

College of the Canyons  
Academic Senate Agenda  
April 25, 2013 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Consent Calendar
  - a) Approval of the Academic Senate Meeting Summary: April 11, 2013 (p.2)
  - b) Approval of the Curriculum Summary Meeting: April 18, 2013 (p.5)
3. President's Report
4. Vice-President's Report

B. Committee Reports

1. Curriculum – Ann Lowe

C. Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee Senate's Proposal for Revision of Prerequisite Policy – in Policy Committee
2. Calendar Options 2014-2015 – for Division Discussions

D. Discussion Items

1. Professional Development Committee Procedures – Lisa Hooper (p.7)
2. Minimum Qualifications and Equivalencies Committee Procedures – Edel Alonso (p.12)
3. Score card – Daylene Meuschke (p.22)
4. BP Policy 5901 and AP 5901 Course Repetition – David Andrus (p.22)

E. Action Items

1. Ratification of At-large Elections for 2013-2015
  - Lee Hilliard
  - Deanna Riveira
  - Mike Sherry

F. Division Reports

G. Announcements

1. June 13, 14, 15 – ASCCC Faculty Leadership Institute, Sacramento
2. July 11, 12, 13 – ASCCC Curriculum Institute, Anaheim

H. Open Forum

I. Adjournment

The next Senate meeting is **May 9, 2013**  
*As always everyone is welcomed*

### **Summary of the Academic Senate Meeting April 11, 2013**

Attendance: Edel Alonso, Paul Wickline, Lee Hilliard, Amy Shennum, Ruth Rassool, Garrett Hooper, Deanna Riviera, Ann Lowe, Shane Ramey, Rebecca Shepherd, Juan Buriel, Howard Fisher, David Andrus, Diane Fiero, Michelle LaBrie, Michael Sherry, Regina Blasberg, Rebecca Eikey, Wendy Brill-Wynkoop and Garen Bostanian

#### **A. Routine Matters**

1. Call to order: Edel called the meeting to order at 3:05 p.m.
2. Approval of the Consent Calendar: Approved
3. A. Report of Senate President, Dr. Edel Alonso:
  - ✓ Edel shared a memo from Alliant Insurance to Health & Welfare Benefits Committee “CVT & ASCIP require a signed letter of intent on district letterhead to release a Kaiser quote. Quote turnaround time is 3 to 4 weeks. CVT & ASCIP is unable to provide HMO quotes for existing CALPERS participants unless they receive the letter from CALPERS stating the group has submitted their intent to withdraw from CALPERS. It’s our understanding that the group can retract the intent to leave and remain in CALPERS prior to deadline after reviewing the options. How to proceed? Michael Morales, Asst. VP” Senators’ concerns were whether there are assurances in writing for keeping CALPERS if we want to continue with them, and do we know the exact deadline? Edel suggested any questions on these matters be taken to COCFA. The adjunct Senators explained that they, too, are looking into insurance and whatever the full-faculty take they are hoping they can get the same. At the moment they have no insurance for their part-time people.
  - ✓ Edel sent an email to faculty and administration informing them, as per the Senate’s motion at the last meeting, that further discussion on proposed calendar changes will not take place until the Calendar Committee provides a forum in which to ask questions and receive in writing an explanation of options.
  - ✓ Edel passed out a one page summary of information on accreditation and reviewed it explaining how important it is to participate fully in the process and have all our planning documents and processes in order. There have been good discussions and progress made w. SLOs, Program Review, Enrollment Management, PAC-B processes, integrated planning, and establishing targets for performance outcomes.
  - ✓ Edel reported on the Board meeting last night. Dr. Van Hook was not in attendance since she is currently on sabbatical. Presentations were made by the departments of ESL and Athletics.
  - ✓ Barry Gribbons prepared a brief that compares us to other community colleges as per the information from the new score card. Senators stated that the information was confusing. Edel will ask Daylene to come to the next Senate meeting and explain the score card.
  - ✓ Edel thanked Joe Gerda and the administration for providing the funds for the food for the ASCCC Area C meeting that was held here at COC on March 30, 2013. The 23 people who attended were really impressed with University Center, the entire campus, and our hospitality.

- ✓ Edel attended the Academic Staffing committee meeting this week. There was deliberations on all the presentations from various departments requesting hiring. The committee ranked their recommendations for hiring. Wendy Brill-Wynkoop and Joe Gerda will send the recommendations to Dr. Van Hook and to Edel Alonso.
- ✓ Edel noted that the travel for Ann Lowe to attend the Curriculum Institute this summer was approved by the BOT and the request from Wendy Brill-Wynkoop and Edel to travel to the ASCCC Plenary SP 2013 Session was approved.
- ✓ John McElwain was contracted to work with the Chancellor on a special assignment. Not clear what his duties are.

Report of Paul Wickline, Senate VP: None

#### B. Committee Reports

- Cultural Heritage – Juan Buriel, Chair of the Cultural Committee.  
The committee has been hosting a series of student panels around the theme of resilience. Yesterday they had a very successful one on student participation in accelerated programs. Students came from wide variety of backgrounds. They presented on their experiences with the acceleration program. It was videotaped and will be available shortly. We have been trying to center our efforts at student panels on the one hand allow the faculty and staff and community at large to hear the students, the committee is interested in ideas and themes from the campus and community for future panels. The committee tabled the annual potluck that we usually have in the Fall and will bring it back next year. Also next year we will be adopting the theme of Family for our activities.

#### C. Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Senate's Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Faculty Professional Development Committee Procedures – in FPDC Committee
4. Calendar Options 2014-2015 – for Division Discussions and pending school-wide forum

#### D. Discussion Items

- SLO Resolution. Paul and Rebecca spoke on the Draft included on the agenda. They passed around a newer version of the draft with a couple of changes. David Andrus was concerned if it requires a policy and wants to look at what other colleges are doing with SLOs and faculty evaluations. Paul said this will need to be addressed in Standard 3.1.A.c. for accreditation. Faculty express concern at the number of people including legislators outside of education vying in on SLOs and other accountability measures. There were many questions and concerns. David, Paul, Nicole, Vince and Edel will meet to discuss this further and bring it back to Senate.
- Minimum Qualifications and Equivalencies Committee Procedures. Edel spoke again to explain the proposed revisions to the Equivalency process included in the agenda. The committee has been meeting for over a year with representatives from HR who do the preliminary screening of applications. Concern was expressed over applicants for CTE programs having to demonstrate knowledge in general education. The committee was sensitive to CTE concerns and narrowed the

requirement for GE's to just 15 GE units. CTE faculty are concerned about finding experts in their fields who also have GE knowledge. Edel explained that we have no other option with the GE which must be part of the qualifications although how the applicants demonstrate it can be debated. But we would be out of compliance if we limit knowledge to discipline only. Edel is going to bring this back to our next Senate meeting on April 25<sup>th</sup> for more discussion.

#### E. Action Items

1. Academic Senate Meeting Calendar for 2013-2014: **Approved**

#### F. Division Reports: None

#### G. Announcements"

1. April 18,19 , 20 – ASCCC Spring 2013 Plenary Session, San Francisco
2. June 13, 14, 15 – ASCCC Faculty Leadership Institute, Sacramento
3. July 11, 12, 13 – ASCCC Curriculum Institute, Anaheim

#### H. Open Forum:

- Garrett announced that next Thursday is the TedX conference at COC. There are no more tickets, but they will have an extra room available with a live feed. If you want to attend please register now so they know how much food to order.
- Edel also announced that at our next Senate meeting April 25<sup>th</sup> we will have a teleconference with the CCC campus. Last year's Senate decided to have the teleconference instead of holding a meeting at CCC because we have experienced low attendance and jeopardized a quorum to take action.

Adjournment: 4:40 p.m.

## CURRICULUM COMMITTEE SUMMARY

April 18<sup>th</sup>, 2013

3:00 pm – 5:00 pm

BONH-330

**Items on "Consent" are recommended for approval as a result of a Technical Review meetings held on March 26<sup>th</sup> and April 12<sup>th</sup>, 2013:**

**Members present:** Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Baker, Diane – Allied Health (Substitute for Tina Waller); Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Richter, Christy – Enrollment Services; Solomon, Diane – Member at Large

**Members absent:** Green, Audrey – Co-Chair, Administrator; Ruys, Jasmine – Admissions & Records, Non-voting member; Stanich, Diana – Physical Education & Athletics; Voth, Joseph – Humanities

### TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
BUS	154	Personal Finance	Changed title (Formerly "Finance"). -Approved	R. Macneil	Fall 2013
ESYST	123	Residential Wiring	Changed prerequisite of ESYST-104 to a co-requisite. -Approved	L. Hilliard	Fall 2013
HIST	111H	United States History I – Honors	Changed prerequisite of ENGL-101 to recommended preparation. -Approved	B. Ruffel	Fall 2013

### DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
SOCI	201	Domestic Violence, Abuse and Neglect	Course will no longer be offered. -Approved	A. Marenco	Fall 2013

### MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
DANCE	107	Dance Conditioning	Revised SLO, revised objectives and course content, added text. -Approved	P. Smith	Fall 2013
DANCE	121	Modern Dance I	Revised SLO, revised objectives and course content. -Approved	D. Stanich	Fall 2013
DANCE	141	Introduction to Ballet Techniques	Revised schedule description, revised SLO, revised objectives and course content. -Approved	P. Smith	Fall 2013

DANCE	159	Commercial Dance	Changed to all lab course (formerly 1 unit lecture and 1 unit lab), revised descriptions, revised SLO's (2), revised objectives and course content. -Approved	P. Smith	Fall 2013
FIRETC	102	Fire Prevention Technology	Revised descriptions, revised SLO's (4), revised objectives and course content, updated and added texts. -Approved	P. Hailley	Fall 2013
FIRETC	103	Fire Protection Equipment & Systems	Revised descriptions, revised SLO's (3), revised objectives and course content, updated and added texts. -Approved	P. Hailley	Fall 2013
KPEA	100A	Beginning Physical Fitness Lab	Changed title and course number (formerly KPEA-100 Physical Fitness Lab), revised descriptions, revised SLO, revised objectives and content. -Approved	C. Lyon	Fall 2013
KPEA	105	Step Aerobics	Changed to 1 unit (formerly 0.25 – 1 unit), revised descriptions, revised SLO, revised objectives and content. -Approved	H. Fisher	Fall 2013
KPEA	125	Walking for Fitness	Revised objectives and content. -Approved	L. Kane	Fall 2013
KPEA	170A	Beginning Soccer	Revised descriptions, objectives and content. -Approved	P. Marcellin	Fall 2013
KPEA	170B	Intermediate Soccer	Revised descriptions, objectives and content. -Approved	P. Marcellin	Fall 2013
KPEA	180A	Beginning Swimming	Revised objectives and content. -Approved	H. Fisher	Fall 2013
KPEA	180B	Intermediate Swimming	Revised descriptions, objectives and content. -Approved	H. Fisher	Fall 2013
KPEA	180C	Advanced Swimming	Revised descriptions, revised SLO, objectives and content. -Approved	H. Fisher	Fall 2013
KPEA	185A	Beginning Tennis	Revised descriptions, objectives and content. -Approved	L. Kane	Fall 2013
KPEA	185B	Intermediate Tennis	Revised descriptions, revised SLO, objectives and content. -Approved	L. Kane	Fall 2013
KPEA	185C	Advanced Tennis	Revised descriptions, revised SLO, objectives and content. -Approved	L. Kane	Fall 2013
MEA	125	News Reporting and Anchoring	Changed to 3 units (formerly 3.50 units), revised descriptions, revised SLO, revised objectives and content, updated text. -Approved	D. Brill	Fall 2013
NURSG	206	Operating Room Nursing	Changed to 4.75 units (formerly 5 units), revised SLO's (2), revised objectives and content, updated text. Added NURSG-234 as a prerequisite, Added Distance Learning Addendum. -Approved	T. Hothke	Fall 2013
PHYSIC	101	Introduction to Physics	Revised descriptions, revised SLO, objectives and content, updated texts, changed prerequisite of MATH-070 to recommended preparation. -Approved	D. Michaels	Fall 2013

**MODIFIED PROGRAMS on consent:**

Program	Degree/Certificate	Description of action	Author	Effective
New Media Journalism	A.A. Degree	Total units required changed to 24.5 (formerly 25 units) due to unit change in MEA-125. <b>-Approved</b>	D. Brill	Fall 2013
News Reporting and Anchoring	Certificate of Specialization	Total units required changed to 11 (formerly 11.5 units) due to unit change in MEA-125. <b>-Approved</b>	D. Brill	Fall 2013

**NEW COURSES:**

Subject	#	Title	Description of action	Author	Effective
BIOSCI	100H	General Biology – Honors	4 units, 54 hours lecture, 54 hours lab, not repeatable. <b>New SLO's (2), new recommended preparation of ENGL-101. -Approved.</b>	D. Sawyer-Wang	Fall 2013
COMS	250H	Process of Communication – Honors	3 units, 54 hours lecture, not repeatable. <b>New SLO, new recommended preparation of ENGL-101. -Approved</b>	V. Leonard	Fall 2013
HIST	112H	United States History II – Honors	3 units, 54 hours lecture, not repeatable. <b>New SLO's (2). New recommended preparation of ENGL-101. -Approved</b>	B. Ricciol	Fall 2013
PHILOS	101H	Introduction to Philosophy – Honors	3 units, 54 hours lecture, not repeatable. <b>New SLO, New recommended preparation of ENGL-101. -Approved</b>	C. Blakely	Fall 2013

**NEW/MODIFIED PREREQUISITES:**

Title	#	Title	Suggested Enrollment Limitation	Author
BIOSCI	100H	General Biology – Honors	New recommended preparation of ENGL-101. <b>-Approved</b>	D. Sawyer-Wang
COMS	250H	Process of Communication – Honors	New recommended preparation of ENGL-101. <b>-Approved</b>	V. Leonard
ESYST	123	Residential Wiring	Changed prerequisite of ESYST-104 to a co-requisite. <b>-Approved</b>	L. Willard
HIST	111H	United States History I – Honors	Changed prerequisite of ENGL-101 to recommended preparation. <b>-Approved</b>	B. Ricciol
HIST	112H	United States History II – Honors	New recommended preparation of ENGL-101. <b>-Approved</b>	B. Ricciol
NURSN	206	Operating Room Nursing	Added NURSN-234 as a prerequisite. <b>-Approved</b>	T. Bathke
PHILOS	101H	Introduction to Philosophy – Honors	New recommended preparation of ENGL-101. <b>-Approved</b>	C. Blakely
PHYSIC	101	Introduction to Physics	Changed prerequisite of MATH-070 to recommended preparation. <b>-Approved</b>	D. Michaels

**NEW DISTANCE LEARNING ADDENDUMS:**

Title	#	Title	TYPE OF DELIVERY	Author
NURSN	206	Operating Room Nursing	Online/Hybrid. <b>-Approved</b>	T. Bathke

**Discussion Items:**

1. The 2013-2014 Curriculum Committee Calendar was reviewed and approved by the committee members present.

New Courses Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	3
New Programs	-0-	New DLA's	1	Deleted Courses	1
Modified Courses	20	New SLO's	6	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	21	Proposals Reviewed in Technical Review Session	27
New Non Credit Courses	-0-	New Prerequisites	5	Proposals Returned from Technical Review Session	8

**(DRAFT)**

## **FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE PROCEDURES**

### **MISSION STATEMENT**

*The mission of the College of the Canyons Faculty Development Committee is to promote, improve, and sustain the professional growth and wellbeing of faculty.*

### **COMMITTEE DUTIES AND FUNCTIONS**

The committee is charged with adhering to the California Code of Regulations, Section 55724, including:

- A. Providing a complete description of the FLEX calendar and configuration
- B. Developing institutional criteria for FLEX credit
- C. Developing the content and schedule for instructional improvement days (activities in lieu of part of regular classroom instruction)

#### **I. Membership**

- a. The committee is comprised of representatives from each academic division.
- b. All committee members must be current, tenured or tenure-track faculty.
- c. There shall be no limits to how many members can serve on the committee.
- d. The appointment of Committee Chair(s) shall be ratified by a quorum of the Academic Senate and shall take place in the spring semester of even numbered years. The two-year term will commence with the start of the following fall semester.
- e. Members are appointed by the President of the Academic Senate.
- f. Members are expected to serve a minimum of one full academic year, but may tender their resignation from committee service at any time.
- g. Members may be removed from the committee for non-performance by a majority vote of the other active committee members with the approval of the President of the Academic Senate. Non-performance is said to occur when a member has failed to attend three (3) or more consecutive meetings and has simultaneously failed to participate in collaborative work with the other committee members in reviewing proposals and other committee duties.

#### **II. Responsibilities of the Committee Chair(s)**

- a. Serve a two-year term.
- b. Provide an annual committee status report to the Academic Senate by the end of every spring semester, including committee membership for the following academic year.
- c. Recruit and manage committee membership.

- d. Meet a minimum of two times per semester with the Director of Professional Development for program evaluation including: planning, budgeting, implementation, and assessment.
- e. Schedule committee meetings and develop meeting agendas in coordination with the Director of Professional Development.
- f. Facilitate committee discussion of faculty proposals.

### III. Responsibilities of Committee Members

- a. Attend regularly scheduled committee meetings.
- b. Undertake due diligence in reviewing faculty proposals.
- c. Vote to approve, deny, or request more information regarding proposals during committee meetings or in absentia, having provided rationale in writing to committee chair(s) and the Director of Professional Development.
- d. Make advisory notes when proposals are denied FLEX credit or when additional information is necessary to complete proposal review.
- e. Identify relevant and meaningful training content for faculty.
- f. Identify possible presenter/speakers for FLEX sessions/events.
- g. Function as a link between faculty and FLEX sessions/events.
- h. Evaluate FLEX sessions/events benefit to faculty.

### IV. Meetings

- a. The committee will meet monthly, during the last week of each of the following months: **September, November, February, April, and May**.
- b. The committee will meet bimonthly in **October** and **March** for the purposes of planning FLEX week for the following semester
- c. Meeting dates and times for the following academic year will be finalized by the last meeting of the current academic year.
- d. The Faculty Development Coordinating Committee (Chair(s) of Faculty Development and Director of Professional Development) meets during the second week of the following months: **September, October, November, February, March, April, and May**.

### V. Procedures

- a. Proposals should be submitted in advance of the professional development activity whenever possible.
- b. Application forms are available on the College of the Canyons Intranet at the following address: [www.canyons.edu/offices/pd forms/AppCreditFlex.asp](http://www.canyons.edu/offices/pd%20forms/AppCreditFlex.asp)
- c. Applications/proposals must be received by the Monday following Spring Break to be guaranteed consideration for credit during the current academic year (July 1- June 30).
- d. Proposals are added to the committee meeting agenda in the order they are received.
- e. Proposals received within the one week/five-business day window may be considered on the subsequent meeting agenda if work volume permits; otherwise they will be considered at the next committee meeting.



- f. The Director of Professional Development will disseminate proposals to committee members for evaluation at least one (1) week or five (5) business days prior to regularly scheduled meetings.
- g. Proposals may be submitted within 30 days **after** a professional development activity with written support of the chair or dean (for departments with 1-3 faculty members). Supporting documentation must accompany the proposal. Examples include:
  - i. Evidence of participation
  - ii. Report on Travel
- h. Proposals for external-provider training, conference attendance, individual projects, outreach, and collaboration are evaluated during full committee meetings whenever possible.
- i. Proposals which are unable to be reviewed during full committee meetings **may be** evaluated by individual committee members via email. Committee members submit their recommendations via email and these recommendations are recorded by the Director of Professional Development
- j. Proposals that are denied FLEX credit may be resubmitted for consideration with justification and written support from the faculty member's Chair or Dean (departments with 1-3 faculty members).
- k. A simple majority vote of the committee is considered for evaluation proposals during the academic year. Proposals are evaluated as follows:
  - i. Approve
  - ii. Deny
  - iii. Need more information
  - iv. Hold – postpone evaluation to next meeting
- l. Faculty members are notified of committee decisions by the Director of Professional Development via email within two (2) business days of committee meetings.
- m. Proposals for FLEX credit for conference attendance and/or training by an external provider received during the summer will be reviewed and evaluated by the Director of Professional Development. The Director of Professional Development has the authority to approve or deny these proposals.
- n. Proposals for FLEX credit for individual projects, outreach, or collaboration during the summer should be submitted for evaluation during the prior academic year whenever possible.

#### VI. Evaluation of FLEX proposals

- a. The primary goal of the activity must be professional growth in one or more of the following areas:
  - i. Teaching and learning
  - ii. Student services
  - iii. Cultural diversity
  - iv. Human resources
  - v. Institutional advancement

- vi. Institutional effectiveness
- vii. Financial stability
- viii. Technological advancement
- ix. Physical resources
- x. Innovation
- xi. Campus climate
- xii. Leadership
- b. The activity must be designed to facilitate an analytical or reflective approach to professional development.
- c. The activity must fall outside of contractual faculty duties.
- d. FLEX credit is provided for hours of participation in professional development activities.

#### VII. FLEX Credit

- a. Faculty may request credit for:
  - i. an on-campus workshop or presentation that has not already been included in the Professional Development Schedule
  - ii. training by an external provider
  - iii. conference attendance
  - iv. an independent/individual project
  - v. outreach
  - vi. collaboration
- b. FLEX credit for conference attendance is awarded provided the following criteria are met:
  - i. the committee has approved the proposal
  - ii. and a *Report on Travel* has been received by the Director of Professional Development
- c. FLEX credit will not be awarded for activities considered contractual obligations by the faculty member, or for off-campus activities that take place during the faculty member's district-assigned time
- d. Faculty who present workshops for College of the Canyons employees will receive double credit for time (1 workshop hour = 2 FLEX hours).
- e. Faculty, who present a film and then lead a subsequent discussion for said film, will receive credit at a 1:1 ratio for the duration of the showing, and a 2:1 ratio for the duration of the discussion.
- f. The following areas of professional development are limited to **20.5 hours** per academic year:
  - i. Fitness Workshops
    - 1. Must be facilitated on campus
    - 2. Must address cardiorespiratory endurance, muscle strength, muscle endurance, and/or flexibility
  - ii. Film Analysis
    - 1. Must take place on campus
    - 2. Attendees must sign in prior to the start of the film, and sign out following the subsequent discussion

- iii. Individual/Independent Project
- iv. Conference Attendance
- v. External Provider Training
- vi. Outreach
- vii. Collaboration
  - 1. Mentor and Mentee relationship established through the Office of Professional Development at the beginning of a term
  - 2. Learning Community Teams, established through the Office of Academic Affairs at the beginning of a term
  - 3. Faculty Inquiry Groups, established through the Office of Academic Affairs at the beginning of a term
- g. Faculty members retiring at the semester break, or going on sabbatical for one semester, have half the contractual obligation for FLEX, or 20.5 hours, and may not earn more than half the allowable limits in the semester of service.

(DRAFT)

**COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
Operating Procedures for  
The Minimum Qualifications and Equivalency Committee (MQE)  
to Determine Equivalencies to Minimum Qualifications**

## **I. MINIMUM QUALIFICATION**

It is the philosophy of the ASCCC and of the Academic Senate of College of the Canyons that faculty hiring procedures and guidelines provide for qualified college faculty who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the students they serve. The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility to ensure the quality of its faculty peers through the development and implementation of policies and procedures governing the hiring process.

The Office of Human Resources, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates the minimum qualifications of an applicant to teach in a discipline at COC. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines, not for programs or for divisions.

Disciplines are divided into 3 categories:

1. Disciplines requiring a Master degree
2. Disciplines in which a Master degree is not generally available
3. Disciplines in which a Master degree is not generally available but which requires a specific Bachelor or Associate degree.

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Student Programs and Services personnel, Extended Opportunity Programs and Services personnel, learning assistance and tutoring coordinators, and work experience coordinators.

The minimum qualifications for disciplines, in which a Master degree is not generally available, are one of the following:

1. Any Bachelor degree and two years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.
2. Any Associate degree and six years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

The faculty in each discipline determine whether they will accept equivalencies to the minimum qualifications to teach in their discipline. Beginning in 2015 and every five years thereafter, the discipline/department faculty will review, decide, and inform the Academic Senate whether the discipline will accept equivalencies to the minimum qualifications. These decisions will be presented to the Academic Senate at the second Academic Senate meeting of the academic year. If a discipline needs to make a change in their acceptance of equivalencies prior to the Senate's established five-year cycle due to Board Certification or other professional requirements, such as in Nursing or Paralegal Studies, the department must make a request to the MQE Committee to make a change off cycle in the acceptance of equivalencies.

The burden of proof, with regard to the degree and with regard to experience, is on the applicant. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The Human Resources Office will verify minimum qualifications using the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Applications with questionable minimum qualifications will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

Information and links to past and current disciplines lists are available on the Academic Senate's website at [www.canyons.edu/offices/Acad Sen](http://www.canyons.edu/offices/Acad_Sen).

## **II. EQUIVALENCY TO A DEGREE**

AB1725 provides for the hiring of faculty who do not meet minimum qualifications, provided that "the governing board determines that he or she possesses qualifications that are at least equivalent" (title 5, Sec 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees of a Community College District and the Academic Senate (Title 5, Sec 53430). Together, they are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to maintaining standards. The agreed upon process includes reasonable procedures to ensure that the governing Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable

minimum qualifications specified in *Minimum Qualifications for Faculty and Administrators of California Community Colleges*. The process also requires that the Academic Senate be provided with an opportunity to present its views to the Board of Trustees before the governing board makes a determination; and that the written record of the decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code Section 87358. Until a joint agreement is reached and approved, the faculty member will be bound by the minimum qualification.

The authority to determine equivalent qualifications allows College of the Canyons (COC) to hire the most qualified individuals. The standards of the disciplines list published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges* cannot be waived. The fact that a particular candidate is the best that the college can find does not affect the question of whether he or she possesses equivalent qualifications. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the minimum qualifications or equivalency. Care has been given in this document to establish guidelines for equivalent criteria and to draft a supplemental application page that elicits relevant information. Determination of equivalency must be done fairly and expeditiously while maintaining the standards of AB1725.

### **III. CRITERIA FOR DETERMINING DEGREE EQUIVALENCY**

The Academic Senate has developed procedures to meet the responsibility to determine equivalencies when an applicant for a faculty position, though lacking the exact degree or experience specified in the disciplines list, nonetheless does possess qualifications that are at least equivalent. The equivalency process is, by statute, is one upon which the Board of Trustees and the Academic Senate jointly agree.

The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet. To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after July 1, 2013. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will be grand-fathered under the prior equivalencies but they must meet new equivalencies starting July 1, 2013, if they have not taught in the district for three continuous years.

**A. Equivalency to a Master Degree** (Applies to disciplines in category 1)

In order to establish the equivalent of a Master degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master degree in a requested discipline lies with the applicant. Documentation must include one of the following two options:

**Option 1**

1. An official transcript documenting successful completion of any Master degree from an accredited institution of higher education

AND

2. Official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

**Option 2**

1. An official transcript documenting successful completion of a Bachelor degree from an accredited institution of higher education in the requested discipline

AND

2. Official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline

AND

3. Current enrollment in a Master degree program in the requested discipline with the Master degree to be completed within 24 months from the hire date.

An applicant who does not provide conclusive evidence in regard to all sections of an option above does not possess the equivalent of the Master degree in question. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for the relevant degree but the degree has another name. A review of the transcript might show that the coursework completed is the same as the coursework required by the Master program and establishes that an applicant does have the broad background and depth of experience to be judged equivalent to the content of the academic work of the Master degree in question.

## **B. Equivalency to a Bachelor Degree (Applies to disciplines in categories 2 and 3)**

In order to establish the equivalent of a Bachelor degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

### Option 1

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described below and 24 discipline-specific semester units in courses for any one discipline specific major.

### Option 2

The applicant must submit an official transcript documenting successful completion of a combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described below, required for the Bachelor degree and documented and verifiable evidence of 640 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

### General Education

To meet the general education requirements for the Bachelor degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)



- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy)
- One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

(One of the Physical or Biological science courses above must include a laboratory.)

An applicant who does not provide conclusive evidence in regard to both general education and major courses does not possess the equivalent of a Bachelor degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of a Bachelor degree.

### **C. Equivalency to an Associate Degree (Applies to disciplines in categories 2 and 3)**

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

#### **Option 1**

The applicant must submit an official transcript documenting successful completion of 60 units of college coursework. The transcript must include 15 units of general education courses as described below. Also, the transcript must include 18 units of discipline-specific units for any one discipline specific major.

#### **Option 2**

The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning

including a minimum of 15 general education course units as described below and required for the Associate degree and documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

### General Education

To meet the general education requirements for the Associate degree, the applicant must include a transcript documenting successful completion of a minimum of 15 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Mathematics (one level above elementary algebra)

An applicant who does not provide conclusive evidence in regard to both general education and major specific courses does not possess the equivalent of the Associate degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of an Associate degree.

## **IV. CRITERIA FOR DETERMINING EXPERIENCE**

In order to establish experience, a candidate must show possession of thorough and broad skill and knowledge for each of the following:

- 1) Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline

- 2) Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:

- Documentation of prior teaching experience in the requested discipline.
- Employer statements or other evidence validating related work experience. In the case of self-employment, continuity of experience evidenced by presenting copies of relevant tax forms (schedule C or partnership forms) over the number of requested years.
- Documentation of apprenticeships and journeyman training.
- Examples of substantial evidence of work products that show a command of the discipline and time expended on the products.

## **V. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE**

### **A. Application to Request Equivalency**

1. The *Application to Request Equivalency* must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources.

2. The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet. To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

3. Decisions regarding equivalencies to the minimum qualifications for a discipline when an applicant for employment submits the application will be made prior to the hiring interview. If the discipline faculty members on the Hiring Committee do not reach a unanimous decision, the equivalency is not granted.

4. An *Application to Request Equivalency* will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring. Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted.

6. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.

7. Decisions of the Equivalency Committee will be submitted to and approved by the Academic Senate in the same way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.

8. In all equivalency procedures, the Office of Human Resources shall inform the applicant of the decision.

9. All records involved in equivalency proceedings, regardless of whether the equivalency was granted or not, shall be confidential. At the conclusion of the equivalency determination by the Equivalency Committee, the *Application to Request Equivalency* and all supporting documents shall be returned to the Office of Human Resources.

### **B. Committee Membership**

1. All faculty members serving on the committee shall be contract faculty.

2. Members of the committee will participate in annual training to take place at the first meeting of each academic year.

3. All decisions of the Equivalency Committee will be made by vote of its members. A vote will not take place unless a quorum, as established by a majority of its members, is present.

4. The committee will have one faculty representative from each division. The Equivalency Committee may consult with discipline faculty for the requested discipline if no faculty member from the Division where the discipline resides serves on the Equivalency Committee.

5. The committee will have two non-voting members from the Human Resources Office.

6. A full-time faculty member seeking an equivalency must abstain from deliberating on the determination of that equivalency if the faculty member making the request serves on the Equivalency Committee. In such a case, the committee must request an alternate faculty member from the division, which the faculty member represents on the committee.

7. The Committee will meet at least once a month during the fall and spring semesters, the date and time to be determined by the members of the committee.

8. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when an *Application to Request Equivalency* is reviewed forfeits his or her right to vote.

### **C. Appeal Procedure for Contract Faculty Only**

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications

to the Equivalency Committee. This appeal must be submitted within 15 contract days after the applicant has received notification of the committee's decision. The applicant may make an oral statement explaining this new material to the committee at its next scheduled meeting. The committee will deliberate again without the applicant present and the committee's decision shall be final. If a unanimous decision cannot be reached, the equivalency is not granted and the appeal process ends.

#### **D. Re-Application Procedure**

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re-application because of the time elapsed since the last equivalency decision. The Equivalency Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re-apply unless there is new coursework and/or new supporting documentation. The re-application process is subject to the appeal procedure.

Sources:

1. *Minimum Qualifications for Faculty and Administrators in California Community Colleges 2012* (CCCCO publication, 2012)  
[http://www.asccc.org/sites/default/files/Minimum\\_Qualifications\\_Handbook\\_for\\_2012-2014\\_\(MB2\\_020212\).pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2_020212).pdf)

2. *Equivalence to the Minimum Qualifications* (ASCCC publication, 2006)  
[http://www.asccc.org/sites/default/files/Equivalency\\_2006.pdf](http://www.asccc.org/sites/default/files/Equivalency_2006.pdf)

3. ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/>  
 accessed August 5, 2012.

**PRESS RELEASE****April 9, 2013**

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: [pdorr@cccco.edu](mailto:pdorr@cccco.edu)Mobile E-mail: [pmarlatt@comcast.net](mailto:pmarlatt@comcast.net)**California Community Colleges Chancellor's Office Releases****Student Success Scorecards for all 112 Colleges*****Metrics give nation's largest higher education system unprecedented transparency, accountability***

SACRAMENTO – California Community Colleges Chancellor [Brice W. Harris](#) on Tuesday released [Student Success Scorecards](#) that detail student outcomes at all 112 colleges using a variety of metrics that are presented in a clear and concise way and make the nation's largest system of higher education also the most accountable.

The scorecards give college-by-college views of student performance and were a major recommendation of the [Student Success Task Force](#). The scorecard enables users to easily track a college's certificate and degree attainment and transfer rates, persistence rates and "momentum points," such as the completion of 30 units, which is typically considered to be the halfway mark to transferring to a four-year institution as a junior or completing an associate degree.

"This new set of performance metrics makes the California Community Colleges the most transparent and accountable system of public higher education in the nation and is designed to help more students achieve their educational goals," Harris said. "The scorecard results make it clear how important preparation for college is to student success. If students come to college well prepared they complete certificates and degrees or transfer at rates exceeding 70 percent. And for the first time, colleges will have clear data regarding student success by race, ethnicity, gender and age to help them focus on closing performance gaps."

Development of the scorecard is one of a series of steps taken by the California Community Colleges Board of Governors to increase the number of students who earn certificates and degrees or transfer to four-year institutions.

"With President Obama's call to have 5 million more associate degree holders by 2020, the scorecard will help us see what is working in California and what needs improvement," said [Manuel Baca](#), president of the California Community Colleges Board of Governors. "This will lead to increased student success and ultimately it will help the nation reach its ambitious, yet certainly attainable, goal."

Students, parents, community leaders and policy makers can use the scorecard to track the rate of students transferring to four-year institutions and completing certificates and degrees. The scorecard, which can be found at <http://scorecard.cccco.edu> and on local college websites, also measures how effectively colleges move students through remedial and career technical instruction.

“We have been talking about student success at Diablo Valley College for many years now, but we don’t always share a common understanding of what student success means,” said Diablo Valley College President [Peter Garcia](#). “The scorecard will give us a common language and a common measure, so when we initiate new projects to support student success we will be able to look for a change in the scorecard and know for certain if we are focusing our energy and resources on the things that will make a meaningful difference. I anticipate that the scorecard will become an important part of our ongoing dialogue.”

Each college will be compared against its own past performance rather than statewide averages or artificially created peer groups. The scorecard will be built on the existing Accountability Reporting for Community Colleges (ARCC), the California Community Colleges Chancellor’s Office statewide data collection and reporting system.

“Pierce College has a long and rich tradition of supporting student success,” said Los Angeles Pierce College Vice President of Academic Affairs [Anna Davies](#). “We’re proud our scorecard data reflects students are reaching educational goals and believe making this information available to students and our community will continue to facilitate student progress and completion.”

The Student Success Scorecard is part of the California Community Colleges Student Success Initiative, which is vital to state’s economy. Studies show jobs requiring at least an associate degree are projected to grow twice as fast as those requiring no college experience and, graduating from a community college doubles an individual’s chance of finding a job compared to those who failed to complete high school.

“Two-thirds of all jobs in California by 2018 will require some level of college education, and our local and regional businesses depend on an educated workforce to be successful in the global economy,” said Contra Costa Council CEO [Linda Best](#). “We count on community colleges to prepare our future workforce in so many areas, and this new student scorecard can help us focus on common language and metrics to achieve that goal.”

*The [California Community Colleges](#) is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.4 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.*

**ADDITIONAL INFORMATION:** video message on the Student Success Scorecard initiative from California Community Colleges Chancellor Brice W. Harris can be viewed on the home page of our website at: <http://californiacommunitycolleges.cccco.edu/videoblog.aspx>

## (DRAFT)

## BP 5901 COURSE REPETITION

## Reference:

Education Code Sections 66700, 70901, 70902; Title 5, Sections 550400 – 55043, 55253 and 58161

- 5901 The Santa Clarita Community College District has adopted the following policy with regard to course repetition. Nothing in this policy shall conflict with Education Code section 76224 or Title 5 section 55025 that pertains to the finality of grades assigned by instructors or pertaining to the retention and destruction of student records.

## 5901.1 Definitions

- A. "Course repetition" occurs when a student who has previously received a grade in a particular course reenrolls in that course and receives a subsequent grade.
- B. For the purposes of course repetition, academic renewal, and all other grade related issues, **substandard** grades shall be defined as meaning course work for which the student has earned a "D," "F," "FW," "NC", and/or "NP."
- C. For the purpose of course repetition, academic renewal, and all other grade related issues, **non-substandard** grades shall be defined as meaning course work for which the student has earned an "A," "B," "C," "CR", or "P".
- D. For the purpose of this policy "Extenuating Circumstances" is taken to mean verified cases of accidents, illness, or other life changing events beyond the control of the student.
- E. For the purpose of this policy "Activitye Participatory Courses" are ~~these courses where individual study or group assignments are the basic means by which learning objectives are obtained that allow the student to meet course objectives by repeating a similar primary educational activity and gain expanded educational experience each time the course is taken.~~ Activitye Participatory courses consist of courses in physical education, visual and performing arts, ~~courses in~~ music, fine arts, theater, or dance.
- F. For the purpose of this policy "Enrollment" occurs when a student receives an evaluative or non-evaluative symbol (A, B, C, D, F, FW, CR, NC, P, NP or W) on their transcript.



5901.2 The policies and procedures adopted allow course repetition under the following circumstances:

#### A. Repeatable Courses

The District will designate certain types of courses as “repeatable courses” consistent with Title 5 section 55041 and the number of course repetitions allowed for each course will be published annually in the college catalog.

Districts may only designate the following types of classes as repeatable:

1. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree.
2. Intercollegiate athletics.
3. Intercollegiate academic or vocational competition.

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Students may repeat courses listed as repeatable up to the limit set forth by the course outline of record. Students may repeat activity these courses for not more than three semester times, even if one of the grades received is substandard, unless an exception provides for an additional repeat. The grade received each time shall be included for purposes of calculating the student's GPA.

#### B. Alleviate Substandard Grades

The District may permit a student to repeat a course in an effort to alleviate substandard grades.

- i. Students may enroll in a course for which they have earned a substandard grade or a withdrawal no more than three times.
- ii. If a student repeats a course for which he or she has earned a substandard grade or a withdrawal and receives a non-substandard grade (A, B, C, CR or P), he or she cannot repeat the course a second time.
- iii. If the student repeats a course for which he or she has earned a substandard grade or a withdrawal and receives a second substandard grade or a withdrawal, he or she can repeat the course one more time. If the student receives a withdrawal or a substandard grade on the third enrollment, the student cannot repeat the course again. A withdrawal does not alleviate the substandard grade on the previous enrollment.
- iv. After course repetition occurs to alleviate substandard grades, the previous grade and unit credit will be disregarded in computing the student's GPA for the previous two instances of substandard repetition. The course will be annotated such that the GPA calculation occurs for the most recent grade. A withdrawal does not alleviate a substandard grade.

### C. Significant Lapse of Time

The District may permit or require a student to repeat a course due to significant lapse of time. Students cannot repeat courses where a non-substandard grade was received, unless there has been a significant lapse of time (36 months) and:

- i. ~~there is an~~ the district has established a recency prerequisite established ~~by for~~ at the course or program curriculum; or,
- ii. ~~there is another~~ institution of higher education to which the student seeks transfer to has established a recency requirement which the student will not be able to satisfy without repeating the course in question. an established recency requirement as established by a transfer institution The student may petition if 36 months has not elapsed and the student provides documentation the repetition is necessary for the student's transfer to the institution of higher education.
- ~~iii. The district determines a student must repeat an active participatory experience course due to significant lapse of time. If the student has exhausted all repetitions for the course, the district may permit one additional repetition. ; or,~~
- iii. ~~an employer mandates an employee repeat a course as a direct result of a substantiated change in industry standards. The lapse of time may be less than 36 months if the student must repeat the course due to their employer requiring the course at a sooner date.~~

Course repetition for a significant lapse of time can only occur once. All course work shall remain on the student's permanent record. When a course is repeated pursuant to this section, the previous grade and unit credit will be disregarded in computing the GPA.

#### **D. Open Entry/ Open Exit Courses**

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit are to be disregarded in computing the student's GPA.

#### **E. Legally Mandated Training**

The District may permit a student to repeat a course to meet a legally mandated training requirement as a condition of continued or volunteer employment. Students may repeat a course to meet legally mandated training requirements as a condition of their continued or volunteer employment. The student may repeat the course, for credit, any number of times, regardless of whether ~~or not~~ substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student's GPA. The District reserves the right to require a student to certify or document that course repetition is necessary to complete legally mandated training pursuant to this section.

#### **F. Extenuating Circumstances**

The District may permit a student to repeat a course, which is not designated repeatable, regardless of whether ~~or not~~ substandard academic work was previously recorded, when there are extenuating circumstances which justify the repetition. Course repetition due to extenuating circumstances may be granted when the student files a petition and the academic standard committee, or its designee, grants written approval of the petition based on a finding that the student's previous grade (whether substandard or non-substandard) was, at least in part, the result of

extenuating circumstances. The previous grade and unit credit will be disregarded in computing the student's GPA.

## G. Cooperative Work Experience Course

The District may permit a student to repeat a course in general or occupational work experience. Students may repeat cooperative work experience courses for a total of 16 semester units. General work experience courses may be repeated for up to 6 semester units of credit. Occupational work experience course may be repeated up to 8 units of credit per semester. The combination of both types of work experience classes cannot exceed 16 semester units total. The grade and unit credit received each time shall be included for purposes of calculating the student's GPA.

## H. Special Courses for Students with Disabilities

The District may permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that student. Students with a disability may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student. The previous grade and unit credit will be disregarded in computing the student's GPA each time the course is repeated.

## I. Significant Change in Industry or Licensure Standards

The District may permit a student to repeat a course as a result of significant changes in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times. The District reserves the right to require a student to certify or document that course repetition is necessary for employment or licensure pursuant to this section.

In all conditions described above, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and annotated in such a manner that work remains legible, insuring a true and complete academic history.

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## 5901.3 Apportionment for Course Repetition

The District may claim the attendance of students who enroll in a credit course for state apportionment as follows:

- A. The attendance of a student enrolled in credit activity course may be claimed for a maximum of four times semesters, regardless of standard, substandard grades, or withdrawals.
- B. Where substandard academic work has been recorded, apportionment may be claimed for a maximum of three enrollments to alleviate substandard grades.
- C. The attendance of a student repeating a credit course by petition for a significant lapse of time may be counted only once beyond the prior enrollment.

- D. The attendance of a student repeating a portion of a variable unit open entry/open exit credit course may be counted for state apportionment each time the student enrolls to complete one time the entire curriculum of the course.
- E. The attendance of students in legally mandated training may be claimed without limitation.
- F. The attendance of a student repeating a credit course by petition for extenuating circumstances may be claimed for one additional enrollment.
- G. The attendance of a student repeating a cooperative work experience course may be claimed for state apportionment up to the 16 unit limit.
- H. The attendance of students in special courses for students with disabilities may be claimed without limitation.
- G-I. The attendance of students in courses necessary for employment or licensure -due to a change in industry or licensure standards may be claimed without limitation.

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~~The attendance of a student with a disability may be claimed each time the student repeats a credit special class as a disability related accommodation.~~

#### 5901.4 Transfer Coursework

##### A. Course Repetition Outside the District

The Santa Clarita Community College District (SCCCD) shall permit repetition of a course which was taken in an accredited college or university and for which substandard academic work is recorded.

##### B. Transfer Coursework

In determining transfer student's credits, the SCCC, will honor similar, prior course repetition actions by other accredited colleges and universities.

##### C. Grade Alleviation

The SCCC will not alleviate substandard coursework earned at SCCC with passing coursework from another accredited institution. Students may only alleviate SCCC coursework with courses taken at SCCC. Passing coursework earned at SCCC will not alleviate a substandard grade from another accredited institution on the College of the Canyons transcript.

##### D. Inclusion of Transfer Coursework

The SCCC will include coursework taken at other accredited colleges and universities to count towards, unit totals, graduation requirements, and area requirements where applicable and appropriate.



**DRAFT****AP 5901 COURSE REPETITION****Reference:**

Education Code Sections 66700, 70901, 70902, 76224; Title 5, Sections 55040 – 55043, 55253, 56029 and 58161

1. In accordance with section BP 5901.2:

**(A) Repeatable Courses**

Admissions & Records will work with the office of Academic Affairs to ensure that all courses published in the college catalog and schedule of classes include information regarding each course's repetition limitations, including the number of times the course may be repeated as required by Title 5 section 55041 and outlined in BP 5901.2 (A).

**(B) Alleviate Substandard Grades**

The computer system ~~will be~~ is programmed to allow two course enrollments with a substandard grade or withdrawal notation for all appropriate courses. Students attempting to enroll in the course for a third time shall file a "Course Repeat Petition" with the Admissions & Records department. The student must watch the video posted on the College's website [www.canyons.edu/vll](http://www.canyons.edu/vll) entitled "How to Successfully Repeat a College Course." The student must include the code at the end of the video with the petition and submit it for approval.

The college catalog and schedule of classes will reflect each course's repetition limit. The student's academic record will be annotated to disregard previous grade and unit credit for each of the two allowable repetitions and shall reflect that the most recent grade is calculated into the student's GPA. No more than two grades will be alleviated.

### (C) Significant Lapse of Time

Students repeating a course due to “significant lapse of time” shall file a “Course Repeat Petition” with the Admissions & Records department. Designated staff will ensure that 36 months have elapsed since the last grade was earned before granting the request and that the student has not requested such action previously on the same course. The lapse of time may be less than 36 months if the student’s Course repetition is necessary must repeat the course due to their employer requiring the course at a sooner date for transfer to another institution of higher education. The student must provide documentation of a recency requirement with the petition.

The designated staff member will also verify the course must be repeated due to:

- a recency prerequisite established by the course curriculum; or,
- a recency requirement as established by a transfer institution; ~~or;~~
- ~~an employer mandates that an employee repeat a course as a direct result of a substantiated change in industry standards.~~

Permission to repeat a course based on a significant lapse of time can only be allowed once. The first grade and corresponding unit credit will be disregarded when computing the student’s GPA.

### (D) Open Entry/Open Exit Courses

The District may permit a student to repeat a portion of a variable unit open-entry/open-exit course. Students may enroll in a variable unit open entry/open exit course as many times as necessary to complete the entire curriculum of the course one time as described in the course outline of record. The District will program the computer to allow a student to enroll in an open entry/open exit class until the student has completed the curriculum of the course.

Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course. When course repetition of a portion of a course is permitted under these circumstances, the previous grade and unit credit will be disregarded in computing the student's GPA.

### **(E) Legally Mandated Training**

Students repeating a course due to “legally mandated training” shall file a “Course Repeat Petition” with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary due to a legal mandate from their continued or volunteer employment.

Students may repeat the course, for credit, any number of times, regardless of whether ~~or~~ ~~not~~ substandard work was previously recorded and the grade and unit credit shall be included each time for the purpose of calculating the student’s GPA.

### **(F) Extenuating Circumstances**

Students requesting a fourth attempt due to “extenuating circumstances” shall file a “Course Repeat Petition” with the Admissions & Records department. Designated staff will ensure that the extenuating circumstances are verified cases of accidents, illness, or other life changing events beyond the control of the student, and that a petition for extenuating circumstances has not been previously approved. The student’s academic record will be annotated to disregard previous grade and unit credit and shall reflect that the most recent grade is calculated into the student’s GPA.

Students may not file a petition for “extenuating circumstances” to eliminate a substandard grade or withdrawal in one of the allowable course repetitions for activity courses. The college catalog and schedule of classes shall list the course repetition limit for all activity courses in physical education, and visual and performing arts courses in music, fine arts, theater or dance. The computer system will be programmed to ensure compliance with the unit limitation of each activity course, and the student’s academic record will be annotated accordingly.

### **(G) Cooperative Work Experience**

Occupational and General Work Experience courses (CWEE) will be listed in the college catalog and schedule of classes along with the appropriate number of units a student may complete under Title 5 section 55253. The computer system will be programmed to ensure compliance with the unit limitation and the student’s academic record will be annotated accordingly.



## (H) Special Courses for students with disabilities

Student with disabilities courses (GENSTU) may be allowed additional course repetitions as determined by the Director of Disabled Students and Programs. The student's academic record will be annotated to disregard previous grade and unit credit each time the student repeats a course.

### (I) Significant Change in Industry or Licensure Standards

Students repeating a course due to "significant change in industry standards" shall file a "Course Repeat Petition" with the Admissions & Records department. The student must provide documentation proving the course repetition is necessary for employment or licensure -as a result of significant changes in industry or licensure standard. Students may repeat the course, for credit, any number of times, regardless of whether substandard work was previously recorded. The grade and unit credit shall be included each time for the purpose of calculating the student's GPA.

2. The CCFS-320 Attendance Accounting report shall be modified to include all apportionment limits outlined in BP 5901.3.

### 3. In accordance with BP 5901.4:

Students who would like to include the units from external accredited colleges and universities must submit an "Inclusion of External Coursework" form. Once the courses, units, and grades from another accredited college or university are posted to the student's permanent record, they cannot be removed.

- a) All external courses will be included in the student's cumulative units, grades, and grade points.
- b) College of the Canyons will honor prior coursework repetition actions by other accredited colleges and universities.
- c) A student's substandard coursework at College of the Canyons will not be alleviated by coursework completed at an external college or university. Nor will external courses be used to determine COC academic standings.
- d) A student's substandard coursework at an external college or university will not be alleviated on a College of the Canyons transcript with College of the Canyons coursework.
- e) All coursework taken at an accredited college or university will count towards unit totals, degree or certificate requirements, CSU Breadth and UC IGETC requirements, where applicable and appropriate.

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