESTATE/SIMPLIFY THE FOLLOWING IN THE PROMPTS ABOVE>

- f. *What activities are you involved in or have you completed that relate to department goals?*
- g. *What are your short and long-term goals for continuing to improve your culturally responsive and inclusive teaching practices?*
- h. *What support, resources, or institutional changes would help you further integrate IDEAA principles into your teaching? What support and resources will you actively seek out in the future?*
- i. *What professional development or training have you engaged in to enhance your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the COC community? This might include, but is not limited to, the following:*
 - *Curriculum review related to anti-racism, decolonization, and equity*
 - *Participation in anti-racism and equity related workshops/institutes*
 - *Review of professional materials and best practices for equity in your field, and/or*
 - *Review of your student success data*

O. PROFESSIONAL GROWTH: ~~To what extent have the objectives for the improvement, participation in professional development activities, relevant community involvement, and committee assignments stated in the contract faculty member’s last report (if applicable) been~~

~~met.~~ **To what extent have the identified goals and/or opportunities for improvement as identified in the contract faculty member's last report been met?**

For example:

- a. ~~What have you accomplished since the last report (if applicable)?~~ **Have you successfully met previously stated goals, and/or addressed areas identified as needing improvement, since your last evaluation? Please explain.**
- b. What are your future objectives for teaching improvement and/or meeting department goals?
- c. How will you approach meeting these new objectives?
- d. What is the timeline for accomplishing these new objectives?

The revisions suggested above are by no means exhaustive. They are merely a first attempt to infuse IDEAA principles in the self-evaluation such that all faculty can engage in the metacognitive approach to this work that can be engaging/inviting/meaningful. These prompts undoubtedly need much more refinement. But if we focus on three major areas: teaching/pedagogy, service to the district outside the classroom, professional development (routine), and professional growth, we should be able to provide solid guidance.

Current Guide to Self Service Evaluation Tenure and Tenure-Track Faculty

GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

1. Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- Reflect and respond to feedback from the students.
 - What teaching techniques have you used? What has been effective?
 - What can you change and improve?
 - Are there external barriers that affect the quality of your teaching?
 - What training, materials, resources, etc., would assist you?
2. Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- What professional growth activities are you involved in or have you completed?
 - Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
 - Do you participate on committees?
 - How have these activities impacted your teaching?
3. A professional development plan including but not limited to FLEX activities that aligns with department goals. (Optional for Tenured Faculty)

For example:

- What activities are you involved in or have you completed that relate to department goals?
 - How have these activities impacted your role in your department and its goals?
4. To what extent the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) have been met.

For example:

- What have you accomplished since the last report (if applicable)?
- What are your future objectives for teaching improvement and/or meeting department goals?
- How will you approach meeting these new objectives?
- What is the time line for accomplishing these new objectives?