



College of the Canyons Academic Senate

October 15, 2020

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

Meeting can be join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97167184916>
Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, Member ID: 97167184916#

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:
 - Nicole Faudree, College Policy Council (CPC) Committee
5. Approval of the Consent Calendar

Academic Senate meeting, Oct. 1, 2020 Summary (pg. 3-10)	Curriculum Committee Summary Oct. 8, 2020
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A. Action Items

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

1. HR Discipline Assignment memo for Cyndi Bendezu (pg. 11)
2. Time, Place & Manner Policy, Gary Collis
 - BP 3910: A “clean” version of the current proposal (pg. 12)
 - AP 3910: A “clean” version of the current proposal (pg. 13-15)
3. Annual Curriculum Approval Certification Form, Lisa Hooper (pg. 16-20)

B. Discussion

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

1. Faculty Mentors, Garrett Rieck & Liz Shaker
 - [THE ROLE OF COUNSELING FACULTY AND DELIVERY OF COUNSELING SERVICES IN THE CALIFORNIA COMMUNITY COLLEGES](#)
2. Credit for Prior Learning Policy, Gary Collis
 - BP 4234: A “clean” version of the Credit for Prior Learning policy (pg. 21)
 - AP 4235: A “clean” version of the Credit for Prior Learning policy (pg. 22-23)

- BP 4235 Credit for Prior Learning (pg. 24)
- AP 4234 Credit for Prior Learning (pg. 25-30)

C. Reports

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

1. Curriculum Committee Annual Report, Lisa Hooper
2. Academic Senate Presidents Report, David Andrus

D. Unfinished Business

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

E. 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. Camera Policy, David Andrus & Gary Collis

G. Announcements

- Next Academic Senate Meetings Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)

H. Adjournment

Academic Senate Summary for October 1, 2020

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

Non-voting Members				
Dr. Omar Torres	X	Dr. Wilding		A
Marilyn Jimenez	X	Nicole Faudree (COCA President)		X
Dan Portillo (Warren Heaton AFT Rep)	X	ASG Student Representative: David Gonzalez		X

Guest							
Ambika Silva	X	Don Carlson	X	Jennifer Smolos	X	Maral Markarian	X
Ashley Murphy	X	Dr. Jasmine Ruys	X	Joy Shoemate	X	Michelle LaBrie	X
Brittany Huerta	X	Dr. Kathy Bakhit	X	Kelly Burke	X	Miriam Golbert	X
Chloe McGinley	X	Dustin Silva	X	Leslie Carr	X	Shannon Doronio	X
Colette Gibson	X	Hency Chu	X	Lori Marie Rios	X	Teresa Ciardi	X
Dilek Sanver-Wang	X	James Glapa Grossklag	X				

A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment
 - Lisa Hooper shared a public comment regarding the FLEX workshop which focused on supporting student athletes on Tuesday. There were more than 70 participants. There was an opportunity to survey some student athletes who were invited to attend at the end of the workshop. Student athletes stated that they valued synchronous instruction and more live time with their professors.

- David reminded attendees and senators that the participant's window will continue to be used for items on the agenda that will likely and foreseeably have a consensus. David clarified that if there is a need for a roll call vote that Marilyn can make that request. This will help to better capture voting results. Marilyn will also be in charge of clearing the participants voting window as well as taking verbal attendance roll call at the beginning of each meeting.

3. Approval of the Agenda

- Motion to approve the agenda by Aaron Silverman, seconded by Rebecca Shepherd. Votes counted using the zoom participant's window. Unanimous. Approved.

4. Committee Appointments: (pg. 3-5)

- There was a clarification that although the bulk of the committee appointments have been previously approved in past meeting it may take a few meetings to approve all the lists.
- Special thanks was given to Rebecca Shepherd for agreeing to chair the Constitution & Bylaws Committee. Rebecca is highly suited to chair this committee due to her many years serving on Academic Senate and her service at COC.
- Special thanks was also given to Chris Blakey for agreeing to chair the Academic Freedom Committee. Chris is passionate about Academic Freedom. The Academic Freedom committee was created by an administrative procedure in a prior semester. There is an Academic Freedom Board Policy and an Academic Freedom Administrative Procedure. Both of these policies have been in existence for decades. Last year both the Policy Committee and Academic Senate reviewed and revised these documents. The documents were approved last semester by the Academic Senate and College Policy Council. The previous administrative procedure only called for an Ad-hoc Academic Freedom Committee whenever there was an Academic Freedom conflict, incident or question to be answered. What has been decided over the last two years was to create a standing committee which not only handles Academic Freedom issues that can percolate throughout the campus but also committee members can be stewards of all the knowledge through FLEX workshops and other dialogues regarding academic freedom in general.
- David will be working with various committee chairs to see how to build their committees as there are some committees with vacancies. In particular the Bookstore Committee has a faculty chair vacancy. If there anyone who is passionate about equity regarding textbooks, OER and publisher resources this is a great opportunity. The current faculty listed under the Bookstore Committee have all agreed to continue serving on the Bookstore Committee.
- It was clarified that Jesse Vera was previously appointed to the Program Viability Committee on the last Academic Senate agenda from September 17, 2020.
- There was a typo on the Academic Freedom Committee. Karyl Kazenski is misspelled, her name will be corrected to Karyl Kicenski.
- There was also a correction to Jennifer Paris title under the list of ASCCC liaison positions.
- Motion to approve the Committee appointments by Tammera Rice, seconded by Lisa Hooper. Votes counted using the zoom participant's window. Unanimous. Approved.

5. Approval of the Consent Calendar

- There was a reminder that the new At-Large Senator was a result of the At-Large Senator election that Dustin Silva oversaw. Special thanks was given to Jason Amador for participating in this election as well. If anyone wants to see the voting totals please contact Dustin Silva or Marilyn Jimenez for voting tallies.
- Motion to approve the consent calendar by Peter Hepburn, seconded by Aaron Silverman. Votes counted using the zoom participant's window. Unanimous. Approved.

Academic Senate meeting, Sep. 17, 2020 Summary (pg. 6-13)	Curriculum Committee Summary Sept. 24, 2020
Program Viability Committee Summary, Sep.10, 2020 (pg. 14-18)	Senate Executive Committee Summary, Sept. 15, 2020 (pg. 19-21)
New! At-Large Senator, Ambika Silva	

A. Action Items

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

1. Part-Time Faculty Minimum Qualifications & Equivalencies

- Part-Time Faculty MQE for Fall 2020 (pg. 22-26)
- Part-Time Faculty MQE for Summer 2020 (pg. 27-28)
- ISA MQ list for Academic Senate Spring 2020 (pg. 29-30)
- ISA MQ list for Academic Senate Fall 2020 (pg. 31-32)
- ISA MQ list for Academic Senate Summer 2020 (pg. 33)
- Motion to approve the list of Minimum Qualifications & Equivalencies by Aaron Silverman, seconded by Carly Perl. Votes counted using the zoom participant's window. Unanimous. Approved.

2. Academic Calendar 2021-2022 (pg. 34)

- Discussion took place last academic year regarding the survey that went out prior to the COVID-19 pandemic. The 2021/22 academic calendar has been discussed twice in Academic Senate last spring 2020. Jason Burgdorfer brought the survey results to Senate for review and discussion.
- Survey Results: The survey included different options for the 2021-22 academic calendar year. Staff, faculty and students participated in the survey and voted on what their preference would be for the proposed schedules. One proposal was to have a fall break similar to the spring break. The link to the survey results were included at the bottom of the calendar for review. The majority of the students choose option A and everyone else, by majority, preferred option B. Option B is to keep the calendar as is. There was a slight majority of administrators and managers that also preferred Option B. Overwhelmingly the staff constituents prefer to keep the calendar as is. Dr. Jasmine Ruys and administrators have been tasked with moving this item to the Board for adoption so the college can undertake its planning
- There was a question regarding when the decision is typically made regarding when campus closes in December after the fall semester has ended. Much of this was in concert with the negotiations that have taken place with the Classified Union as well as with the confidential employees. Many classified staff continue to work on campus once the semester ends. Typically the campus closure is negotiated with other groups to ensure that the maximum number of days that are needed to be working for the district, on behalf of the community. The college receives the calendar from the City around February, March and April of the prior year which will outline when holidays will be.
- The CVA of the COCFA contract does state that the district needs to collegially consult with faculty on the college calendar. This typically occurs through COCFA members participating on the Calendar Committee.
- Student Enrollment and CANVAS: When students enroll in MyCanyons they are not automatically added to CANVAS shells. Students need to be added by the IT department. If the college is closed for two weeks prior to the winter intersession there will be someone available to pre-populate the CANVAS shells.
- Adoption of the calendar would be to adopt option B which is the current college calendar the campus is operating under.

- Motion to adopt the proposed college calendar for the 2021-2022 Academic Year by Gary Quire, seconded by David Brill. . Votes counted using the zoom participant’s window. Unanimous. Approved.
3. Academic Senate Statement on Nomenclature Rationale & Interpretation for Course Nomenclature Standing Policy Winter and Spring 2021, David Andrus (pg. 35-36)
- This statement is for the Course Nomenclature Senate Standing Policy which was approved at the last Senate meeting. Four primary categories of course delivery were adopted and will be utilized for the schedule of classes. There was much concern expressed regarding making sure that faculty will be able to deliver their courses within the realm of academic freedom. This relational statement is important not only for legislative history but also so that anyone can reference what the purpose was for the adoption. This policy will impact the winter 2021 intersession and spring 2021 semester. The statement is also important to have for accreditation purposes.
 - There was an agreement at the last meeting to bring back this item and include mockups and other types of explanations or documents that explain the various categories. Several work meetings took place with both CIO Dr. Omar Torres and with various disciplines. Dr. Torres worked well with the various discipline to assure them that the use of the categories is going to be done thoughtfully for each of the disciplines. The statement now includes an interpretation clause in bold text along with an interpretation. No mock schedule mock ups were deemed necessary.
 - There is still concern in terms of the language that states that instructors have to be present for students. There was a clarification that this statement does not state that instructors must stay on zoom. But they have to be available for synchronous contact however they achieve that. While Zoom is the predominant platform for synchronous online instructor/student contact, it is not the only platform allowed. Asynchronous instruction is allowed as a component of a synchronous class provided the instructor is synchronously available. Online live courses are considered synchronous and those may have an asynchronous component. The statement was outlined in a simplified format as adding additional categories to the nomenclature may cause more confusion. Any disciplines which may still have question can contact David, Omar or Paul for further discussion.
 - Motion to adopt the rational for the new class scheduled nomenclature with the additional interpretation language by roll call vote by Lisa Hooper, seconded by Regina Blasberg. window: (22 eligible voters)
 - 1 “No” Vote from Erica Seubert
 - 0 Abstentions
 - 18 “Yes” Votes
 - 3 Absent (Mary Corbett, Phillip Marcelin & Rebecca Eikey)
 - Motion passed.
4. Academic Senate Standing Policy Online Instructor Certification for Winter and Spring 2021, David Andrus (pg. 37)
- If an instructor is fully 100% online certified this means an instructor has achieved the traditional permanent training requirements that were adopted by the Senate prior to the Covid pandemic. Those requirements include the 36 hour IOI course. This will mean that an instructor, for winter and spring 2021, will be able to teach the ONLINE or OnlineLIVE course modalities. If an instructor only possess provisional online instructor certification they will not be allowed to

teach 100% ONLINE classes. This includes the asynchronous online classes during the winter or spring 2021 semesters. Motion to adopt the Standing Policy for Online Instructor Certification Requirements by Jennifer Paris, seconded by Tammera Rice. Votes counted using the zoom participant's window. Unanimous. Approved.

5. Academic Senate Statement on Online Certification Standards Policy Rationale for Winter and Spring 2021, David Andrus (pg. 38-39)

- In this statement of rational it is understood that delivering asynchronous instruction means there has to be a robust understanding of all the different methodologies and content that essentially supplants the face to face instructional approach. It is important that instructors not only understand CANVAS technically but that they have the full 36 hours of pedagogical training. The proposal is that if an instructor teaches asynchronously and there are no regular class meeting times then the course outline of record needs to be delivered just as if the course were being taught synchronously. The pedagogical training goes into all the different methodologies of ensuring that the course is delivered online and that it is equivalent to the course being delivered face to face in a synchronous fashion. Lisa Hooper brought forth this policy to the Ed Tech Committee and the committee is in agreement with this policy. AFT is also in full support of this policy. Adjunct are currently using FLEX hours to complete their training as they do not receive the same amount of release time as full-time faculty do. In working with both Dr. Omar Torres and Dr. Diane Fiero the district has agreed to compensate the adjunct faculty over and above their normal flex time in order to complete the training. There was also a discussion that will be revisited in the future regarding applying portion of the training towards permanent certification for online certification.
 - Q: There was a question regarding the language which states that if an instruction is provisionally trained that they cannot teach 100% online. If a course is Online/Online Live are instructors restricted to the 100% Online or to the Online/Online Live as well?
 - A: A synchronous component of a synchronously scheduled Online Live class is not meant to replace the entire class. There are many unique instructional delivery methods on campus. If a course has a synchronous component within the Online Live the academic departments will make sure to convey this to the instructor.
- The intent behind this policy is that if someone is only provisionally trained they would have to schedule all of their contact hours of their course outline of record via online live. There would be no portion of the course that would be scheduled online. Many courses will be scheduled as a combination of Online and Online Live. There was a reminder that asynchronous is Online and synchronous is Online Live.
- There are now 98.5% of faculty that are either provisionally or full certified. The percentage is greater on the side of full certified. Dr. Torres gave special thanks to all the faculty for their amazing work, in particular to David Andrus, Lisa Hooper, James Glapa-Grossklag, Paul Wickline, Julie Hovden and Robert Wonser.
- Motion to adopt the Statement of Rational for the Instructor Certification Requirements Policy by Jennifer Paris, seconded by Lauren Rome. Votes counted using the zoom participant's window. Unanimous. Approved.

B. Discussion

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

1. Time, Place & Manner Policy, Gary Collis

- BP 3910: A "clean" version of the current proposal (pg. 40)

- AP 3910: A “clean” version of the current proposal (pg. 41-43)
- BP 808: The existing “Non-Student Speakers” policy (pg. 44-45)
- BP 528: The existing “Student Rights to Expressive Activities” policy (pg. 46-49)
- BP 804: The existing “Distribution of Publications and Other Duplicated Materials by Non-Students and Non-Student Groups” policy (pg. 50-51)
- **Background:** As part of the 1st Amendment everyone has certain speech protections that allow the college or any other government entity to implement certain reasonable restrictions on speech. Well established law refers to these restrictions as Time, Place and Manner because they allow the government to restrict the Time, Place and Manner in which people can speak. The college has a policy in place and those policies are attached to the agenda. The policies include BP 528, BP 804 and BP 808. There is a lot of duplication within the current policies. The current policies are divided up by the identity of the speaker. BP 528 pertains to students, whereas BP 804 and 808 pertain to non-students. There is also further division in the way the speech is being communicated, either expressively through words and conduct or through distributing written material. There has recently been a lot of civic action in regards to the campaign and the Black Lives Matter movement. The idea is to take these procedures, update and bring them together in one place. After some discussion with Dr. Michael Wilding the intent was to move these policies forward to College Policy Council and have the three existing 3 digit versions repealed. The new policies now consume all of the current 3 digit policies. The new policy will be the Time, Place and Manner documents that will cover all areas.
- **Colleges Limits to Free Speech:** The college effectively designates a particular set of geographic spaces that are open for expressive activity and which also limits that expression with respect to the Time and Manner in certain respects. The point to this policy is to denote the limited circumstances under which the college can limit speech. The right to free speech is not embodied in these documents. That right is embodied in State and Federal constitutional law. The documents note the circumstances in which there can be some restrictions.
- **Academic Freedom different than Freedom of Speech:** It is also important to discuss where does, “Freedom of Speech” or “Academic Freedom” live outside of the classroom. There are other First Amendment and Free Speech issues rolled into Academic Freedom that will concern the right of free speech by both faculty members and students inside the classroom that are not included in this policy. Free Speech rights are governed differently.
- **Free Speech Zones on Campus:** Most college campuses do have spaces available for general posting. Some conversations have taken place at the administrative level regarding different possible areas on campus where the public can post material. It was clarified that the Office of Student Development, where people bring in forms to post around campus, has maps where material can be posted. There are, however, restrictions, where the content has to be neutral.
- **Possible Disruptions on Campus:** BP 800 defines a disruption as exceeding 60 decibels. 60 decibels corresponds to normal conversational voice level. There is also some concern with having rally’s or protest on campus which can disrupt instruction or administrative operations. Instruction is defined as that which could be conducted outdoors. The policy does state that rally’s cannot take place inside of buildings or in exits of the college facilities. It is suggested to include language in the policy regarding asking someone to leave due to disruption. There is a difference between something that is written and something that is enforced. How does the district enforce their policies when there is expressive activity that is hindering college functions?
- **Ineffective Free Speech Zones:** This policy is very broad as other colleges have a free speech zone and have been challenged for being overly restrictive. The law requires campuses to have a free speech zone and colleges cannot relegate speech to a place that is so remote that it’s ineffective. Universities and colleges have been challenged in court as this can be a violation of

the First Amendment Right if such zones are too limited. The trend in Sacramento has been to encourage colleges to loosen the parameters of Time, Place, and Manner restrictions that many public officials think is too narrow.

- **Preference to District Events:** Once changes are made preference will be given to district events to faculty, staff, and employee students using spaces on campus.
- This policy will return as an “Action” item on the next agenda.

Note: David reached out to Sab Matsumoto and Brent Riffel regarding the ISP report due to their time being cut short at the last meeting. David informed both Sab and Brent that they were invited to come back and present to Senate and their report would be listed first. Sab and Brent decided to wait before they return to present their report as they are going to collect more information regarding events for the Youth Forum for the International students.

C. Reports (7 minutes allocated for each report)

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

1. Faculty Professional Development (FPD) Committee report, Teresa Ciardi

- This is the first time that an entirely virtual fall FLEX week was held. The attendance was up and this has now made FPD consider how to move forward once everyone is allowed to return to campus. The plan is to offer a mix of virtual and in person options. Representation on the FPD has also been down. The committee is missing several school representatives. However, there are now 4 new adjuncts on the FPD Committee. There is a proposal to a change to the guidelines and operating policies. There has also been some discussion regarding mentor programs and the Alliance Mentors which brought in ASG Club Advisors. The committee unanimously agreed that there is valuable professional growth that occurs when someone is mentoring someone else. The plan is to follow the Mentor Program Template and come up with something similar the Alliance and ASG Club Advisors. Those mentors will be eligible for up to 41 hours of faculty professional development. There will no longer be an eight hour limit for the Mental Health Program. PPD will also be adding the Alliance in the clubs as valuable professional development. This change will also be coming through in the guidelines.

2. Academic Senate Presidents Report, David Andrus

- **ASCCC Fall 2020 Plenary Session:** David reminded everyone that the deadline to register for the ASCCC Fall Plenary Session which is scheduled for November 5th to the 7th is October 5th for the lower rate. David will be attending the event. There are still funds available to send 2 or 3 other people to attend. If anyone is interested please let David know.
- **Call to Action Page:** There is now a Call to Action page on the homepage of the COC website regarding Anti-Racism and Diversity and Equity Commitments. Special thanks was given to Dr. Diane Fierro, Dr. Jasmine Ruys, Daylene Meuschke, ASG and students. The college had an internal review and took a public position that lets everyone know what the college’s ongoing commitment is on anti-racism issues and efforts. There is also work being done with the IE2 Design Team. There are also many other areas regarding Diversity, Equity and Guided Pathways that people can get involved in. Many have a perception that these areas are relegated to Counseling and Student Services but there is much room for growth inside the classroom as instructors within departments.
- **Adjunct Advisory Council:** In working with Dr. Omar Torres there was an idea to create an Adjunct Advisory Council, similar to IAC. The idea is to include the three adjunct senators as well as the AFT Senate Designee, Dan Portello (AFT President) and others. This is to ensure that

adjuncts are being heard and that they have multiple venues, not just the bargaining table or Senate. This is an adjunct advisory council and not a union issue. There is also an opportunity for adjuncts to hear from department chairs and members of college leadership. The hope is that this can be a resource for everyone and that inclusion in terms of ideas and participations can be expanded.

- **Constitution & Bylaws Committee:** This committee will be chaired by Rebecca Shepherd. David asked the Senate to share opinions or thoughts regarding various Senate matters or areas that can be revised. In review of the documents many areas did not work out as intended in terms of areas being put into practice. The committee members will work on trying to bring the best document forward with proposed revision. The committee will also look at insidious and racial barriers which prevent the college from living up to those levels of Diversity and Equity it should be living by.

D. Unfinished Business

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

E. 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.

G. Announcements

- Next Academic Senate Meetings Oct. 15, Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)

H. Adjournment: 4:45pm

HUMAN RESOURCES OFFICE

Date: September 29, 2020

To: David Andrus
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Recruitment and Employee Services
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Cyndi Bendezu Palomino

Name: Cyndi Bendezu Palomino

Position: Director, EOPS/CARE, CalWORKS & RISE

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a master's degree; and
- ✓ One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Cyndi Bendezu Palomino meets minimum qualifications with:

- Master of Arts, Higher & Postsecondary Education, Teachers College, Columbia University
- 6.67 years of leadership experience as a Project Manager and Assistant Director

Discipline Assignment: **Education**

The minimum qualifications for the discipline of Education:

- Possession of an unexpired California Community College Instructor Credential in Education OR
- ✓ Master's degree in Education

Cyndi Bendezu Palomino meets minimum qualifications with:

- Master of Arts, Higher & Postsecondary Education, Teachers College, Columbia University

BP 3910 Speech: Time, Place, and Manner

References:

Education Code Sections 66301 and 76120

Introduction:

The Santa Clarita Community College District values the free exchange of ideas and expressive activity on college premises, and wishes to foster and protect the rights of all persons to exercise their constitutional rights protected under the First Amendment of the United States Constitution and Article I, Section 2 of the California Constitution. The District reserves the right to enact regulations setting forth areas that may be used for speech and expressive activity and any reasonable regulations related thereto, limit the use of its facilities for the exercise of free speech and free expression, and to accommodate such speech and expression in facilities maintained and/or owned by the District.

1. Students, employees, and the public may freely express themselves on District property, subject to the requirements of this policy and its corresponding administrative procedure.
2. The District designates all outdoor space on its campuses, other than roadways, parking lots, loading docks, and work spaces that are regularly used by District students or employees to perform District-related activities (including, but not limited to, athletic spaces), as open for speech and expressive activities by its students, employees, and members of the public (“Designated Public Forums”). The District recognizes that other space on its property may qualify as a public forum under applicable state and federal law and nothing in this policy shall be construed as undermining its treatment as such.
3. The CEO shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the Designated Public Forums in a manner consistent with the letter and spirit of this policy. The District will apply all limits on speech and expression permitted by this policy and the corresponding administrative procedures equitably, fairly, and in a content neutral manner.
4. Speech and expression that the law has deemed to be outside the protection of the United States Constitution or the California Constitution is not protected by this policy or its corresponding administrative procedures.
5. Nothing in this policy shall prohibit the regulation of hate violence directed at students, staff, or visitors in a manner that denies their full participation in the educational process (Education Code Section 66301 subdivision (e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students and staff may be disciplined for harassment, threats, or intimidation, as those terms are defined and use by District policy or procedure, unless such speech is constitutionally protected.

AP 3910 Speech: Time, Place, and Manner

References:

Education Code Sections 66301 and 76120

The students and employees of the District and members of the public shall be permitted to express themselves subject to the limitations contained in BP 3910 Speech: Time, Place, and Manner and this procedure.

3910.1 Expressive Activities

Time

- Expressive activities in the Designated Public Forums shall be limited to the hours and days that classes are in session or at any time that the District allows the public onto its campuses.
- Persons who are not District students or staff may not use a particular Designated Public Forum at a time when that Designated Public Forum is being used by District students or staff. At such a time, persons who are not District students or staff may use other Designated Public Forums on the District's campuses subject to any other applicable limitations in Board Policy 3910 and this procedure.

Place

- The Designated Public Forums are defined in Board Policy 3910.
- Persons or organizations, other than the District's students or staff, wishing to distribute materials to the public or use any form of mechanical sound amplification such as speakers or bullhorns in Designated Public Forums must notify personnel within the Office of Campus Life and Student Engagement, if that office is open and staffed, prior to engaging in the activities. This notification requirement is for information purposes only and does not empower the Office of Campus Life and Student Engagement to approve or disapprove of the speech or expressive activity.

Manner

- No person or group may generate noise, by use of mechanically-amplified sound, voices, instruments, or otherwise, in a Designated Public Forum, that exceeds 60 db if doing so materially disrupts the District's instruction of students or administrative operations. No person or group shall intentionally initiate physical contact with any passerby in or near a Designated Public Forum, including by means of a tangible item such as a button or a flyer, without the passerby's consent. This prohibition does not restrict a person or group from merely offering a passerby a tangible item such as a button or a flyer, without physical contact, so long as the distribution does not violate any other District policy or procedure.
- No person or group utilizing a Designated Public Forum may impede access to, or use of, a sidewalk, hallway, road, doorway, or common footpath.

- For purposes of the District’s information and convenience, students, staff, outside organizations, and others are encouraged to reserve Designated Public Forums in advance with the Office of Campus Life and Student Engagement. The Office of Campus Life and Student Engagement must accept such reservations on a content-neutral basis. It may decline approval only when another person or group had previously reserved the Designated Public Forum or the District itself, including its students or staff, had existing plans to use the space for a District function.
- Designated Public Forums may not be used in a manner that actually and materially disrupts the District’s instruction of students or administrative operations.
- Nothing in Board Policy 3910 or this procedure shall be construed as allowing for unlawful behavior or conduct that violates any other policy or procedure of the District.
- Designated Public Forums may not be used for for sleeping, camping, or laying down of bedding.

Buttons, Badges, and Other Insignia or Symbolic Expression

- Students and staff shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions in this policy and procedure.

3910.2 Distribution and Display of Printed Materials:

All persons or groups using a Designated Public Forum are allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter (“Printed Material”) inside the Designated Public Forum. For purposes of this procedure, “distribute” means to personally convey or transmit from a person to another.

In addition, groups or persons who are not District students or staff may post Printed Material for public display on District-provided bulletin boards that are specifically made available by the District for such use at various locations on its campuses (“Public Boards”). This allowance does not apply to other bulletin boards throughout the District’s campuses that are specifically allocated for use by District staff or students only.

Time

- Persons or groups may distribute Printed Materials only during the time that the Designated Public Forum is open and available for speech or expression as described in this procedure.
- Persons or groups who display Printed Materials on Public Boards must remove the Printed Material within 10 calendar days of its posting. The District may cause Printed Material that remain posted on Public Boards for more than 10 calendar day limit to be removed and discarded without notice to the group or person that posted it.

Place

- Groups or persons may distribute Printed Materials only from within a Designated Public Forum. Groups or persons may display Printed Materials only on Public Boards. District staff and students will also have access to different bulletin boards (“College Boards”) for posting of District-related material.

Manner

- Persons or groups distributing Printed Material must make reasonable efforts to retrieve, remove or properly discard (including in a trash can) all Printed Material that has the person, group, or any recipient of the Printed Material has discarded, dropped, or left behind (including on the ground) before departing the Designated Public Forum. The District may charge persons or groups violating this procedure’s requirement that Printed Material be removed from the Designated Public Forum upon the person’s or groups’ departure a reasonable fee for clean-up and disposal
- All Printed Material to be posted on Public or Campus Boards shall be date-stamped by the Office of Campus Life and Student Engagement prior to posting and posted on the same date. The Office of Campus Life and Student Engagement shall retain a copy of the Printed Material in its files for a period of on file in Campus Life and Student Engagement.
- All Printed Material displayed on Public Board or a Campus Board must clearly indicate the person or group who posted it and display the date-stamp affixed by the the Office of Campus Life and Student Engagement
- Persons or groups distributing Printed Material may not use unreasonably aggressive or coercive tactics to induce anyone to receive it or to sign a petition.
- Funds or donations may not be collected for the Printed Material , except as permitted by Board Policy.
- Persons or groups must remove all Printed Material intended for distribution upon departure from District property and may not leave such Printed Material, regardless of quantity, on District property unattended. The District may treat unattended Printed Materials brought onto District property as abandoned and dispose of it without notice to any person or group.
- All Printed Material distributed by any group or person who is not a District student or employee must clearly identify the name of the person or group engaged in the distribution.



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

FROM: Raul Arambula
Dean, Educational Services & Support

RE: Annual Curriculum Approval Certification

Background

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

Guidelines

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

Requested Actions

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

Each academic year, during the month of October, the Chancellor's Office will release an annual certification reminder to colleges. For the 2020-21 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5:00 P.M. on **November 13, 2020**. Colleges that do not submit the required certification documents by the due date, are out of compliance with auto-approval requirements, and thus, affected credit and noncredit

Chancellor's Office, Division Name

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

Annual Curriculum Approval Certification

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

Request for Support

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

Contact

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

Attachment: Annual Curriculum Approval Certification Form

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

Annual Curriculum Approval Certification

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

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

This certification applies to the following:

1. Courses

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

2. Programs

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

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

1. Certificate Programs

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

2. Degrees

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

Annual Curriculum Approval Certification

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

Annual Curriculum Approval Certification
October 06, 2020

Annual Curriculum Approval Certification Form

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

(College name)

Chief Executive Officer *(Signature)*

Date

Chief Executive Officer *(Print Name)*

Chief Instructional Officer *(Signature)*

Date

Chief Instructional Officer *(Print Name)*

Academic Senate President *(Signature)*

Date

Academic Senate President *(Print Name)*

Curriculum Chair *(Signature)*

Date

Curriculum Chair *(Print Name)*

BP 4235 CREDIT BY EXAMINATION

Reference: *Title 5 Section 55050*

4235.1 Credit may be earned by students who satisfactorily pass authorized examinations. The Santa Clarita Community College District CEO shall establish administrative procedures to implement this policy.

4235.2 Credit by Examination is a method of assessing the entirety of a particular course as defined by its course outline of record. The primacy of Credit by Exam is shared and resides within the Office of Instruction substantively, and the Office of Admissions and Records, procedurally.

Board Approved: 1-25-17

Next Review Date: Spring, 2022

AP 4235 CREDIT BY EXAMINATION

Reference: *Title 5 Section 55050*

- 4235.1 Credit by Examination may be granted only to a student who is registered at the college and in good standing and only for a course listed in the college catalog. Units and grade points earned shall be counted toward the Associate degree.
- 4235.2 Units earned by Credit by Examination are not considered as units completed in residence and will not be used for enrollment verification or reports to insurance companies or other similar agencies.
- 4235.3 The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of record approved by the curriculum committee. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- 4235.5 Requirements for Credit by Examination:
- A. Students wishing to receive credit by examination must be in good academic standing or have no academic standing at College of the Canyons and be currently enrolled in a minimum of one course.
 - B. Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of the semester or term.
 - C. Courses taken through credit by examination are subject to A – F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.
 - D. A second examination may not be attempted for the same course. However, a student may enroll in the course in a subsequent term for credit if the credit by exam produced a substandard grade.
 - E. The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.
 - F. A maximum of 18 units may be awarded through credit by examination.
 - G. Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per

unit processing fee. Students will be charged these fees prior to the time the examination is attempted.

H. Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.

I. The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

4235.7 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 by Examination.

A. 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.

B. 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 by Exam.

Next Review Date 2022

BP 4235 CREDIT BY EXAMINATIONCREDIT FOR PRIOR LEARNING

Reference: [Education Code Section 79500](#); Title 5 Section 55050 [and 55052](#)

4235.1 Credit may be earned by students who satisfactorily pass authorized [examinationsassessment](#). The Santa Clarita Community College District CEO shall [rely primarily upon the recommendations of the Academic Senate when](#)^[gc1] [establishing](#) administrative procedures to implement this policy.

4235.2 [Credit by Examinationfor prior learning](#) is a method of assessing the entirety of a particular course as defined by its course outline of record. ^[gc2][The primacy of Credit by Examfor Prior Learning](#) is ~~shared developed and administered by faculty,~~ and [the process of awarding credit](#) resides within the Office of Instruction [substantively,](#) and the Office of Admissions and Records, ~~procedurally.~~

Board Approved 1/25/2017

Next review date: Spring 2022

JR Draft 08/07/2020

AP 4235 **CREDIT BY EXAMINATION**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. Award of credit may be used as elective units.

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 entertainconsider 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). The decision to accept credit for prior learning, in a discipline, as well as the nature and content of the assessment, shall be determined solely by District faculty in the discipline who normally teach the course, in conjunction with the department chair. Credit is to be granted in accordance with the course outline of record approved by the curriculum committee. The faculty shall determine that the assessment adequately measures mastery of the course content as set forth in the course outline of record. From the list below, departments District faculty may choose an assessment(s) from the list outlined below. select the appropriate measure for credit for prior learning.

4235.21 Students may obtain Credit for Prior Learning by one of the following methods:

- 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.

4235.23 Determination of General Eligibility

To be eligible for CPL, an individual must:

- Be Credit by ExaminationCredit for Prior Learning may be granted only to a student who is registered at the college, in at least one unit or noncredit course.
- and The student must bBe in in good standing or have no standing. and
- The student may only rRequest CPL credit for prior learning for a courses listed in the District's current course catalog.
- Have satisfied the prerequisites and other enrollment requirements for The student must be eligible to take the particular course for which CPL is requestedcredit in terms of any prerequisites and other enrollment requirements.
- Have paid CPL Credit for prior learning fees must be paid prior to completing the assessment. Fees are non-refundable. only for a course listed in the college catalog. Units and grade points earned shall be counted toward the Associate degree.
- Not be Students cannot be currently enrolled in the course for which they request CPLcredit for prior learning.
- 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.).

4235.243 Units earned by Credit by ExaminationCredit for Prior Learning

Units earned by CPL:

- aShall not be re-not considered as units completed in residence towards a certificate or degree.
- and wShall it not be used for enrollment verification or reports to insurance companies or other similar agencies.
- May be usedcount 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 was earned as CPL. Courses taken through Credit for Prior Learning must be assigned a letter grade of A, B, C, D, or F, unless the Pass/No Pass option is ordinarily available for the course. Incompletes, withdrawals, or no pass grades are not allowed. A second examination may not be attempted for the same course. However, a student may enroll in the course in a subsequent

~~term for credit if the credit for prior learning produced a substandard grade (D). Credits acquired by assessment are not applicable to meeting such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits and/or Financial Aid.~~

~~— The student's academic record shall be clearly annotated to reflect that credit was earned for prior learning (CE).~~

4235.543

Credit For Prior Learning Procedures

- ~~• Rather than individual department faculty, t~~he 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. -satisfactory score and the awarding of credit for AP, CLEP, and IB assessments are determined by faculty through approval at Academic Senate on a regular basis, rather than by individual department faculty.
- ~~• The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of record approved by the curriculum committee. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose. Petitions for CPL~~Credit for Prior Learning 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, Grades for and submit that grade to courses taken through Credit for Prior Learning are due in the the Admissions and Records Office by the last day of the semester or term by the faculty member. 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~~examination is attempted.
- ~~• display~~On an annual basis, t~~The Office of Instruction, on an annual basis, will ask that request from the department chairs transmit a , the list of courses for which a department will consider awarding CPL through an assessment(s) other than AP, CLEP, or IB. available for credit for prior learnin.~~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 an assessment rubric, on file 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. eligible for CPL
 - Each department will have a list of assessment(s) available for the courses for which CPL is available. Departments may consider other assessment(s) not on the list, on an as needed basis.
 - The list of available courses for CPL will be posted on the Admissions and Records website.
- Students can accept, decline, or appeal the decisions related to the award of CPL credit.
 - To appeal the grade, the students must follow the requirements described in the Grade Review Petition policy (BP 5533) and utilize the Grade Review Petition found on the Student Services website and Policy 5533.
 - A student must decline or appeal the award of CPL credit before the District. If the student determines they want to decline or appeal the credit for prior learning, the student must do so prior to the grade posting to 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.
- Once the credit for prior learning is added to the student's transcript, the student can no longer decline or appeal the grade.

4235.65

Documentation Process

Information regarding credit for prior learning can be found on the College of the Canyons website under Admissions and Records. To receive CPL credit, a student must submit one of the following to the Office of Admissions and Records:

A student will be awarded credit based on the information below:

- A student must turn in the Advanced Placement (AP) score through official high school transcript or from the College Board to Admissions and Records.
- A student must turn in the College Level Examination Program (CLEP) official record to the Admissions and Records office.
- A student must turn in the International Baccalaureate (IB) program official record to the Admissions and Records office.

- ~~A student must turn in The Joint Services Transcripts to the Admissions and Records office. Veteran students will be informed of the CPL policy-Credit for Prior Learning policy.~~
- ~~For a~~ All other forms of assessment, evaluation must be completed through the the Credit for Prior Learning Form ("CPL Form").
 - The CPL Fform will be initiated by the studentstudent. t, in consultation with a counselor. The student will first meet with a counselor to determine if CPLcredit for prior learning 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 the CPLcredit for prior learning with the student and explain the assessment instrument used to determine course credit.
 - If the student determines they want to move forward with CPLthe credit for prior learning, the student must ensure that the faculty member who approved administration of the assessment will inform Admissions and Records.
 - Admissions and Records will charge the student the CPL fee for the credit for prior learning.
 - The student must submit the CPL Fform to the Student Business Office and pay for the CPL fee credit for prior learning, equated to the enrollment fee per unit, prior to assessment.
 - The student will then submit the CPL Fform 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 Formform prior to its submission to the Admissions and Records office.
 - The faculty will forward the final CPL Fform to the Admissions and Records office.

4235.5 Requirements for Credit by Examination:

A. — Students wishing to receive credit by examination must be in good academic standing or have no academic standing at College of the Canyons and be currently enrolled in a minimum of one course.

B. — Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of the semester or term.

C. — Courses taken through credit by examination are subject to A—F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.

D.—— A second examination may not be attempted for the same course. However, a student may enroll in the course in a subsequent term for credit if the credit by exam produced a substandard grade.

E.—— The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.

F.—— A maximum of 18 units may be awarded through credit by examination.

G.—— Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional \$9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.

H.—— Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.

I.—— The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

4235.776 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 by Examination](#)[Credit for Prior Learning](#).

A.● 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.

B.● 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 [by Exam](#)[for Prior Learning](#).

Next review date 2022

Draft JR 08/07/2020

[Draft 2_09/25/2020](#)